

Exploring narratives of success in learning in a Key Stage Three Pupil Referral Unit:
An Appreciative Inquiry through a Dialogic Narrative Lens.

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Abstract

Research has elicited the views of young people and teaching staff surrounding learning in PRUs, however there is a need for greater inquiry focusing on bridging communication between students and staff members. Pupil Referral Units (PRUs) are under a high level of scrutiny related to their academic outcomes (Taylor, 2012), but the voices of young people and PRU staff are largely absent from this political discourse.

This small-scale, social constructionist research study explored narratives elicited in the context of an Appreciative Inquiry (AI) on the topic of successful learning. It engaged young people and staff from a Key Stage Three inner-London PRU, in mixed focus group discussions, following a 4-D Cycle of Appreciative Inquiry (Discover, Dream, Design, Destiny; Cooperrider, Barrett & Srivastva, 1995).

To complement AI's emphasis on the use of storytelling to evoke shared meanings, the research utilised Dialogic Narrative Analysis for a deeper exploration of narratives constructed. It draws upon the dialogic concepts of polyphony (multiple voices apparent within an individual voice), heteroglossia (codes of language from communities; Bakhtin, 1981), and positioning (how people and institutions are related to one another and the self, within an individual's talk; Frank, 2012). The purpose of the research was not to access a truth about these voices, but to identify these features within narratives.

Patterns identified in narrative production helped to make sense of how students and staff members constructed narratives of success in learning. They related to how students positioned themselves within narratives of what both they and others need; how they constructed mainstream and PRU entities (and teachers within both) in contrast to one another; as well as the discourses and genres drawn upon within their narratives. Divergences are noted where narratives are constructed to be appreciative to some, but not to others. The Appreciative Inquiry elicited visions for the future of the PRU, towards which, staff members constructed tangible actions. Implications for Educational Psychology practice are considered, including critical reflection on the use of Appreciative Inquiry in the PRU context, and its limitations.

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Abbreviations

AP - Alternative Provision

AI - Appreciative Inquiry

BESD - Behavioural Emotional and Social Difficulties

DCSF - Department for Children, Schools and Families

DfE - Department for Education

DfES - Department for Education and Skills

DoH - Department of Health

DNA - Dialogic Narrative Analysis

EP - Educational Psychologist

EPS - Educational Psychology Service

GCSE - General Certificate of Secondary Education

HT – Head Teacher

KS3 - Key Stage Three

KS4 - Key Stage Four

LA - Local Authority

NEET - Not in Education, Employment or Training

PRU - Pupil Referral Unit

SEBD - Social Emotional and Behavioural Difficulties

SEMh - Social Emotional and Mental Health

SEN - Special Educational Needs

SEND - Special Educational Needs and Disabilities

SENDCoP - Special Educational Needs and Disability Code of Practice

UK - United Kingdom

Introduction

Personal and Professional Context

Prilleltensky (2001, p. 751) defines values as the principles that guide our “personal, professional and political behaviour” towards desired outcomes. My own values have been influential in guiding the research process and the production of research questions.

Prior to beginning my doctoral training in Educational and Child Psychology, I worked in a number of positions with young people ‘at the margins’ (Billington & Pomerantz, 2004). This involved working in Alternative Educational Provision for young people at risk of exclusion from school or at risk of becoming Not in Education, Employment or Training (NEET) upon leaving school. In this previous teaching practice, I experienced a number of occasions where mainstream school staff appeared more invested in their students who performed well academically, although had Social, Emotional and Mental Health (SEMH) difficulties, which impacted on their learning, and their ability to meet the social expectations of their educational settings. By contrast, those who struggled to perform in the academic forum, I felt, were more often excluded for behaviours which impacted on their learning. My conversations with these young people often highlighted interesting and hopeful aspirations for the future, and I felt that young people could communicate what helped, and what did not help them in school, albeit in ways that might have been deemed unacceptable in a traditional mainstream forum.

In negotiating the current piece of research, my values, informed by my previous teaching practice, became increasingly apparent. In brief, these values and beliefs included;

- The achievement and outcomes of young people otherwise marginalised in society cannot be removed from the social context in which they emerge.
- Young people have the right, and ability to be involved in conversations about their education. Their views and experiences of education should be respected, just as if interviewing a teacher or member of school management. Young people have something to offer in terms of communicating their experience of education.
- Young people, particularly those whom educational discourses would construct as 'failing' or 'struggling' also deserve opportunities to reflect on the positives and successes of their educational experience.
- Young people deserve opportunities for their voice to be heard, and to engage in meaningful communication with adults. In my professional practice, I have felt I often adopt a position of advocacy to enable such communication. However, throughout my doctoral training I have come to believe it is more powerful to enable and empower individuals to engage directly in communicative acts, rather than speaking (or advocating) for young people.

Local Context

The contextual background that has shaped this research is related to an allocation of work that was undertaken during my placement in a Local Authority (LA) Educational

Psychology Service (EPS) for the completion of the practical component of my doctoral training in Educational and Child Psychology. The research is situated in an inner-London borough, described as one of the most deprived areas in England (Anon Local Authority Corporate Research Unit, 2015, p.2).

During my first day on placement, I was oriented towards my in-tray, which contained one document; a scrutiny report relating to levels of Literacy within the borough, including a short section which mentioned issues surrounding the levels of literacy identified in the Pupil Referral Unit (PRU) population, and with White British working-class students who were also over-represented in these settings compared to elsewhere in the borough (Anon Local Authority, 2014). A Senior Educational Psychologist explained that I would be involved in a project which would seek to address the issues identified in the scrutiny report. The Principal Educational Psychologist later provided me with the guiding question: “Why do the young people in the PRUs have such low levels of literacy? I want you to find out what has gone wrong”.

Quite possibly influenced by my personal values surrounding positive conversations, and my feeling of the inevitability of young people in PRUs experiencing the most difficulty in accessing mainstream systems for achievement, I very strongly felt that it was the wrong question to ask. Although I continued to be involved in the project in one PRU setting, I also began generating ideas for this piece of research and how I could explore the learning of young people in PRUs in a way that allowed young people to step outside of the political dimensions of achievement and attainment – to construct their own ideas of success, and what works. My desire was for my research

to facilitate a process which generated recommendations around future support for young people in the PRU, in the same way that a research report exploring reasons for literacy difficulties would elicit ideas about what could change.

Political context

'Alternative Provision' (AP) is an umbrella term used to describe non-mainstream education within the United Kingdom, which includes vocational learning settings, charity-led education settings, and specialised education provision adapted for children and young people who have needs that cannot be met by either mainstream school, or a local authority maintained special educational needs (SEN) setting (Department for Education, 2015). One example of AP in the United Kingdom, is a Pupil Referral Unit (PRU; Department for Education, 2012a). PRUs are educational settings that are maintained by a Local Authority, which often cater for the needs of children and young people who have been excluded from school due to SEMH needs (Cooper, 2010). The current research is based within a Key Stage Three (KS3) PRU which offers short stay placements for young people who have been excluded from school with the purpose of supporting their re-integration to a mainstream or specialist provision.

There have been several political developments around Pupil Referral Units (PRUs) and Alternative Provisions (APs) in recent years. The following timeline outlines significant developments in this field, which will be discussed throughout this section:

2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Back on Track pilot project (DCSF, 2008).	Apprenticeships, Skills, Children and Learning Act (UK Parliament, 2009): Renaming PRUs 'Short-Stay Schools' (SSS). Requirement for Local Authorities to seek permission from the Secretary of State to close a PRU/SSS.	Academies Act (UK Parliament, 2010) introduced.	Education Act (UK Parliament): Introduction of Alternative Provision (AP) academies, removal of legislative requirement around specialist academies.	Improving Alternative Provision Government Advisory paper (Taylor, 2012).	Back on Track (DCSF, 2008) programme reviewed (DfE, 2013).	Children and Families Act (UK Parliament, 2014): Local authority responsibility for PRUs. Mentions AP academies.	Conservative government in power. Statutory guidance relating to school exclusion (DfE, Jan 2015). Mental Health in Schools guidance (DfE, March 2015). 2015 SEND Code of Practice introduced (DfE & DfH, 2015).		

Figure 1. Timeline of political developments for Pupil Referral Units (2008-2017).

Constructing SEMH/SEBD

Terminology surrounding young people with emotional difficulties has shifted in government legislation in recent years. The 2015 Special Educational Needs and Disabilities Code of Practice (SEND; Department for Education & Department of Health, 2015), identified a category of need titled 'Social, Emotional and Mental Health difficulties' (SEMH), which is a shift in terminology from Social, Emotional and Behavioural difficulties (SEBD) as previously defined in the 2001 SEN Code of Practice (Department for Education and Skills, 2001). Each term provides a descriptor for the

nature of these needs which acts as a framework for assessing whether a child requires additional educational support (Norwich & Eaton, 2015). The DfE define the new terminology of SEMH in the following way:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties ... [or] disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

(DfE & DoH, 2015, Section 6.32)

Jones (2003) explored the history of how SEBD, as stipulated within the 2001 SEN Code of Practice (DfES, 2001) has been constructed. Within this Code, she identified a shift in ways of understanding children's disruptive or violent behaviour, which appeared to take into account children's learning needs, their socio-cultural positioning, and prioritised understandings from an ecological systems perspective (Jones, 2003; Bronfenbrenner, 1989). This shift was directed by an opposition to the medical model, which is thought to have prioritised ideas about problems as having within-child origins, and constructed young people as 'maladjusted' (Jones, 2003).

Within the 2015 SEND Code of Practice (DfE & DoH, 2015), appears to be a further emphasis on understanding behaviour as related to an interaction between psychological and ecological factors, when understanding behaviour deemed as disruptive or unacceptable in schools. In particular, with the removal of the term 'behaviour' (in SEBD), which has been replaced with SEMH. This appears to further acknowledge a range of underlying causes to disruptive behaviour.

However, these developments in legislation are argued to have elicited very little change in constructing children and young people's behaviour, in practice. Norwich and Eaton (2015) argue that the 2015 SEND Code of Practice (DfE & DoH, 2015) does little to incorporate modern bio-psycho-social models of understanding children and young people's disabilities or difficulties.

Hollenweger (2011) proposes a model for doing this, which includes education-specific factors which impact on how a young person's disability or difficulty is constructed, and their implications for assessing eligibility for specialist support. These include the educational and developmental goals of the young person, and their relationship to the young person's participation in education; as well as the methods of intervention and provision available, and their relationship to the young person's environment. Their model also holds a vision of the young person as a "responsible, happy and healthy citizen with capabilities, competence and the ability to adjust to the challenges of society" (p.5); a vision which consequently impacts the educational goals, and the methods of intervention and provision available to a young person.

Norwich and Eaton (2015) suggest that modern SEND legislation would benefit from the adoption of a model such as this, which views children's difficulties as contextually embedded, and responsive to their educational environments.

An approach such as this would perhaps align more closely to the notion of Person-Centred Planning (PCP), which is mentioned in the 2015 SEND Code of Practice (DfE & DfH, 2015), albeit to a lesser degree than its draft versions.

Although there have been recent shifts in constructing children and young people's SEMH needs, approaches broadly adopt an ecological perspective which

acknowledges social and personal factors. It is possible that future developments in this area will continue to construct these difficulties with reference to influential education-specific factors, in addition to broader social factors such as family, culture, and socio-economic status.

Pupil views on SEMH/SEBD

Despite the reforms of the 2015 SEND CoP (DfE & DfH 2015), there still remains a dearth of research with young people identified as having Social Emotional and Mental Health (SEMH) needs. This is perhaps due to academic research conventions, such as lengthy peer-review processes. This is likely to mean that current research is reporting data which was collected prior to the SEND Code of Practice reforms, when the terminology SEBD was commonplace (See Tellis-James & Fox, 2016, for a recent example).

In the context of the 2015 SEND CoP, Kennedy (2015) shared a small case study (eight KS2 students & two learning mentors), which sought to understand the extent to which school-based interventions for young people with SEMH needs elicited the views of young people. She found that young people tended to feel included in their intervention and support plans, and that greater success was linked to young people feeling included. Although this highlights some pupil involvement in support and intervention, it does not speak of young people's involvement in how their SEMH needs are constructed.

Sheffield and Morgan (2017) argue that although there is plentiful research exploring the views of young people with SEMH/SEBD, there is little research which explores the

views of young people on the category itself. Their small-scale research study involved nine students aged 13-16, who had a statement of SEN where SEBD was identified as their primary need. Sheffield and Morgan (2017) found that young people did not attribute the SEBD label to themselves, nor had they heard of it. In light of the 2015 SEND Code of Practice, they explored the term SEMH with young people, which overall was attributed more negatively than SEBD, although evaluations of each of these labels were predominantly negative.

Although a small-scale study, this highlights a lack of engagement with young people regarding how their difficulties are constructed, indicating that ways of understanding and describing behaviour might be largely adult-imposed: to an extent in which young people are unaware of the labels they have been attributed.

SEMH and school exclusion

In January 2015, the Department for Education (DfE) updated their statutory guidance for school exclusions (DfE, 2015), stipulating that school staff are required to provide Alternative Provision (AP) for young people for fixed period exclusions (after 6 days of fixed period exclusion). The guidance supports a mainstream school provision's decision to exclude, if this reflects adequate adherence to the school's behaviour management policy, and the seriousness and persistence of behaviour. The policy asserts that the adoption of blanket policies to 'not exclude' are inadequate in successfully maintaining discipline in schools.

Changes legislated through the Education Act 2011 (UK Parliament, 2011) also stipulate that Headteachers no longer hold responsibility to reaccept pupils whom

they have excluded, regardless of whether independent review panels request for them to reconsider. These changes in legislation are justified to ensure school's decisions are not undermined by independent review panels (Department for Education, 2012).

Further, schools are responsible for in-house spending on SEND, up to the cost of £6000 (DfE & DfH, 2015), before requesting additional support through the Education, Health and Care plan process, compared to £4000 towards the cost of placing young people in AP should they make the decision to exclude (DfE, 2012). This imbalance might therefore see a young person excluded for financial reasons, rather than identifying SEN needs (such as SEMH) and providing support at the school-level.

Released concurrently to this policy, was non-statutory guidance regarding 'Mental Health and Behaviour in Schools' (DfE, 2016), which acknowledges that consistent disruptive behaviour in schools can be related to unmet psychological and mental health needs. Section 3.1 states that:

"...disproportionately large numbers of pupils with conduct and emotional disorders fall behind in overall educational attainment, missing school, and being excluded."

(DfE, 2016, p.19)

Legislative changes through the 2015 SEND Code of Practice (DfE & DfH, 2015) and related advisory documents such as those identified above have, however, run concurrent to significant cuts to Child and Adolescent Mental Health Services (CAMHS), with one in five local authorities reporting cuts or freezes to between 2010 and 2015 (YoungMinds, 2015). This is despite a 70% increase in the identification of

depression and anxiety in teenagers, in the last 25 years (Mental Health Foundation, 2004). Although this might be representative of a need to support those with mental health needs within the wider community, it places additional pressures on schools to identify and support young people with mental health needs (DfE, 2016), an area of need in which many school staff are untrained and lack confidence (O'Connor, Hodkinson, Burton, & Torstensson, 2011).

This has implications for how young people with SEMH needs are supported in schools. Norwich and Eaton (2015) argue that, since the Conservative government's introduction of the 2015 SEND Code of Practice (DfE & DoH, 2015), emphasis on inclusion of pupils with SEND has reduced, with the Ofsted education regulatory body introducing a new inspection framework which places lesser emphasis on the notion of 'inclusive environments', and greater emphasis on children's progression since starting school. Norwich and Eaton (2015, p.119) highlight that:

There was a silence in this framework about evaluating schools as regards their admissions and exclusions of pupils with SEN/ disabilities.

This highlights a divergence between political discourses about behaviour/exclusion, and behaviour/mental health within schools. Although there is a growing political acknowledgement of mental health in schools, statutory responsibilities to explore these needs are left unmentioned and unsupported within the statutory guidance around school exclusions and Ofsted inspection frameworks (DfE, 2015; Norwich & Eaton, 2015).

Academic outcomes in PRUs

In recent years, the government's academisation policy (DfE, 2012b), advisory papers (Taylor, 2012), and e-news updates (DfE, 2012a) have emphasised issues with the quality of educational provision offered by PRUs, on account of poor quality GCSE outcomes. Just over one percent of young people in AP (including PRUs) leave school at the age of sixteen with five GCSEs at grades A* to C including Mathematics and English (Department for Education, 2012a; Taylor, 2012). According to these statistics, the outlook for young people in these settings could be considered bleak. One policy recommendation document, states that young people are therefore not achieving "meaningful qualifications" upon leaving school (Department for Education, 2015, p. 2).

Back on Track Programme: Pilot Project

The Back on Track programme (Department for Children, Schools and Families, 2008), spearheaded by the Labour government in 2008, outlined a number of pilot project investments to improve the quality of AP (including PRUs). Reviewed by the National Foundation for Educational Research (NFER), under the new Liberal Democrat-Conservative government in 2012 (White, Martin, & Jeffes, 2012), the project identified positive outcomes of the programme, as well as challenges and recommendations for the future of AP in the UK. This included recommendations to hold criticality when considering outcomes measures for AP projects. They suggest the development of criterion measures which adequately reflect the range and purpose of AP settings.

The Back on Track programme (Department for Children, Schools, and Families, 2008) highlights that many young people:

“...for whom alternative provision caters are among the most challenging of their generation. Many will have struggled to keep up at school and arrive in alternative provision with very low prior attainment. We know that 75 per cent of pupils in Pupil Referral Units have special educational needs. Many of these will have social, emotional and behavioural difficulties, which may mask underlying learning difficulties or a disability.”

(p.11-12)

Government advisory documents, such as ‘Improving Alternative Provision’ (Taylor, 2012), and policies (DfE, 2015), use GCSE outcome statistics as a reflection of the quality of education young people are presented with in AP, such as PRUs. However, the statistic does not account for the various contexts (i.e. long term absenteeism, previous transitions, socio-economic status) that pre-date the students’ placement in the PRU, which have the potential to impact on attainment (Cooper, 2010).

Despite the outline of advice provided by the Back on Track pilot project, critiques of AP continued to question the quality of provision on offer in AP, based on outcomes measures which are known to be problematic (Anon Local Authority, 2015; DfE, 2015; Taylor, 2012).

Academisation

Under the 2010 Liberal Democrat/Conservative government, PRUs were offered similar powers as schools to academise and become ‘Alternative Provision Academies’. This was encouraged in efforts to raise standards of AP and improve outcomes for young people, as well as broaden the range of AP on offer (DfE, 2012b).

This was in light of the findings identified above, regarding the quality of educational provision in PRUs and AP. As such, there is political pressure for those working in PRUs and AP, relating to the notion of success and attainment, as well as pressures to academise.

What does this mean for the current research?

The local and political contexts illuminate several ethical needs for the current research project:

- Need for research which demonstrates an ethical sensitivity to the political domain of its subject.
- Need for research which does not seek to perpetuate a problematic/flawed discourse about the attainment of young people in PRUs.
- Need for research which prioritises a bottom-up approach to negotiating change within organisations.

Research Context

Listening to, and learning from young people

Article 12 of the Convention on the Rights of the Child (United Nations, 1989) and the Children and Families Bill (DfE, 2013) highlight children and young people's legal right to have their views considered when decisions are made about them. A broad aim for this research, therefore, is to create a space for young people in a PRU setting, to be heard.

Perhaps more so than their mainstream peers, young people in PRUs have greater opportunities to reflect on the types of learning provision, and the impact of different

approaches on their engagement (Cooper, 2010). In O'Connor et al. (2011), the young people interviewed had attended a variety of provisions including PRUs, AP, and 'inclusion bases' in their mainstream settings. Young people who have transitioned through a variety of settings may therefore be in a better position to reflect on the types of teaching and learning that helps them, or may have more experiences of a variety of educational approaches.

Systematic Literature Review

A systematic literature review was undertaken to explore key pieces of research which drew upon the voices of young people about their learning in PRUs. An overview of the systematic literature review process can be found in Appendix A.

The academic terrain

Drawing on findings from the systematic literature review, there appears to be a high level of interest in exploring learning in PRUs. There also appears to be a promising interest in eliciting voices of young people who attend PRUs, about their learning and educational experiences. The following sections explore this key research.

Prioritising 'voice' and participation

Reporting on preliminary findings of a PhD pilot study, O'Connor et al. (2011) trialled methods for eliciting the voice of a young person ('Paul', age 14, location not reported) identified as having behavioural, emotional and social difficulties (BESD; author's definition), to contribute to conversations about their educational environments. They elicited Paul's views by using a 'Life Grid' tool to support semi-structured interviews, which allowed the young person to talk about their educational journey.

Their preliminary findings highlighted that ‘critical moments’ for their pilot interview participant included; the transition to secondary school (understood to be the point at which their participant, Paul, had disengaged from education), the point of school exclusion (rated as a high point for the young person who wanted to leave the school), and his return to school. Their use of the ‘life grid’ tool perhaps opened up an opportunity to gain a temporal understanding of the young person’s experience, whilst providing a ‘conversational crutch’ (Shaw, Brady, & Davey, 2011) to explore their views about these points in their educational experience. However, it may have also limited their participation to what the young person believed to be observable changes in their educational experience (e.g. moving school placements).

Their research also explored the views of Paul’s teachers, and how they constructed the causation of children’s BESD needs (author’s definition), as well as highlighting issues regarding funding for the support of children with these needs, and lack of training for those who are required to support.

Clarke, Boorman and Nind (2011) conducted a study (part of a wider research project in an independent special school for girls, in the south of England) to explore the concept of voice with three teenage girls who had been excluded from mainstream education. Their research incorporated both verbal and visual methods. They critiqued the use of participatory strategies, which they say are often an adult-led endeavour. Their use of a ‘diary room’, which young people opted to use on their own initiative, appeared to facilitate this investigation.

In another journal article related to their voice-centred study, Nind, Boorman and Clarke (2012) explored the use of digital and visual methods to hear the voices of

young girls identified as having SEBD, about their experiences of their specialist educational provision. Their study used semi-structured interviews for two paired student interviews, and a student-staff paired interview. This included the use of photo-elicitation as a means of supporting young people to communicate their views. (Shaw et al. 2011) assert that 'conversational crutches' such as this, are crucial for supporting young people to engage with participatory research. Further, their study highlighted the possibility of warm and informal interactions between a staff member and student; a potential benefit to conducting joint interviews.

Clarke et al. (2011) found that girls use voice in a variety of ways to negotiate their access and participation in education. For example, the girls in their study used voice to negotiate their learning environments, in what might be perceived as undesirable ways. However, they constructed the girls' strategies as adaptive, as opposed to maladaptive. Their research therefore questions how researchers and educators make sense of young people's voices, in the context of educational expectations, and the differing perspectives through which to construct young girls' behaviour.

In Nind et al.'s (2012) photo-elicitation research, three secondary-aged students participated in voice activities using photographs to share their views about school. These were analysed through a narrative framework and themes of importance to the young people were related to: space (to be heard and be part of a school community); identity (the means through which young girls negotiate constructions of themselves, both throughout the research and in their alternative setting); relationships (e.g. the use of shared spaces where young girls felt they belonged); and community (including communication). They explored the influence of attachment to school, arguing that

this is a key feature for young girls in their experiences of inclusion. Their findings, although limited to this small group of girls in a specialist setting in southern England, highlight the possibilities of research and educational practices which acknowledge and respond to the ways in which young people require their voices to be heard.

Although integrating photo-elicitation into their participant-led methodology allowed young people to provide unique contributions to the research, through a variety of modalities, Nind et al. (2012) highlighted that the use of photo-elicitation also fed into the young people constructing their identities within the context of modern media, as opposed to the true or enacted identities of the girls in the photographs. Self-led photo-elicitation therefore appeared to in some ways hinder the researchers aims. Such practices therefore need to acknowledge wider social influences (such as social media) in eliciting views.

Overall, their research studies highlight the potential for research which prioritises genuine listening and participation in research with young people, as well as a need to explore how identities are constructed and re-constructed within relationships in alternative settings.

Voice and generalisation

Michael and Frederickson (2013) explored sixteen pupils' perspectives of their KS3 and KS4 PRU provisions, in two London PRUs. They drew upon the concept of enablers and barriers, to consider how young people construct notions of what does, and does not work for them in their learning. Following a thematic analysis, they identified five key factors which enabled positive outcomes for young people at the PRU: teachers (i.e. support to achieve academic success); peers (e.g. known peers attending new AP),

family (e.g. emotional support); curriculum (e.g. relevance and personalisation); and extracurricular activities. Barriers included disruptive behaviour (e.g. of peers and of self); unfair treatment (e.g. use of discipline); and lack of personalisation in the learning environment (e.g. feeling bored/too challenged).

Although Michael and Frederickson's (2013) research attempted to elicit a broad range of findings, their richer themes were associated with the local context of the PRU, as opposed to wider, systemic factors, such as family or community. This is despite a framework for understanding that young people's social, emotional and mental health needs as being related to a complex interplay between individual, local, and wider systemic factors (Bronfenbrenner, 1989). Weaker themes, with fewer examples to support them, were identified relating to these contextual factors. Michael and Frederickson (2013) state that this is perhaps due to the focus of the research, which was to identify barriers and protective factors to learning *within* the PRU. They suggest that further research should seek to elicit young people's views regarding wider contextual barriers and protective factors for young people's learning in PRUs. However, this suggestion to extend the research perhaps prioritises knowledge from the academic domain (e.g. Bronfenbrenner's ecological model), over the plurality of voices elicited within their research. Conversely, the inclusion of 'weaker' themes in final research may also seek to illuminate marginalised or lesser-explored views.

Drawing upon the opportunity for the research to effect change, Michael and Frederickson (2013) also identified ideas for change through carrying out a thematic analysis (flexibility, feeling understood and listened to, and the learning environment).

In a similar study, Hart (2013) drew upon a resiliency framework when interviewing young people and staff, to explore the protective factors of their PRU environment. Unlike other voice-centred, participatory research designs, such as that of Clarke et al. (2011), Hart (2013) utilised a top-down process, using a strengths-based resiliency framework to develop their semi-structured interview schedule. The protective factors they identified fell within the following overarching themes: relationships, teacher and student expectations, teaching and learning, and environment. They found some agreement between staff and students across several themes, however there were divergences in the ways young people and teachers constructed these ideas in their interviews. Hart's (2013) research perhaps highlights the need to enable greater communication between staff and student participants, in order to co-construct ideas about what works. This might allow for themes to be more reflective of a shared understanding.

In both Michael and Frederickson (2013) and Hart's (2013) research, their analysis appeared to influence the expression of voice and how it was reported within the final research study. In each of these pieces of research, there is perhaps greater emphasis on the need to offer some form of generalisability to other PRU settings, or their student populations. This is highlighted in Michael and Frederickson's (2013) research validation. Their themes were validated through a focus group with young people, which highlighted a general agreement with the themes. However, the authors noted that young people were keen to assert their individual perspectives on each of the themes, highlighting space within the academic terrain for research with young people which prioritises voice and individuality over theme generation.

Chadderton (2011) critiques the use of voice in educational research, from a post-structuralist perspective, arguing that voice research should acknowledge its inconstant and moveable basis:

“Most important to any project which privileges student voice is an approach which is explicitly underpinned by an understanding of the plurality and shifting nature of voices. This allows for an awareness of several important factors. For example, it would value student perceptions without seeing these as representative or universal, and would explicitly reject notions of authenticity. It would avoid homogenous notions of the student body, and would also mean that research would be less likely to stereotype or essentialise student perceptions”.

(p.11)

Given that PRU student populations have been identified within the literature as a non-homogenous group (Cooper, 2010), Chadderton’s (2011) view offers an important reflection point for research which explores student voice.

Whose voice?

In a recent publication, McCluskey, Riddell and Weedon (2015) reported on a large-scale research study which was undertaken by the Welsh Assembly Government, exploring the views of young people (aged 14-17) attending Alternative Provision, many of whom had been excluded from school. Eight case studies of PRU and AP settings in Wales were conducted, which involved telephone and face-to-face interviews with parents/grandparents, 156 interviews with professionals involved in supporting young people in the AP and PRU provisions, and interviews with 48 young people (either alone, in pairs or in small focus groups). Analysing interview data at the content level, McCluskey et al. (2015) identified that support, listening, and being

responded to with sensitivity, were important to young people when reflecting on their current and previous educational placements. Despite positive feedback from young people about their educational placements, McCluskey et al. (2015) questioned the quality of provision young people were provided with in these settings, raising the question: whose voice should be heard and magnified? Given the wide scope of their study, analysis also had limited opportunities to explore how young people make sense of their educational experience and how they come to hold positive beliefs about their educational placements.

Beyond 'content'

By contrast to McCluskey et al.'s (2015) study, Farouk (2017) used a narrative dialogical approach to explore how 15 female and 20 male students, aged 15-16 years, in AP (following school exclusion) dynamically constructed previous selves through sharing 'autobiographical memories'. Farouk (2017) used previous literature and a dialogic theoretical basis for the research, to construct themes related to the narrative journeys young people had presented. Significant factors in the construction of young people's autobiographical memories included their home environments and their experiences of school exclusions, as well as other significant memories about their educational journeys. Farouk's research highlighted that young people's selves/identities have been positioned by the institutions, previous selves, and significant others within the young people's lives. Notably, he argues that parental voices are largely missing from young people's autobiographical narratives, and that peers seem to have a greater influence in how young people have positioned themselves throughout their lives.

Farouk's (2017) research highlights the utility of a dialogic approach to research, which allows an exploration of the characters, relationships and institutions that feature in the life stories of young people excluded from school.

Transformative research

Combining narrative and ethnographic approaches, Flynn (2014) conducted a large-scale transformative and emancipatory research study whereby twenty students identified as having Social, Emotional and Behavioural difficulties (authors definition) in one mainstream Republic of Ireland school. The study undertook 221 repeated, individual interviews, as well as nine student focus groups over three years, to explore ways in which young people might engage with the concept of student voice to transform their educational environment. Young people had a high level of participation in the analytic process and participated in the identification of themes from the research studies. However, given the very high number of interviews, the young people may not have had a high level of meaningful participation in the analysis due to the significant amount of data collected.

Sellman's (2009) pupil's voice project, by contrast, involved engaging young people in ongoing discussions with their Headteacher to develop the school's behaviour policy: exploring their perspectives on current policy and eliciting ideas about how it could change. Sellman (2009) found that although young people discussed difficult or problematic issues at length, they were also able to identify many positive aspects surrounding behaviour management in their SEBD (authors definition) setting.

Four key themes about schooling were identified as of significance to the young people in Flynn's (2014) research: the importance of being heard, perspectives of

difference, relational care, and leadership. The importance of being heard was highlighted in other literature (Nind et al., 2012; Clarke et al., 2011). The notion of relational care has been highlighted across the literature, with many young people identifying improved or more understanding relationships in their alternative, compared to their mainstream settings (McCluskey et al., 2015; Hart, 2013; Michael & Frederickson, 2013; Nind et al., 2012).

Appreciative approaches

The following section identifies research which explores the views of young people excluded from school, using an appreciative approach.

A narrative, appreciative approach

Within the systematic review, only one article was found which drew upon appreciative questioning with young people identified as having Social, Emotional and Mental Health needs, being carried out alongside a narrative framework. Tellis-James and Fox (2016) (see also Tellis-James, 2013 for doctoral thesis) conducted a London-based study which explored the 'possible selves' of eight young people (5 female, 3 male) aged between 14 and 16, with SEBD (original definition), all of whom had been excluded or were at-risk of exclusion from school. Tellis-James and Fox (2016) drew upon positive psychology as a theoretical paradigm, and used questioning which elicited strengths-based narratives from young people, about their past, in order to tell hopeful stories about their futures. He explored this using a Narrative Oriented Inquiry, which provides a transparent approach to analysing data from narrative interviews (NOI; Hiles & Čermák, 2008).

Although Tellis-James and Fox's (2016) strengths-based research challenges discourse about outcomes for young people with SEBD, it focuses particularly on how young people describe their futures. Appreciative conversations about the history and current state of their educational input are explored, and take place in the context of these future-stories.

Using Appreciative Inquiry to explore pupil participation

Martin (2015) utilised Appreciative Inquiry to explore how five girls with Social, Emotional and Behavioural difficulties (authors definition), and five staff in a PRU provision felt that participation in decision making could be achieved, in the context of the PRU setting offering a long-stay educational offer to young people due to lack of resourcing for SEBD provisions in the local area. Martin utilised semi-structured interviews with the students, and a focus group with staff, which followed the 4-D Cycle of AI (Cooperrider, Barrett, & Srivastva, 1995). Their research elicited views around participation practices, and supported staff in action planning discussions, which appeared to lead to tangible changes in PRU development. Martin utilised thematic and content analyses of individual interviews and focus group discussions. This research identified that young people and staff held a shared understanding of participation, and highlighted that young people valued their voices being heard in their setting through formal and informal participation forums.

SEBDs were identified to influence the extent to which pupil voice was acted upon, with some staff expressing views that 'students do not always know what is best for them'. Her research elicited ideas from all participants on how participation practices could be improved within the PRU setting.

Appreciative approaches therefore appear to have furthered understandings of support for young people in PRUs. Previous research in this area tends to have elicited a firm understanding of the factors which influence young people's educational experiences in PRUs. More recent approaches which adopt an appreciative framework appear to support theory generation alongside participants, as opposed to some previous research which emphasises the academic voice over the students'.

Appreciative Inquiry

Appreciative Inquiry is an emerging method in educational research (Fergy, Marks-Maran, Ooms, Shapcott, & Burke, 2011). Having originated as an organisational development tool which focuses on the use of positive and appreciative conversations to stimulate ideas and motivate change (Grant & Humphries, 2006; Ludema, Cooperrider, & Barrett, 2006), a foundational principle of this approach is that appreciative conversations can be generative spaces for thinking about change. AI is therefore contrasted with problem-oriented approaches to change management (Ludema, Cooperrider, & Barrett, 2006). A generative space can be described as one that allows for the production of new ideas (Bushe, 2011). In their seminal text, Cooperrider and Srivastva (1987) contrasted AI with other forms of action research, arguing that traditional problem solving models place a too-heavy emphasis on problems. They argued that research with organisations should begin with the assumption that there is something within any organisation or system that works. They suggest that this places emphasis on affirmation within organisations as opposed to problem solving which involves criticism, and raises uncertainty and doubt.

Barrett and Cooperrider (1990) proposed 5 initial principles for Appreciative Inquiry (AI), which are thought to underpin theoretical understandings of AI (Reed, 2007):

1. **The Constructivist Principle**, which asserts that language is the means by which the world is understood and created, that language shapes the way people think and understand the world around them (Reed, 2007).
2. **The Anticipatory Principle**, which asserts that people's understandings about the future will shape how they move towards this (Reed, 2007). Anticipation therefore opens up new possibilities about the future (Boyd and Bright, 2007).
3. **The Principle of Simultaneity** links the process of inquiry and change (Reed, 2007). This opens up the possibility that the process of inquiring into an organisation brings about change (Cochlan, Preskill, & Catsambas, 2003). This is because inquiry invites reflection (Reed, 2007), offering a generative space to explore new ways of thinking and being (Bushe, 2011).
4. **The Poetic Principle** draws on narrative ideas, and suggests that individuals are constantly engaged with authoring their world (Reed, 2007). AI disrupts ways of telling and hearing stories, to bring about positive change (Reed, 2007).
5. **The Positive Principle** purports that asking appreciative questions is a more engaging and productive process for achieving change (Reed, 2007).

Critiques of Appreciative Inquiry

Despite being widely used as an organisational development tool, Appreciative Inquiry's use as a research methodology has remained relatively under-critiqued (Harris, 2013; Grant & Humphries, 2006). Grant and Humphries (2006) argue that in its use as a research methodology, AI should seek "deeper insights into and recognition of the complexity of human endeavours" (p.403). They also argue that while most AI research emphasises the outcome of AI, researchers should shift to exploring the process of AI – in particular to consider aspects such as power, imbalance, and exploitation. This is perhaps particularly important when considering researching with participants with obvious power imbalances – such as children and teaching staff in education settings.

Within much of the current research utilising AI with young people in PRUs, analysis tends to focus more specifically on the thematic element of their spoken dialogue (See Martin, 2015). This provides an argument to further consider interactions within the process of AI, to consider 'how', as well as 'what' ideas are constructed.

Ignoring the negative?

One aspect of AI, which has been the most highly critiqued, is the 'Positivity Principle' (Fitzgerald, Oliver, & Hoxsey, 2010). The 'Positivity Principle' is the notion that connecting individuals with positive experiences of their organisation is crucial for forming the basis of sustained change, through rapport-building between the members of an organisation (Cooperrider & Whitney, 2005).

However, Fitzgerald et al. (2010) argue that AI's emphasis on positivity ignores the generative space created when discussing problems or difficult experiences. This raises questions about what ideas are prioritised in discussions, and whether the AI process is privileged over the views of individuals within the organisation. Bushe (2011) argues that this can particularly be the case in organisations where there is a heavy emphasis on strengths-based discussion, and less emphasis on discussing difficulties or seeking problem-solutions. This highlights an ethical need to be reflexive within AI practice, to ensure voices are heard and are privileged over the AI process itself (Fitzgerald et al., 2010).

However, Oliver (2005) argues that even the most successful AI practices have the possibility to explore both negative and positive stories in simultaneity. Further, they might elicit images which are positive to some, but negative to others. This might be particularly the case when utilising AI in contexts where the expectations of various group members are divergent. Use of AI in a school context, across groups of staff and students, might therefore elicit divergent narratives about what works.

AI and 'the Shadow'

Fitzgerald et al. (2010) explore the use of AI and its possibility to elicit the 'shadow' of an organisation. The 'shadow', a psychoanalytic concept, is described as "everything that the subject refuses to acknowledge about himself, for instance, inferior traits of character and other incompatible tendencies" (Jung, 1968, p. 284, in Fitzgerald et al. 2010). At an organisational level, this implies that the 'shadow' might reflect negative traits about an organisation.

Bushe (2010) highlights that the concept of 'shadow' serves as a helpful reminder that focusing people on strengths and positives can have a contradictory outcome, by bringing negatives into awareness. In other words:

"To the extent that AI turns up the intensity of the light in an organisation like a theatre spotlight, it is inevitable and natural for a shadow to emerge"

(Johnson, 2013, p.192)

Fitzgerald (2010) explains that power can be a contributory factor to the 'shadow'; that there can be both positives and negatives about individuals or an organisation which are censored by norms in beliefs within that organisation. These norms may oppress views, regardless of whether they are constructed as positive or negative. As such, it is also argued that AI can itself be a shadow process, as a focus on appreciative talk might censor less appreciative narratives (Bushe, 2010; Fitzgerald et al., 2010; Fitzgerald et al., 2010b).

AI should not therefore be considered ethical in and of itself, as it has the potential to replicate power differentials and normed beliefs already apparent within organisations. An ethical application of this approach, through a reflective attention to practice, is therefore crucial.

Aims for the current research

The literature review highlights a growing interest in strengths-based, and appreciative research with young people identified as having SEBD/SEMH or those attending PRUs (Tellis-James & Fox, 2016; Martin, 2015; Hart, 2013; Tellis-James, 2013). The literature highlighted the need for ethical sensitivity when undertaking the current research, in response to a flawed political discourse around attainment in

PRUs. The use of Appreciative Inquiry seeks to respond to this need. The political context of PRUs also highlights divergences in discourses around mental health and school exclusion. The academic literature recognised a need to explore possibilities for bridging communication between staff and students in PRU settings, which had been explored to some extent in previous research (Martin, 2015; Hart, 2013). This will be further explored within the current study. Literature surrounding the use of AI as an educational research method requires a further focus on the process of AI, as opposed to the outcomes. Dialogic research is an emerging method in youth research (Strömpl, 2015), and one article was found to use this as a theoretical basis, with valuable findings relating to how young people, excluded from school, were positioned in their autobiographical narratives (Farouk, 2017). The research will therefore explore co-constructed narratives through a dialogic lens. The current research therefore seeks to provide a unique contribution to the research, by addressing these gaps and issues within the local, political, and academic contexts, from a dialogical perspective, by exploring the following research questions:

1. What narratives around young people's success in learning are co-constructed through the process of Appreciative Inquiry?
 - a. What positions do participants speak from when constructing ideas about success in learning?
 - b. How are the narratives dialogically constructed between teachers and students?
2. What visions for successful learning are constructed through the process of AI?

3. What are the implications for Educational Psychologists and practitioners working within PRUs, for supporting young people to reflect on strengths and successes using AI?

Methodology

This chapter outlines the methodology of the current research, including its philosophical positioning. The procedure for carrying out Appreciative Inquiry with PRU staff and students is justified and outlined, and the method of analysis detailed. This chapter also discusses ethical considerations and trustworthiness criteria.

Summarised purpose statement

As outlined in the literature review, the purpose for this research is to explore the complexity of narratives elicited in an Appreciative Inquiry of successful learning in a Key Stage Three (KS3) PRU. It will do this by analysing the group narratives through a dialogical lens. In doing so, it is hoped that the research will:

- be a stimulus for others' meaning-making around the learning experiences of young people in PRU settings, and how they might be improved;
- highlight some of the complexity in the co-constructed narratives regarding success in learning in a PRU which emerge through the process of an Appreciative Inquiry, to consider the question "who speaks?" within the focus group (Markova, Linell, Grossen, & Orvig, 2007);
- and explore whether AI may be a helpful method for others to engage young people and staff in PRU settings in shared discussions about positive aims.

Theoretical assumptions

Appreciative Inquiry (AI) is commonly adapted for use as a research methodology, and has been linked to various research paradigms (Reed, 2007). It is often linked to a social constructionist paradigm (Gergen, 2009; Ludema, Cooperrider and Barrett, 2006), involving conversations that invoke shared meanings (Gergen, 2009). AI's use as an organisational development approach has been argued for by Cooperrider,

Barrett, and Srivastva (1995), who cite the limitations of traditional organisational theory, for example, the work of Lewin (1940 in Cooperrider et al., 1995). They argue that a relational perspective of how language is used within organisations is more helpful when considering areas of interest (i.e. organisational change) within which “human relatedness is the specific area of concern” (Cooperrider et al., 1995, p.160).

The current research responded to a request by the author’s employing Local Authority to facilitate research and organisational change in a KS3 PRU. Given the small size of the PRU population, and the close relationships which emerge through supporting young people with emotional and mental health difficulties, an approach which held human relatedness at the centre is considered a close fit, in terms of the researcher’s outlined values.

Creswell (2014) defines worldviews as:

“a general philosophical orientation about the world and the nature of research that a researcher brings to a study”

(p.6)

He cites other related terminology including “epistemologies and ontologies”, “paradigms”, and “research methodologies”. Although each term broadly relates to the position of the research, the terms epistemology and ontology refer to discrete concepts. Epistemology is the philosophy of *how* we come to know, and ontology is the philosophy of *what* can be known, or the nature of reality (Guba & Lincoln, 2005)

Guba and Lincoln (2005) highlight five main worldviews within modern social science research: positivism, post-positivism, interpretivism, participatory research and critical theory. Each worldview holds differing assumptions about the nature of reality

(ontology) and how we might come to know about it (epistemology). For example, positivism asserts that there is an observable and objective reality which is measurable, whereas post-positivistic research also asserts that there is an objective reality but that research inquiry will not be able to accurately access this. An interpretivist, by contrast, asserts that there are many realities. The current research adopts an interpretivist stance.

Ontology

The ontological position adopted within the current research is social constructionism, situated within an interpretivist paradigm (Guba & Lincoln, 2005). There are a multitude of nuanced understandings of social constructionism (Raskin, 2002; Stam, 2001). Although there tends to be a broad assertion that there is no definitive truth that transcends social, cultural, and historical contexts (Creswell, 2014; Burr, 2006). Knowledge, in its essence, is contextually oriented (Creswell, 2014).

A social constructionist worldview holds that the construction of knowledge is a “relationally embedded activity” (Cooperrider, Barrett, & Srivastva, 1995, p. 159), and asserts that knowledges are constructed within the social domain, through language, dialogue or interaction (Creswell, 2014; Cooperrider et al., 1995). Further, language helps us form an understanding of how categories and concepts relate, contrast, or contradict one another (Burr, 2006). This indicates that positioning through the use of language (e.g. of the self in relation to constructed others; Aveling, Gillespie & Cornish, 2014) therefore has implications for what is known (e.g. about the self).

The literature on social constructionism is conflicted as to whether there is an objective reality, beyond our individual and collective experiences or depictions of them (Baert, Weinberg, & Mottier, 2011). When researching social constructionism, some theorists refer to the philosopher, Derrida's, assertion that "discourse is all there is" (Burr, 2006, p.81), postulating that language is constitutive of the world. This understanding would position research in an extreme relativist position (Crotty, 1998).

Understood in its most extreme form, this asserts that the only reality that exists is the meaning connected to an experience through language. This perspective therefore denies that an objective reality forms the basis for human life (Burr, 2006). The reader should not, however, be mistaken to assume that this assertion implies that there is no definitive reality, but rather, that knowledge is, and can only be, the meaning ascribed to events through language, interaction, and thought (Burr, 2006).

Critique of Social Constructionism

No definitive truth

Critics of the social constructionist approach, including some social constructionists themselves, highlight the paradox of asserting a position of no absolute or definitive knowledge as a research paradigm (Baert et al., 2011). Burr (2006) stresses that, ultimately, if all 'knowledges' are equally valid, in that they are constructions and meaning making around an event or 'object', then the views of those researching from a social constructionist perspective should not be weighted above the views and perspectives from other research paradigms. This issue is particularly critiqued within

emancipatory social constructionist research which takes a more critical view in seeking to disrupt the status quo (Guba & Lincoln, 2005).

Therefore, within the current research, the stated purpose is not to explicitly support or dispute previous research, or to emancipate the individuals involved. Instead, I will aim to present a more nuanced and relational perspective of how success in learning is constructed and understood. I wish to reflect on how approaches such as Appreciative Inquiry can offer possibilities for alternative ways of thinking and responding to the challenges of working within this area of education.

The findings from the current research should therefore be considered as my own interpretation based on a rigorous inquiry, and I wish to offer this research as a stimulus in which others' reflections, where others' interpretations are invited and encouraged.

Agency within discourse: Are we subject to- or active agents in-?

The use of Appreciative Inquiry to promote change is an approach which attributes power to language, in its ability to shape how people think and act (Reed, 2007). Critiques of social constructionism have asserted that the belief that human experience is constructed with and through language, is to assume that individuals are passive receptors of language, with little or no agency. This perspective asserts that the *subject* is constructed by language, and that there exists no subject outside the language with which they are constructed (Doucet & Mauthner, 2008)

Alternative perspectives on social constructionism instead believe that knowledge is constructed within the social realm, and is therefore constantly in flux (Doucet &

Mauthner, 2008). Contrary to the notion that the subject is constructed by language, Burr (2006) argues that we are not created solely by the discourses which exist in society, but instead have agency in how we respond to them. They assert that this is because ideologies and discourses are complicated and often conflicting. Therefore individuals must exert some agency in deciding which discourses to take up, and which to define themselves against (Burr, 2006). However, there are also pervasive ways in which individuals are pressured to construct their identities through discursive lenses (Smith & Nylund, 1997).

From an Appreciative Inquiry perspective, Cooperrider et al. (1995) state that the organisation could be considered a “triumph of imagination” (p.157), open to being “re-made and re-imagined” (p.159). In-fitting with the notion of agency in constructing reality, it highlights the possibility for change through using language to re-construct narratives within an organisation. Further, it highlights that exploring how the organisation is constructed through this process could be a fruitful endeavour. In line with the notion of agency, in this research, individuals were not viewed as though they are passively constructed by language, but are able to engage as active agents with discourse and create their identities accordingly (Guilfoyle, 2016). Reflections on identity within this research are therefore considered acts of construction within the context of the Appreciative Inquiry.

The current research will adopt the ontological position that there is no definitive knowledge that may transcend its social, cultural and historical contexts.

Epistemology

The term epistemology can be defined as “the nature of the relationship between the knower or would-be knower and what can be known” (Guba & Lincoln, 2005, p.201).

The following research is rooted within a dialogic epistemology, in relation to its social constructionist ontological positioning.

The concept of dialogism as an epistemology has origins in the work of the literary philosopher, Mikhail Bakhtin (1981) and in particular his exploration of Dostoyevsky’s literary works (Jones, 2016), which elicited Bakhtin’s concept of *the unfinalisable self* (Frank, 2012; Bakhtin, 1981). Bakhtin argued that an individual has an inherently changing nature, and cannot be truly known or revealed to the world (Jones, 2016).

Underpinning dialogism are the following beliefs about the relationship between *the knower and what can be known*.

Meaning is co-constructed in dialogue

Dialogism assumes that all utterances are constructed of traces or components of previous dialogues (Markova et al., 2007). In his essay, ‘Discourse in the Novel’

Bakhtin (1981) asserts:

...there are no “neutral” words and forms—words and forms that can belong to “no one”; language has been completely taken over, shot through with intentions and accents. For any individual consciousness living in it, language is not an abstract system of normative forms but rather a concrete heteroglot conception of the world. All words have the “taste” of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context and contexts in which it has lived its socially charged life; all words and forms are populated by

intentions. Contextual overtones (generic, tendentious, individualistic) are inevitable in the word.

(p. 293)

This extends the understanding of co-construction, as it is usually understood in focus group research (Markova et al., 2007), to explore co-construction assumed between the multiple voices in any one person's talk (Aveling, Gillespie, & Cornish, 2014). In order to make sense of an individual's utterances, or the utterances of a group in interaction, the researcher must therefore make attempts at exploring the traces of an individuals' speech.

Two voices is the minimum for life (Frank, 2012)

Bakhtin reasons that text, or speech, becomes an utterance when it anticipates or receives a response from a listener (Jones, 2016). As such, speech is more than a fixed voice or window to the world of the author, but a reflection of the context, the reader, and the anticipated audience (Frank, 2012). Jones (2016) asserts that this perspective assumes that, once words are spoken, they are no longer your own; instead, they are the reader's projection. This has considerable implications for what can be known. In dialogic research, a process of expression in itself is a dialogue between the author and the anticipated audience. Further, the analysis of this expression is a product of the relationship between the researcher and the text. The text itself then becomes an "authorial voice" (Jones, 2016, p.7), whose interpretation is part created by the reader. Practising dialogism therefore requires the researcher to speak with the character, as opposed to about him, "sustain[ing] a tension between dialogue and analysis" (Frank, 2012, p.34).

Method of Data Collection

The 4-D Cycle of Appreciative Inquiry

The following research utilised the “4-D Cycle of Appreciative Inquiry” (Cooperrider et al., 1995). This approach to AI adopts a four-phase cycle (fig.1). Beginning with the ‘discovery’ phase, it involves exploring the current situation through appreciative conversations (Ludema, Cooperrider, & Barrett, 2006; Reed, 2006;). The second, ‘dream’ phase allows participants to envision an optimum scenario (Reed, 2006). In the ‘design’ and ‘destiny’ phases, participants are encouraged to develop a shared understanding of what is desirable in their current situation, and how they might move towards this desired future (Ludema et al., 2006; Reed, 2006).

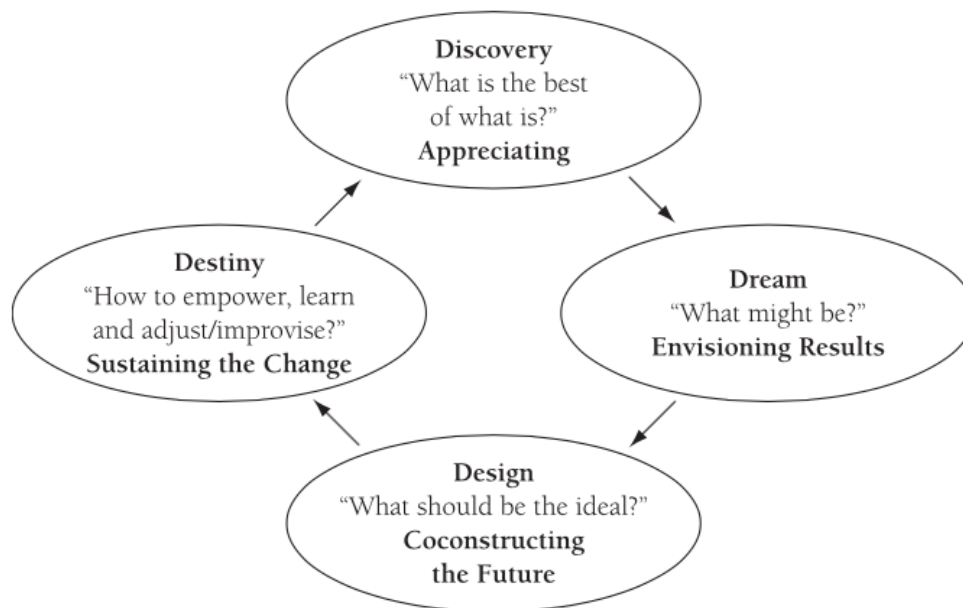


Figure 1: 4D Cycle of Appreciative Inquiry (Cochlan, Preskill, & Catsambas, 2003; Cooperrider et al., 1995)

Below is a brief overview of how each phase of the 4D Cycle of Appreciative Inquiry (Cooperrider et al., 1995) was approached within the current research:

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

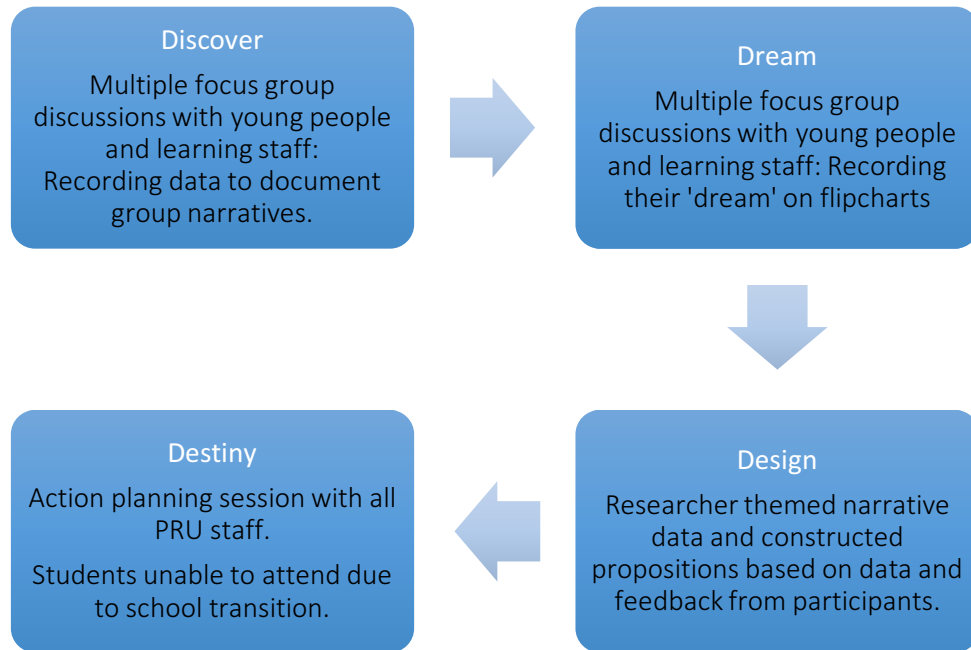


Figure 2. 4-D Cycle of Appreciative Inquiry and related actions for the current project (adapted by the researcher from Cooperrider, 1995).

Establishing trustworthiness

In qualitative research, Robson (2011) highlights the need to establish trustworthiness in order to feel confident in the findings of your research, and to persuade the potential readers of your research that the ideas presented are worthy of engagement. In narrative research, particularly that which falls within a social constructionist paradigm, the notion of trustworthiness is not necessarily in pursuit of a perfect or definitive knowledge, but rather to guide the research design, and ensure that research procedures have been followed as intended (Loh, 2013).

Ensuring trustworthiness helps to ensure transparency about the research approach. It is therefore crucial that these considerations are outlined and adhered to (Loh, 2013). The current research used Lincoln and Guba's (1985) trustworthiness criteria

as a guide, however sought to explore more specific applications of this to narrative research.

Credibility

Lincoln and Guba (1985) cite that ‘credibility’ is a criteria of trustworthiness that can replace the concept of internal validity used in quantitative research. Credibility in the current research was sought in the following ways:

Prolonged engagement was demonstrated in the following ways:

Table 1: Overview of research timescale which details prolonged involvement

Month/Year	PRU visits / Immersion	Data collection	Analysis			
October 2016	Visit to PRU centres					
November 2016	Email correspondence					
December 2016	Visit to identified PRU centre					
January 2016	Email correspondence					
February 2016						
March 2016	Shadowing at PRU centre					
April 2016	Email correspondence					
May 2016	Presentations at the PRU					
June 2016				‘Discover’ and ‘Dream’ phase of AI	Transcribing data	
July 2016		Member checking	‘Design’ phase of AI			
August 2016						
September 2016					‘Destiny’ phase of AI	Analysis using the Listening Guide
October 2016						
November 2016						
December 2016						

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

January 2017	
February 2017	
March 2017	
April 2017	
May 2017	

Member checks: Used to establish the quality and trustworthiness of research findings. In social constructionist research, its purpose is not to establish accuracy, but to ensure that the analysis resonates with participants (Lincoln & Guba, 1985). This is through presenting final aspects of the analysis to participants and ascertaining their views on how findings were interpreted (Creswell, 2014).

Students within the PRU were a changing population. During the course of my data collection, a number of students re-integrated to mainstream settings, and others were either temporarily or permanently excluded from the PRU. Therefore, member checks with groups as a whole were not possible. However, I shared initial Provocative Propositions with a representative sample of 2 students and 2 staff, prior to holding an action planning session.

Propositions were also shared with the full staff team during the action planning session, along with initial stages of analysis. Feedback was invited from staff members at this point.

Loh (2013) proposes an additional approach to member checking which he argues is suited to narrative research within a constructivist (used interchangeably with constructionist) paradigm: “audience validation” (p.7). In the current research, this was sought through sharing one stage of the analysis with staff within the PRU setting.

The themed narrative excerpts and consequent 'Provocative Propositions' (See Appendix O) were shared, and feedback on the utility of these ways of making sense of the narratives were invited from staff members. Implications of this are discussed in the analysis.

Reflexivity: Kornbluh (2015) highlights the need for reflexivity in addition to other measures, such as member checks, to ensure the trustworthiness and transparency of research decisions and consequent conclusions. They argue that the researcher should attend to the distribution of power amongst participants and the researcher, as well as attending to the local politics of the research. In the current research, a research diary was kept throughout the whole research, an excerpt of which can be found in Appendix B.

In addition, research reflexivity was built into the phases of analysis – to highlight my own positioning, and emotional responses to the research, during both data collection and analysis. This is detailed further in 'Listening 1' of Stage 4 of the analysis (see page 78). I also participated in regular reflective tutorials with two supervisors, throughout the research.

Research design

Identifying settings for the research

My employing Local Authority identified the setting for the current research, based on a Local Authority initiative to improve teaching and learning in PRUs. As detailed in the introduction, I was required to undertake a project to support the improvement of learning outcomes in the employing authority's Key Stage Three (KS3) PRU, alongside another research project in the local authority's Key Stage Four (KS4) PRU.

The Local Authority Pupil Referral Unit

Young people in Anon Local Authority PRUs have some of the lowest Literacy levels in the borough, according to local statistics (Anon Local Authority, 2015). The White British population is often over-represented in the authority's Pupil Referral Units (Anon Local Authority, 2015). It has been noted that White British students across the borough are consistently under-performing in their GCSEs, compared to national averages (Brown, Greany, Coates, Barnes, & MacDonald, 2015). This indicates that young people within the PRU population may be more likely to experience difficulties in gaining academic qualifications prior to leaving education.

Sample Size

The use of Appreciative Inquiry (AI) has been documented in very small organisations of twenty people or less, and in worldwide organisations spanning 120 countries with as many as 5,000 participants (Ludema et al., 2006). For this reason, the AI approach does not have any distinct recommendations for sample size.

Within this study, the number of young people and staff within the Pupil Referral Unit community directed sample size, situating this research as a case study methodology (Creswell, 2014). In total, seven students and four staff members participated in both the 'Discover' and 'Dream' phases of the research, and the whole staff team were invited to participate in the 'Destiny' phase (total of 8 staff members).

Focus groups with staff and young people

The National Children's Bureau has published guidelines on participatory research with children and young people. They suggest that between six and eight young

people is the optimum per focus group (Shaw et al., 2011). When consulting with a link member of staff at the PRU, it was suggested that the focus groups should remain small, and selected on the basis of pre-existing friendships and group dynamics. According to the link contact, young people at the PRU can struggle to access classroom sizes of over five pupils, for reasons including behaviour management and engagement. Therefore, focus groups contained no more than four students and two staff members. I decided to include more students than staff in each group to encourage young people to feel ownership over the focus group space, to speak and share ideas.

In addition to the proposed group sizes, the NCB also propose that young people should be prepared for focus group input (Shaw et al., 2011). Therefore, the session plans were made up of a variety of smaller group (one staff member: two students) and whole group activities (two staff members: four students). Young people were also provided with photo stimulus to support their conversations which is considered a 'conversational crutch' which they outline to be supportive in engaging young people in focus group discussions (Shaw et al., 2011).

As outlined in the literature review, a primary aim for this research was to enable the co-construction of ideas across groups within a PRU setting. Previous research has attempted to synthesise the views of both young people and staff on the topic of young people's learning (Martin, 2015; Hart, 2013). However, no research was identified which emphasised the co-construction between teaching and learning staff, and young people: providing a rationale for facilitating mixed groups of students and staff to extend knowledge in this area.

Demographic characteristics

The research was carried out in a Key Stage Three Pupil Referral Unit, meaning that young people were between the ages of 11 and 14 (Bartlett & Burton, 2007). Teachers' ages were varied. I aimed to recruit young people and teachers that were reflective of the demographics of the PRU population and therefore did not exclude groups of young people and teachers from the research. Characteristics such as age and ethnicity are presented below:

Table 2: Student participants for "Discover, Dream and Design" phases of AI, including participant pseudonyms, gender, year group, ethnicity and identified learning needs

Pseudonym	Gender	Year Group	Ethnicity	Primary identified need
YP1: Lucy	Female	9	Mixed heritage: Black Caribbean and White British	SEMH
YP2: Tahmid	Male	8	Mixed heritage: Asian Bangladeshi/ British	SEMH
YP3: Sayeed	Male	9	Bangladeshi	SEMH
YP4: Kamrul	Male	9	Bangladeshi	SEMH
YP5: Jack	Male	8	Mixed heritage: African / White British	SEMH
YP6: Adam	Male	8	Mixed heritage: Black Caribbean / White British	SEMH
YP7: Charlie	Male	8	White British	SEMH

Young people within the KS3 provision were all between the ages of 11 and 14 (Bartlett & Burton, 2007). All young people in the current research were identified as having social, emotional and mental health difficulties (SEMH), at the school-based

SEN support level, or through more formal identification in provision of an Education, Health and Care Plan, with support and intervention subsidised by the Local Authority, according to the 2015 SEND Code of Practice (DfE, 2015). The demographic characteristics highlight a significant gender imbalance in the research, with only one female participant. This imbalance was reflective of the gender demographics of the PRU at the time of recruitment and data collection. Although the remit for the initial project was to explore the learning of White British students in the Local Authority PRU, the ethnic diversity of the participants was also reflective of the demographic makeup of the PRU population at the time of carrying out the research. Offering the opportunity for all students to participate was deemed of greater importance than excluding non-White British students from the research design.

Table 3: Staff participants for “Discover, Dream and Design” phases of AI, including pseudonyms, gender, role, and ethnicity.

Pseudonym	Gender	Role	Ethnicity
Staff1: Mrs Evans	Female	Teaching Assistant	Not known
Staff2: Mr Hazari	Male	Teacher	Mixed heritage: Asian/Indian
Staff3: Mrs Hearn	Female	Senior Teacher	White British
Staff4: Mr Owens	Male	Teacher	Black British

Staff within the research held a variety of roles. There was a more balanced gender dynamic which was reflective of the staffing population of the PRU at the time of recruitment and data collection. Staff participants also had a varied heritage (see above table). Pseudonyms were identified using titles to differentiate students from

staff in the data, however, within the PRU, students used first names to refer to staff members.

Staff participants for 'Destiny' phase of the research.

Demographic information was not collected for this phase of the research, although it included three out of four of the staff members from the previous phases, in addition to five further members of staff, who made up the full teaching and learning team in attendance on the day of the action planning session.

Ethics

Gaining permission from gatekeepers

The research purpose originated from a remit to carry out a research project within my Trainee Educational Psychologist placement in a Local Authority, in response to a Scrutiny Report (Anon Local Authority, 2015) regarding the levels of Literacy in young people in the borough. A recommendation from this report was to undertake a small-scale research project to explore the views of young people and teachers in relation to learning Literacy at the PRU. Through ongoing discussions with PRU staff and with a Senior Educational Psychologist, it was decided that this project would explore more broadly the experiences of teaching and learning at the PRU. This is because it was felt that young people in the KS3 PRU might find it difficult to reflect on learning Literacy in isolation, and that the use of an AI approach would be better focused on a broader topic (Adams, Schiller, & Cooperrider, 2015).

Transparency

I was committed to transparency when explaining how this research came about, and sought to clearly communicate my thought process in choosing to utilise an appreciative approach. This is reflected in the information sheets provided to staff (Appendix C), and in the information sheets and presentation of the proposed research to young people at the PRU (Appendix D & E, respectively). By adopting a transparent approach, I wished to articulate my view of the importance that young people were heard within research amongst a PRU population.

Identifying gatekeepers

The identified gatekeepers for this project included the Principal of the Local Authority Educational Psychology Service (EPS), the research and governance committee for the Local Authority, leadership staff at the PRU, and parents. Verbal consent was obtained from the Principal of the Local Authority EPS to pursue this research area, following a presentation of the research proposal to the staff team. Verbal consent was obtained from three members of the PRU leadership team. Written consent was obtained from parents of young people at the PRU, and staff participants.

Ethical approval

I applied for ethical approval to the Local Authority research and governance committee (Appendix F) and the University of Sheffield ethics board (Appendix G), both of which were approved prior to the research commencing. Appendix G details suggested amendments to the research, prior to it being carried out. This included greater clarity around analysis of focus group material and how disharmony within the

focus groups would be managed. I responded to the former, by drawing out three key concepts which are used for the analysis of focus group material (see page 65) and by briefing staff and students prior to commencing the AI.

Gaining informed consent from participants

Informed consent was gained from students and staff participants through clearly detailing the research origin, what would be involved in participating in the research, and its implications. This was made clear through presenting the research proposal (Appendix E) and providing information sheets (Appendix C & D) within the PRU setting, prior to gaining expressions of interest from students and staff. At the beginning of each session, participants were reminded that their involvement remained optional, and that they could withdraw at any time.

In total, one student and one member of staff withdrew from the research: one prior to beginning, and one prior to the action planning discussion. The student withdrew to return to a preferred lesson, and a staff member withdrew as she felt she had too much work to do, while the action planning session took place.

Privacy, anonymity and confidentiality

During the Appreciative Inquiry process, information shared by participants in focus groups was shared with participants in other groups. In the briefing of young people and staff the notion of confidentiality was explained. I explained that the information shared would be made confidential within the research write-up, but that their anonymised ideas would be shared as part of the wider action planning conversation. The sharing of this information was detailed on participant information sheets

(Appendix C & D), and participants were reminded of this at the beginning of each session (Session plans: Appendix H, I, J).

All information generated from Session 1 was transcribed. However, when presenting these narratives to staff, it was noted that there could be identifying information, hence the need to be clear with staff and students that their contributions would be shared with one other. In briefing staff during the action planning session, the notion of confidentiality was revisited – in particular to explain that identifying information should not be disclosed, and should not be shared outside of the action planning session.

Participant information sheets (Appendix C & D) also detailed that the research would be shared with the research community, the local authority, the school, and university tutors.

Consent forms were not anonymised, as I was required to keep track of who has provided consent. These were collected by the key point of contact the PRU, and stored in a locked filing cabinet. Once collected, the consent forms were stored securely in a different section of a locked filing cabinet, so as not to have any identifying information kept in the same place as hard data.

All notes taken during the focus groups were anonymised (i.e. young people's and teachers' names were not noted). Focus group notes were coded (e.g. GP1, GP2) to keep track of notes for each group. All paper-based notes were stored securely in my home office, again in a locked filing cabinet.

Group interviews were recorded using a dictaphone, and uploaded immediately following the session, where they were stored in an encrypted folder on my personal laptop. The audio was then deleted from the Dictaphone. These were encrypted using a programme called Disk Utility and were password protected. All transcripts of interviews and audio were also backed up on an encrypted USB drive. I was the only person with access to encrypted folders on this laptop, and the filing cabinet where hard data is stored.

Ethics and AI

An appreciative approach to the research was considered important, to ensure that young people, who may often take part in negative conversations relating to behaviour, exclusion, and academic attainment (Cooper, 2010), had an opportunity to reflect in a positive manner about their educational experiences. Further, in the context of critical governmental statistics on PRUs (DfE, 2015), I believed that staff would also benefit from an appreciative approach to the research design.

However, AI has been criticised for dismissal of negative experiences or reflections (Bushe, 2011). In the current research, I attempted to navigate this by ensuring a sensitive approach to exploring both negative and positive contributions in an appreciative manner, as opposed to only exploring positive contributions. McAdam and Lang (2009, p.10) propose the concept of the “frustrated dream” to address negative contributions to the AI. They explain that problems can be constructed as a frustrated dream, as they capture the expectations of how a person would like things to be (e.g. “I don’t like Maths”, could become “I’d like Maths to be more fun”). Lipchik (1988) also describes the concept of listening with a constructive ear, which involves

listening for the strengths within individuals' accounts and reflecting these back to the individual. These concepts were drawn upon in the current study, to address this ethical dilemma.

Pilot Study: Constructing Appreciative Questions

The use of positive and appreciative questions is key to the Appreciative Inquiry (AI) process (Cooperrider & Whitney, 2005). It is thought that the most positive AI processes can work to encourage the development of relationships and create a greater commitment for change (Ludema et al., 2006).

Appreciative questions are designed to elicit positive responses about a chosen subject (Cooperrider & Whitney, 2005). They aim to be curious, with questioners adopting a 'not-knowing' position (Adams, Schiller, & Cooperrider, 2015), to explore possibilities and ways forward (Reed, 2007).

The pilot study for this research therefore focused on the development of appreciative questions. Details of the pilot study and implications for the current research are detailed in Appendix K.

Procedure for data collection

Discover and Dream Session

The 'Discover' and 'Dream' phases of the Appreciative Inquiry (AI) were carried out on the same morning. This involved focus groups of no more than four students, two staff, and myself. I presented participants with a graphic (Appendix L) to outline the structure of the session (Appendix H for session plan), and to record key information.

The 'discover' activities were focused around the appreciative questions:

- **When does learning at the PRU go exceptionally well?**
- **What do people value or appreciate most about being a member of the PRU?**

For each question, participants were asked to engage in a small group storytelling activity (two students: one member of staff) sharing narratives about when learning at the PRU went exceptionally well, or when they felt that they valued or appreciated being in the PRU. Following this small group story-telling activity, participants were asked to share ideas about "when learning goes exceptionally well" or "what people value or appreciate about being at the PRU". (Session plan: Appendix H).

The 'dream' activity involved asking young people and staff to:

"work as a group and imagine, the clocks wound forward, and it's exactly 4 months from today. Imagine that on this day, all of those good things that made you value being at the PRU were magnified and multiplied... I want you to mind map or draw ideas about what learning is like on this day".

(Session plan: Appendix H)

Bushe (2011) argues that visions for the future should be mapped in a graphical format, therefore, drawings and ideas were recorded on mind-maps by students and staff, and the sessions were recorded for my own reflection – to support the construction of provocative propositions (Appendix M).

Design: Constructing Provocative Propositions

The 'Design' phase of the AI involved constructing 'Provocative Propositions' which are affirmative statements about a future vision of the organisation (Hammond, 1998). This phase was initially planned into the group sessions with young people and

staff, however, following the pilot, this was removed due to time constraints. To effectively communicate the purpose of the activity to young people and to support them in generating themes, more time would have been required, than had been contracted with the PRU. Therefore, the process for this phase of the Appreciative Inquiry is detailed in the 'Method of Analysis' section as it was undertaken by the researcher.

Destiny Session

The 'Destiny' phase of the AI involved presenting the narrative data to staff, in a themed format, and presenting the related provocative propositions. In the original research proposal, it was hoped that young people would also be involved in this action planning process, however, the initial scheduled session was cancelled and upon rearranging with the PRU, several students had re-integrated to mainstream settings, and others had been permanently excluded.

In this session, all staff members at the PRU were invited to participate. One participant, who had been previously involved in the Discover and Dream phases of the AI, withdrew from the study at this point due to workload pressures.

The session plan for the 'Destiny' phase can be found in Appendix J. Staff were split into two groups and presented with narratives and provocative propositions one at a time according to theme. They were then asked to reflect on the narratives identified, to consider if any aspects of the narratives resonated with them. They were then asked to contribute to an action plan to work towards the provocative propositions. These action plans detailed essential and desirable actions they would carry out in

response to the narratives, and which actions were small and immediate enough to be enacted right away.

Method of Analysis

Narrative Analysis

Narrative analysis seeks to explore the stories people tell about their lived experiences (Clanindin, 2007; Clanindin & Connelley, 2000). A narrative approach to analysis was adopted to complement the Appreciative Inquiry (AI) framework. This is because AI holds the process of storytelling at its core (Nieuwenhof, 2014), holding the belief that storytelling is a means of connecting with positive experiences within an organisation (Richards, 2012).

Dialogic Narrative Analysis

Within this project, the researcher used a form of narrative analysis called Dialogic Narrative Analysis (DNA; Frank, 2012; Sullivan, 2012). This seemed to fit with the emphasis on co-construction in the AI methodology (Ludema, Cooperrider, & Barrett, 2006) as it acknowledges the complex and socially constructed nature of dialogue (Frank, 2012; Sullivan, 2012). It extends beyond traditional narrative analysis in that it is interested in the plurality of an individual's voice, and assumes that multiple "voices" are present within a single voice (Frank, 2012).

Dialogic Narrative Analysis (DNA) is not interested in a direct relationship between the stories created in this context and an objective reality, as some positivist manifestations of narrative analysis may be (Riessman, 2008). Rather, DNA fits with the relativist positioning of the AI approach (Cooperrider et al., 1995), and the consequent social constructionist positioning of this research, as it emphasises how meaning is made in context, including the different positions individuals speak from, and the resources which individuals use to communicate experience (Frank, 2012).

This DNA is based on concepts which were established by the Russian literary philosopher Bakhtin (1984, in Frank, 2012): polyphony and heteroglossia (Bakhtin, 1984, in Frank, 2012), as well as the concept of positioning (Frank, 2012). These are used to understand the complex nature of the focus group interaction, to consider “who speaks?” in the focus group (Markova et al., 2007).

Polyphony

The social constructionist positioning of this research supports the notion of multi-voiced, or polyphonic truths (Burr, 2006). Speaking on polyphony, Frank (2012) asserts that all stories are constructed from stories told and heard. Therefore, language is not entirely owned by an individual, and is neither a gateway to an absolute understanding of reality. Frank (2012) highlights that dialogism extends beyond the traditional notion of dialogue (e.g. interaction with others) and considers the multiple voices which can be heard *within* an individual’s talk. Therefore, when considering the notion of truth, it places the individual and the objects they attempt to communicate around, as with endless multiplicity which is constantly constructed and re-constructed through language.

Aveling et al. (2014, p.4) proposed that the multiple voices present within an individual’s talk can include ‘self’ or ‘other’ positions. For example, voices of the self as ‘I-positions’ (e.g. I as a mother, woman, friend etc.), and voices of ‘Inner-Others’ which reference to real individuals (e.g. my brother, my neighbour, she, they), as well as “imagined others, or generalised others (e.g. my community)”. They might also reflect discourses or social languages linked to groups or organisations. These were identified as references to people and institutions: both named and unnamed.

Polyphony in focus groups

The current research focuses on the multi-voiced narratives that have been constructed in an AI group context. This not only highlights the need for an exploration of how knowledge is constructed in interactions, but also how the plurality of individuals' voices contribute to the construction of narratives around successful learning in a PRU. Markova et al. (2007) describe this as "double dialogism". In essence, this acknowledges the actual occurring interaction, as well as the polyphonic nature of the individual and its' influence *within* the interaction.

Markova et al. (2007) ask us to consider the "heterogeneity of the speaker" within the focus group (p.108), that is, to ask the question "*who speaks in a focus group?*" (Markova et al., p.103). It is expected, therefore, that the research will highlight the multiple voices and perspectives which construct ideas about successful learning within Pupil Referral Units, both within and between individuals.

There are some notable examples of Dialogic Narrative Analysis (DNA) in focus group research with young people. For example, Brown (1998) used this approach to analyse expressions of anger and resistance in adolescent girls, in particular, reflecting on their social status and class. Strömpl (2015) used DNA to explore how young people spoke about online risk-taking behaviour. No research was found which linked this approach to an AI framework with young people, however Sydow (2013) combined performative narrative analysis (a form of DNA; Riessman, 2008) and AI to explore the concept of women's careers.

Aveling et al. (2014) propose an approach to a dialogical analysis of focus group data which is utilised in this research. Brown (1998) proposed the use of the Narrative

Listening Guide, which was initially adapted for analysing monologued narratives (Brown & Gilligan, 1992). In this research, the Listening Guide is used as a framework which builds on examples from Aveling et al. (2014)'s proposed approaches to analysing multivoicedness in interview data. This approach was used to provide a clear framework for the Dialogic Narrative Analysis, to ensure transparency in the analytical phase of the research.

Heteroglossia

The Bakhtinian concept of 'heteroglossia' is explored by Frank (2012) in his account of Dialogic Narrative Analysis. He asserts that stories are made up from codes of language from various communities. These include communities of people, and institutions.

Morgan (2014) defines a speech community as languages or dialects which exist around particular communities, groups, or shared practices. These are seen to develop through prolonged interactions with others who share the same values or contexts for language use. Frank (2012) argues that, in heteroglossic dialogue, the voices of generalised others of a speech community will be present. Therefore, within any individual's talk, (multiple) speech communities intersect (Frank, 2012). Burr (2006) asserts that it is possible to have agency within this, for example, choosing ways of speaking which are considered desirable within a particular context.

Bakhtin (1986, in Frank, 2012) proposed the concept of ventriloquation as an example of heteroglossia. This involves speaking through the words of un-identified others: the act of adopting language of others, without owning it, or it becoming an I-position

(Aveling et al., 2014). In this sense, it becomes another voice which contributes to the polyphony of a narrative, but is not spoken from an I-position by the author. This could be for example through finding it difficult to speak through an emerging identity (for example, as a new student in a PRU, or a student ventriloquating language of a teacher).

Within this research, heteroglossia will be considered through highlighting examples of ventriloquation within the narrative, to consider the notion of 'who speaks' within the focus group (Markova et al., 2007). This is in order to consider various characters within narratives, and how they position contributions to the AI.

Positioning

Positioning theory is a social constructivist concept (Jones, 1997) which asserts that words and discourse are used to position the self and others (Moghaddam and Harré, 2010). Positions are defined by Harré, Moghaddam, Cairnie, Rothbart, and Sabat (2009) as:

“clusters of beliefs about how rights and duties are distributed in the course of an episode of personal interaction and the taken-for-granted practices in which most of these beliefs are concretely realized”

(p. 9)

This view claims that individuals are positioned through their social interaction, and into roles and power dynamics (Jones, 1997). Therefore, the individual within the social world engages in an ongoing negotiation of rights and duties, in relation to others (Jones, 1997). To explore this, the analyst must therefore make sense of what happens between individuals at an interactional level: only then will they understand

the position which individuals occupy (Harré et al. 2009). This perspective emphasises the essentialist concept of cognition in positioning, an inner conceptualisation of the self in relation to others, which is based on interactional turns as well as a broader knowledge of the self in the world (Harré et al., 2009; Jones, 1997).

The concept of positioning is key within the current research and examples of positioning are explicitly identified within the analysis. However, positioning theory, and its emphasis on cognition (Harré et al., 2009) is juxtaposed with extreme relativist and social constructionist philosophical underpinnings. This is because this theory asserts that through positioning, and the mobilisation of social powers, individuals become fixed in position to many social relations (Chadderton, 2011; Jones, 1997).

Within the current research, the extreme social constructionist ontology posits that individuals are not fixed within social relations. Instead, the social actor is constructed as experiencing shifting subjectivities, and contradictory identities, in a dynamic and fluid negotiation of the social world (Chadderton, 2011), albeit similarly viewed as a primarily discursive endeavour (Chadderton, 2011; Harré et al., 2009).

In the current research, it is proposed that individuals hold multiple selves or identities (Guilfoyle, 2016; Aveling et al, 2014; Chadderton, 2011) and negotiate understandings of these multiple selves through dialogue, both at an interactional, and dialogic level.

As previously discussed, dialogism asserts that people speak through the language of others (Frank, 2012). The adoption of others' language therefore positions the multiple selves an individual can represent through their talk, extending Harré et al.'s (2009) view, which emphasises positioning through turn-taking in interaction. Positioning, understood through this lens, therefore emphasises co-constructions of

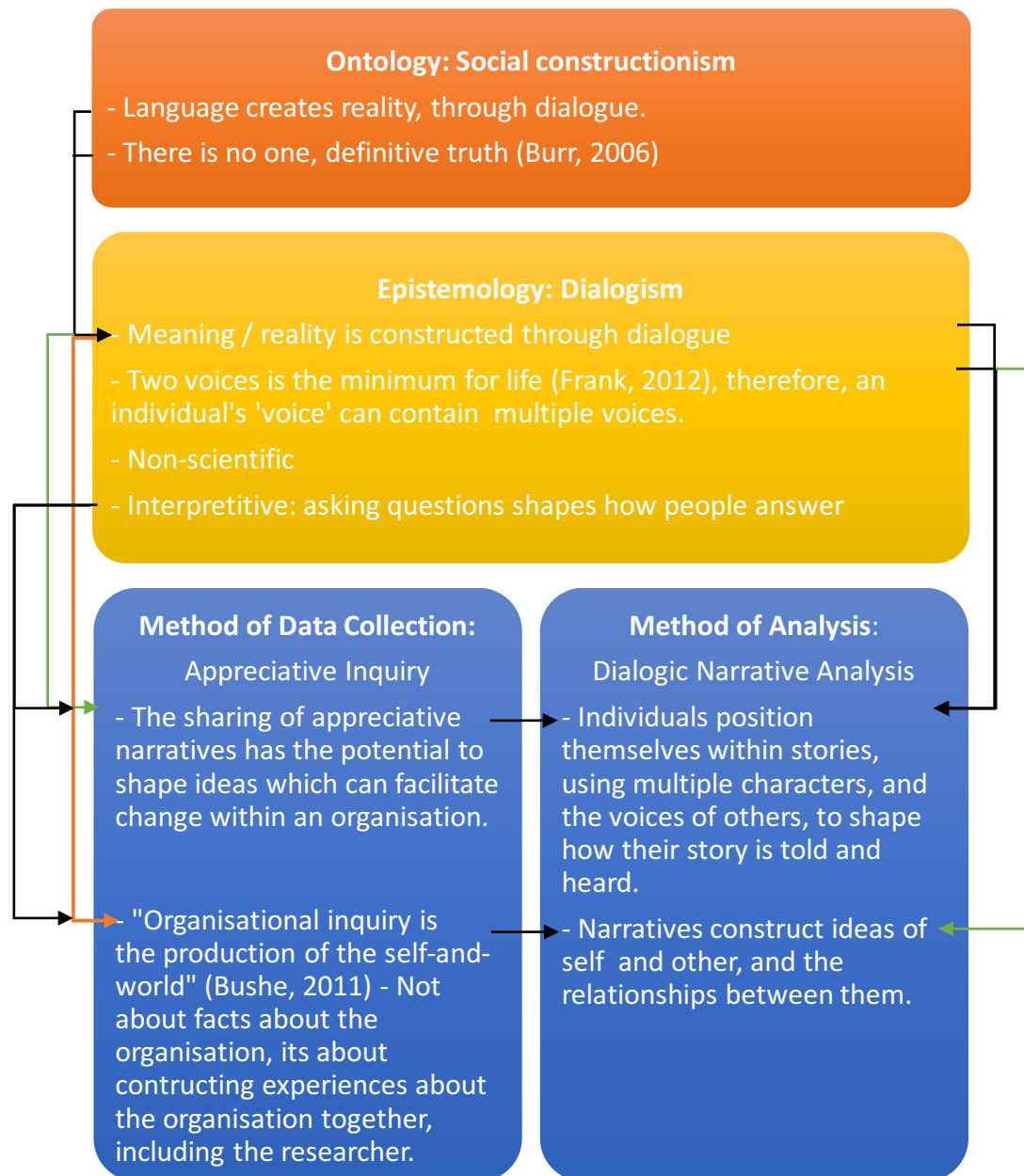
others, as well as other institutions, groups or concepts (Farouk, 2017; Aveling, et al., 2014) whom position an individual's multiple selves.

Shuman (2016) argues that in narrative research, it is important to consider how characters are positioned in relation to one another, in addition to accounts of the self, and in relation to an anticipated audience. Therefore, the emphasis in the current research is the unfinalisability of positions which are constructed through dialogue (Frank, 2012), not just for the self, but for characters and institutions represented within an individual's talk (Aveling et al., 2014). As such, interpretations of these relationships are not understood to be fixed or reflective of an inner-self (Chadderton, 2011).

Merging AI and DNA

In order to link the Appreciative Inquiry process with Dialogic Narrative Analysis, it is necessary to explore the literature related to both methodologies and construct an approach to analysis responded to the outlined research questions. The following diagram outlines key assumptions of the ontological, epistemological and methodological positions within the current research and how they relate.

Figure 3: Conceptual map for the current research, including ontology, epistemology, and methods of data collection and analysis, and how they inter-relate.



**Coloured arrows used to differentiate only*

Dialogic Narrative Analysis helps to explore the narratives shared within the AI conversations. This allows the researcher to consider the process of narrative construction, in the context of AI. Grant and Humphries (2006) argue that there is little

research exploring the process of AI, as instead, many researchers focus on the outcomes. This research will attempt to respond to this by exploring the process with which young people and staff construct appreciative narratives about success in learning, within the PRU. The DNA will draw upon the concepts of positioning, heteroglossia, and polyphony, as outlined previously.

The table overleaf outlines the phases of AI used in the current research (4D Cycle of AI; Cooperrider and Whitney, 2005), and how analysis was carried out alongside. This section will then discuss each stage of the analysis in greater depth. The analysis drew upon the Listening Guide proposed by Brown and Gilligan (1992) as well as approaches to Dialogic Narrative Analysis utilised in a focus group context (Aveling et al., 2014).

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Table 4: Sequence of events related to the collection and analysis of data, and how each stage relates to outlined research questions

4D Cycle of AI: Phase (Cooperrider, Barrett, & Srivastva, 1995)	Data output	Stage of analysis	Related research question
Discover and Dream: Two mixed groups of young people (3-4) and staff (2)	<ul style="list-style-type: none"> - Recorded group interviews. - 'Dreams' noted on flipcharts/mind-maps. 	Stage 1: Transcription and familiarisation of group narratives produced in 'discover' phase.	1. What narratives around young people's success in learning are co-constructed through the process of Appreciative Inquiry?
Design: Researcher constructs 'provocative propositions' based on themed narratives.	- 4-5 Provocative propositions statements	Stage 2: Identifying and theming narrative episodes Stage 3: The researcher constructs provocative propositions based on narrative episodes and mind-maps from 'dream' phase.	2. What visions for successful learning are constructed through the process of AI?
Destiny: Action planning with PRU staff (3 from Discover and Dream phase, and 5 further staff members).	<ul style="list-style-type: none"> - Recorded action planning discussions - Created action plans 		2. What visions for successful learning are constructed through the process of AI?
		Stage 4: Multiple 'listenings' of narrative data from 'discover' phase.	1a. What positions do participants speak from when constructing ideas about success in learning? 1b. How are the narratives dialogically constructed between teachers and students?

Stages of Analysis

Below are detailed descriptions of each stage of analysis, as related to the above table.

Stage 1: Transcription and familiarisation

I transcribed all focus group data to ensure familiarisation with the data. Sullivan (2012) argues that minimal transcription symbols should be used in dialogic research, to ensure that it does not detract from the language and emphasis used by participants. Reissman (2008) argues that, in narrative research, the transcription methods which are utilised influence on how narratives are created, and that transcription methods should be guided by the researcher's philosophical positioning and focus of inquiry. Therefore, minimal transcription was chosen to focus on the language presented by participants, and emphasis on stress in tone which provides reflections on the voices apparent within an individual voice.

Accordingly, the following transcription conventions were followed within the current research (taken from Atkinson and Heritage, 1984, in Sullivan 2012, p.10):

<i>“[]</i>	<i>Square brackets mark the start and end of overlapping speech</i>
<i>((swallow))</i>	<i>Additional comments from the transcribe in double parentheses, e.g. about features of context or delivery</i>
<i>CAPITALS</i>	<i>Capitals mark speech that is emphatic</i>
<i>()</i>	<i>Empty parentheses signify inaudible talk</i>
<i>—</i>	<i>Underlined words signify stress in tone”</i>

During this phase, my initial reflections on the data were noted and appear on printed transcripts after the first reading of the data. Student and staff names will be replaced with pseudonyms in order to protect participants' anonymity.

Stage 2: Identifying narrative episodes

Emerson and Frosh (2004) conceptualise all dialogue that occurs within a narrative interview as narrative. Hiles, Čermák, and Chrz (2008) suggest that the concept of the narrative episode is a meaningful approach to splitting interview data in a way which avoids separating it according to the line numbers which appear in transcripts. Narrative episodes within the dialogue were identified in this research identifying turns, or moves or turns within discursive text, signifying a change in topic or direction (Hiles et al., 2008). Such splitting allowed for the data to be considered as a whole, as well as in terms of its constituent parts. An example of a narrative episode is presented in Appendix N.

Stage 3: Theming narrative episodes and constructing 'provocative propositions'

Sullivan (2012) asserts that, in a dialogical analysis, it may be necessary to separate the text and organise it into themes. In the AI it was necessary to do this, between the 'Dream' and 'Design' phases, in order to construct "Provocative Propositions" (Hammond, 1998). Provocative Propositions are statements that are constructed based on the shared positive experiences of individuals within an organisation. The purpose for identifying Provocative Propositions was to provide a shared vision for the future of the PRU, towards which staff members could plan (Bushe, 2011) in the 'Destiny' phase of the AI.

Within AI this is usually carried out with participants, to synthesise data from all groups. In the current research, the narrative episodes from each data set were first themed according to their topic or 'abstract' (Labov, in Riessman, 2008), and statements were constructed following Hammond's (1998) proposed approach:

- “1. Find examples of the best from the interviews.*
- 2. Determine what circumstances made the best possible.*
- 3. Take the stories and envision what might be. Write an affirmative statement (provocative proposition) that describes the idealised future as if it were already happening.*

To write the proposition, apply “what if” to all the common themes. Then write present tense statements incorporating the common themes.”

(Hammond, 1998, p.42)

In addition to consulting the narrative data produced in the ‘Discover’ phase of the AI, group ideas which were recorded on flipcharts in the ‘Dream’ phase were consulted. These are presented in Appendix M. Themed episodes and their related Provocative Propositions are presented in Appendix O.

Stage 4: Multiple ‘listenings’ of the narrative data from the ‘Discover’ phase of AI, to reflect on concepts identified as pertinent to dialogic narrative analysis of focus group data.

The approach utilised is an adaptation of the ‘Listening Guide’ presented by Brown and Gilligan (1992), with emphasis on dialogic components identified previously: polyphony, heteroglossia, positioning. Sydow (2013) identifies that the Listening Guide is a way of listening to the data through various perspectival lenses, drawing out differing aspects of the data. This requires the researcher to engage in multiple ‘listenings’ of the narrative data (detailed on p.83) and record their reflections at each stage, before synthesising each listening in order to compose a written analysis (Brown & Gilligan, 1992). It is well known for its use in feminist, post-modern research (Brown & Gilligan, 1992; Brown, 1998), although has been applied to research within different paradigms (Sydow, 2013). Brown and Gilligan (1992) encourage researchers

to adapt the Listening Guide to meet the needs of their research. As such, it is not a prescriptive approach (Sydow, 2013). In the current research, my aim was to use the Listening Guide as a framework to attend to the dialogic aspects of the data previously detailed (polyphony, heteroglossia, and positioning) through listening for each of these during each stage of using the Listening Guide.

This stage of analysis was carried out on whole narratives from the 'Discover' phase of the AI (i.e. session one and two group transcripts) as opposed to the data grouped around propositions. This was to ensure that the narrative analysis considered findings in relation to the narrative as a whole (Hiles & Cermak, 2008). Stage 4 of the analysis involved four steps:

Listening 1: Researcher reflexivity and plot: I considered my own reflexive positioning both during the data collection phase, through referring to the research diary when conducting first listening, and reflecting on and noting personal responses to the data upon first listening (See Listening Guide, Brown & Gilligan, 1992). This was to highlight some of the subjectivities of the listener and was an intentional attempt at reflexivity.

This stage of the Listening Guide focuses on initial impressions of the overall plot of the narratives shared. This stage of the analysis is therefore focused on the interaction between the researcher and the data, as well as the interactions of those speaking within the groups.

Listening 2: I-statements: In Listening 2, I looked for examples of 'I statements' within the interview data, to consider the positions from which individuals spoke (Brown & Gilligan, 1998; Frank, 2012; Aveling et al., 2014). Brown and Gilligan (1992) ask us to consider this, because it focuses firstly on how the narrators speak of themselves, before the researcher speaks about them. Debold (1990) suggests that 'I poems' can be used as a way of presenting participants' first-person voices, looking for expressions of self (e.g. I, you, we) and selecting these, alongside verbs and the associated object. These can be presented in order, without punctuation and take the form of a poetic verse (Sorsoli & Tollman, 2008). Sorsoli and Tollman (2008) argue that this is a useful method for presenting first person voice in the context of wider narratives.

Listening 3: Polyphonic voices: Look for examples of internal-Others referred to within the narratives (capitalised as noun; Aveling et al., 2014; Frank, 2012; Sullivan, 2012) e.g. referring to individuals by name, referring to the speech of others, referring to a group, or by speaking in a way which indicates performativity or direction or speech to a non-present Other. Frank (2012, p.44) proposes the following question for reflection: "*Who does the story render internal or external to that group?*".

Listening 4: Ventriloquation: Highlight examples of ventriloquation (Bakhtin 1986, Frank, 2012) to establish elements of heteroglossic dialogue. Ventriloquation is speech which appears to not belong to the individual who speaks it. This could be through using language that appears distinct from an individual's natural way of

speaking, or actively referring to words others have said, either present or non-present Others.

It is important to note that use of the Listening Guide (Brown & Gilligan, 1992) was a recursive process, as opposed to linear. As new ideas were generated relating to each listening, they were added to the analysis. Brown and Gilligan (1992) suggest that this is necessary when exploring research through this perspectival lens, as it provides a more accurate reflection of the researcher's engagement with the narratives.

Analysis and Discussion

In the following chapter, I will present my analysis of the focus group data elicited in the 'Discover' phase of the AI, using the dialogic concepts identified (polyphony, heteroglossia, positioning) through The Listening Guide framework (Brown & Gilligan, 1992). I will then present the identified Provocative Propositions ('Design' phase of AI), and their related action plans ('Destiny' phase of AI). Throughout the analysis, references are made to the literature identified through the literature review, as well as new research which was identified as pertinent during the analysis.

Discover Phase of Appreciative Inquiry

This phase of the AI is comprised of group interview data from two mixed (student and staff) participant groups. Each of the two groups were offered opportunities to participate in small group discussions (one staff member: two students maximum) and wider group discussions (two staff members: four students maximum), in relation to the two outlined appreciative interview questions:

1. When does learning at the PRU go exceptionally well?
(really, really)
2. What do people value or appreciate most about being a member of the PRU?

Episode Overview

As discussed in the Methodology, 'episodes' in the group narrative data were identified, and presented at the beginning of each interview transcript (Hiles & Čermák, 2008; Appendix P-AA; see Appendix N for an example of episode identification). Emerson and Frosh (2009) argue that segmenting data in this way is of particular utility when considering narratives produced by adolescent boys. This

allows for the data to constitute both narrative, and non-narrative components. As the research involves group narrative production with a predominantly male student group, this approach was considered useful, in order to reduce the amount of data excluded from analysis.

Reducing the data

The Listening Guide (Brown & Gilligan, 1992) analysis was carried out on all episodes of narrative elicited through the 'Discover' phase of the AI. Episodes reported within this section of the analysis are reported in the order they were presented within the transcripts, to stay close to the original narratives (Frank, 2012) and how they were constructed throughout the series of narrative interviews with each group. Small group interviews ran concurrent to one another before groups joined together for whole group narrative interviews. Due to the word count limitations of the current research, the analysis was reduced from 42 episodes to 24 and these were selected based on pertinence to the outlined research questions:

1. What narratives around young people's success in learning are co-constructed through the process of Appreciative Inquiry?
 - a. What positions do participants speak from when constructing ideas about success in learning?
 - b. How are these narratives dialogically constructed between teachers and students?

Episodes which were not reported on within this section of the analysis prompted minimal reflections through the use of the Listening Guide (Brown & Gilligan, 1992), and were often highly prompted by staff members.

The table below presents an overview of the episodes identified in narratives across the 'Discover' phase of the Appreciative Inquiry, and provides detail on the episodes selected to explore in greater depth. E

Groupings of students and staff are distinguished by session number and group label (e.g. Small Group 1, Whole Group), and the question stimulus is identified. Within the Small Group, Session 1 activities, students and staff were provided with photographs of PRU spaces, to aid their discussion.

Table 5: Overview of episodes identified in the 'Discover' phase of the Appreciative Inquiry

Transcript	Session/Group (Question)	Episode	Title	Line numbers	Reported in analysis
1	Session 1 Small Group 1 (Question 1)	Episode 1	'A nice atmosphere'	1-59	No
		Episode 2	Cooking pizza '200 times'	60-85	No
		Episode 3	'You reflect on what you done'	86-109	Yes
2	Session 1 Small Group 2 (Question 1)	Episode 4	Performing a song 'about being low'.	1-81	No
		Episode 5	Cooking, eating the cream	82-129	No
		Episode 6	No lessons are enjoyable, music is alright	130-169	Yes

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3	Session 1 Whole group (Question 1)	Episode 7	The teachers 'make good lessons'	1-78	No
		Episode 8	'The way it's taught is different'	79-110	Yes
		Episode 9	'The way they teach it here is like they understand'	111-148	Yes
		Episode 10	Understanding and language	149-196	No
		Episode 11	Practical lessons	197-228	Yes
		Episode 12	In Art, 'mixing the skin tones'	229-269	No
		Episode 13	'They take us out on trips'	270-336	Yes
		Episode 14	An incentive	337-377	Yes
		Episode 15	Staff are 'like you'.	378-431	Yes
4	Session 1 Small Group 1 (Question 2)	Episode 16	'He really improved'	1-12	No
		Episode 17	'This very A-star method'	13-53	Yes
		Episode 18	'I was already changed'	54-87	Yes
5	Session 1 Small Group 2 (Question 2)	Episode 19	Fixing up	1-82	Yes
6	Session 1	Episode 20	'This aint a good place'	1-96	Yes

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	Whole Group (Question 2)	Episode 21	'For some people, it's a good environment'	97-156	Yes
		Episode 22	'4 GCSE's and an apprenticeship'	157-175	Yes
7	Session 2 Small Group 1 (Question 1)	Episode 23	The zombie film	1-52	No
		Episode 24	Camber Sands	52-96	Yes
		Episode 25	Rapping: 'saying what's in his mind'	96-139	No
8	Session 2 Small Group 2 (Question 1)	Episode 26	Lessons we "just like".	1-107	No
		Episode 27	Finding out about projects	108-146	No
		Episode 28	'P.E.'	147-204	No
		Episode 29	A shared interest in PSHE	205- 239	Yes
9	Session 2 Whole Group (Question 1)	Episode 30	'When there's more kids'	1-133	Yes
		Episode 31	'Fun', 'practical stuff'	133-196	No
		Episode 32	Rapping: 'calling it sly'	197-293	No
10	Session 2 Small Group 1 (Question 2)	Episode 33	Something nice about working with you guys	1-14	No
		Episode 34	Taking 'time with you'	15-39	Yes

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		Episode 35	Being 'coached'	39-73	No
		Episode 36	GCSE's vs. 'finding hidden talents'	74-99	Yes
11	Session 2 Small Group 2 (Question 2)	Episode 37	Driving and maintaining the pedal bikes	1-84	No
		Episode 38	Riding 'twenty-six miles'	85-131	Yes
12	Session 2 Whole Group (Question 2)	Episode 39	They understand: 'No matter what situation I'm in'	1-69	Yes
		Episode 40	'They don't argue back'	70-117	Yes
		Episode 41	'The teacher left because of our form'	118-213	Yes
		Episode 42	'We was being rude because she was being rude'	214-286	Yes

* Episode titles are adapted from language provided within excerpts which attempts to capture the overall topic or abstract of the narrative episode

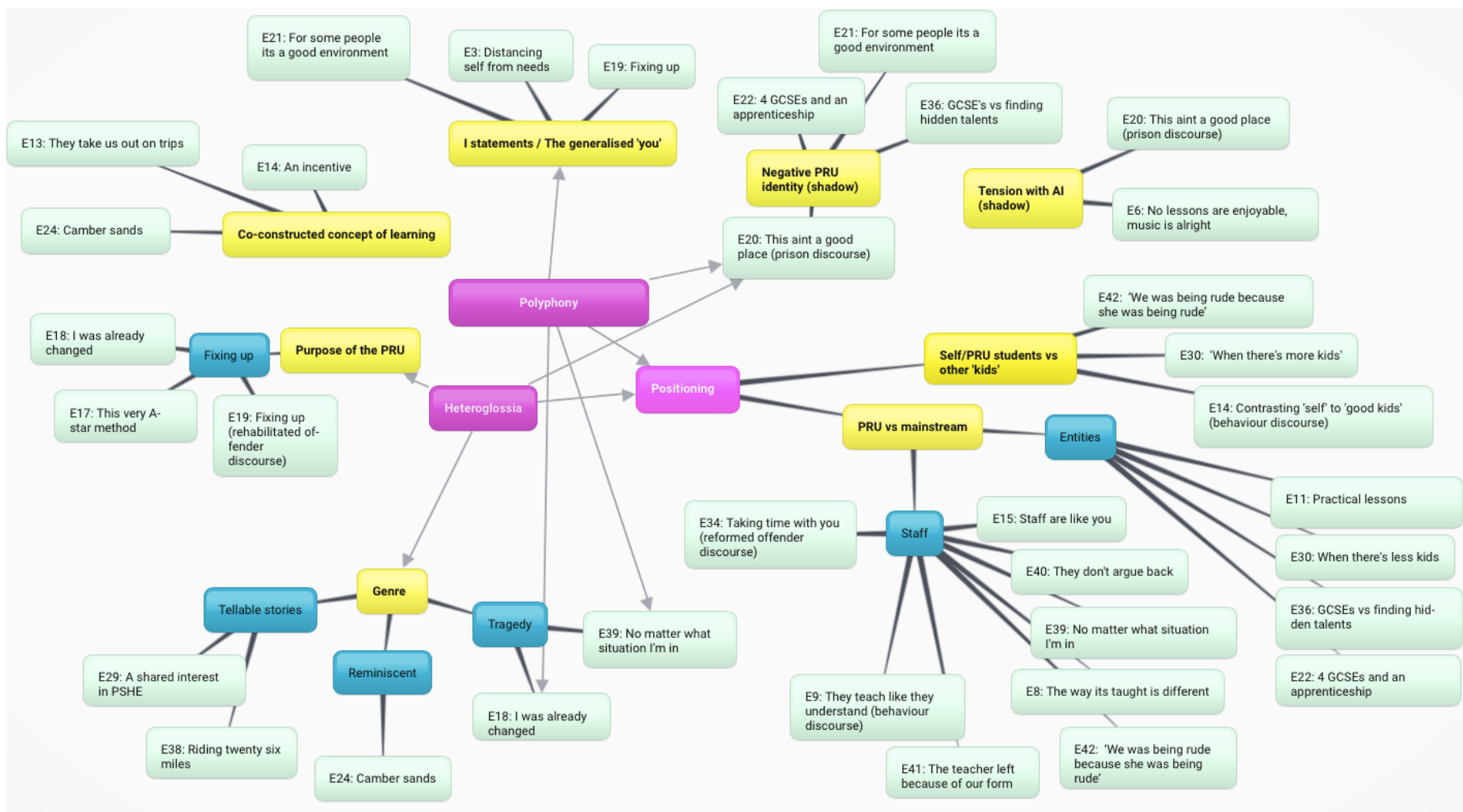
Overview of 'Discover' phase findings

Figure 4 provides a diagrammatic overview of the episodes selected for analysis from both groups who contributed to the 'Discover' phase of the AI. It details how each episode relates to the concepts of polyphony, heteroglossia (Bakhtin, 1982), and positioning (Frank, 2012), as outlined in the methodology. It also highlights discourses and genres drawn upon, which were identified as examples of heteroglossia (Frank, 2012). It should be noted that this provides an overview of key concepts identified within episodes, and does not serve as an exhaustive explanation of the complexities of each episode. Instead, it is provided to assist the reader in tracing my own analytical processes, through which, I arrive at my conclusions.

Throughout the analysis, episodes are presented chronologically and summarised at the end of both the session one and session two narratives. A further summary is provided at the end of the 'Discover' phase analysis.

<u>Key</u>
Key elements of analysis: Polyphony, heteroglossia, positioning
Key concepts identified following analysis using the Listening Guide
Sub-themes within key concepts identified
Episodes relating to key concepts

Figure 4: Mindmap overview of episodes identified for further analysis within the 'Discover' phase of the AI, identifying common themes and how they relate to the concepts of polyphony, heteroglossia and positioning.



Discover phase of the AI: Session One

Episodes identified from Session 1 will first be explored, and key themes summarised.

The analysis will then highlight episodes from Session 2 and provide a further summary. This is reflective of the order in which the analysis was carried out using the Listening Guide (Brown & Gilligan, 1992).

The session 1 group comprised of the following participants:

Session 1 Group Participants (Whole Group)		
Participant Pseudonym	Small Group 1	Small Group 2
	Sayeed	Lucy
	Charlie	Jack
	Mr Owens	Mrs Hearn

Episode 3: 'You reflect on what you've done'

The following episodes are excerpts from small-group and whole group discussions with the following question as a stimulus:

When does learning at the PRU go exceptionally well?
(really, really)

Over the course of small group discussion, Mr Owens re-constructs my presented question, and asks: "*when you think back yeah, to your time here, what's been the benefits of being here?*" (Lines 86-87). Sayeed and Charlie co-construct a response to this question, finishing one another's sentences, and positioning themselves using self-statements, however using the word 'you', as opposed to 'I' (Listening 2). I wondered whether this was in an attempt to describe a shared experience, or to

contribute to a shared understanding of 'the benefits' of being at the PRU. O'Conner (2000, in Shuman, 2016) explores the concept of the generalised 'you':

When the speaker switches to "you" yet still indexes the self, several activities are going on: (1) the speaker is distancing himself from the act by dropping the "I" and using a "you" that indicates the self as generically or commonly like others in that position; (2) the audience is being involved through the positioning as a fellow agent in a situation commonly experienced or, curiously, as a participant in an act not ever experienced; and (3) the speaker, by using the "you," is also addressing the figure of the self in his own past and is perhaps closing up, not distancing, the "space" between the past act and the current understanding of that act.

(p.8)

Use of the word 'you' in the following excerpt perhaps homogenises Sayeed and Charlie's narration of what young people need, as opposed to what they need, individually. In this excerpt, they appear to be speaking from a knowing position of their relational context, responding with 'the right answer', which impacts by depersonalising their responses:

Sayeed: You reflect on what you've done, yeah, you reflect on what you've done, and next time you're in that situation you know how to--

Charlie: You know not to get in it

(Lines 94-98)

"Reflect[ing] on what you've done", perhaps links to the notion of the moral of being at the PRU as being a place to reflect and change.

Episode 6: 'No lessons are enjoyable', 'music is alright'

In the interviews in which Lucy participated, her responses required a high level of prompting from myself, teachers, and students within the group. Although willing to participate in a physical sense (staying in the room and noting ideas on the flipchart during the 'dream' phase of the AI), she was notably less engaged in discussion than other student members. This was perhaps a function of a gender imbalance in the students within the groups. Martin (2015) highlights that female students may respond more positively to individual interviews as a forum for sharing their views.

Mrs Hearn prompts Lucy by providing the language "*boring*" (Line 130) and "*best in lessons*" (Line 131), which Lucy appears to utilise in her consequent talk:

Lucy: When am I best at lessons?

Mrs Hearn: What makes it, what makes it, um, enjoyable?

Lucy: I don't KNOW. I don't know. NO lessons are enjoyable.

(Lines 133-137)

Speaking through an appreciative framework appears difficult for Lucy. She seems reluctant to speak about lessons which are 'enjoyable', but highlighted that she is "*fine in his [music teacher's] lessons*" (Line 149), featuring the music teacher as an inner-Other who constructs an exception to her previous statements. This interaction exemplifies a resistance between Mrs Hearn and Lucy, their conversation perhaps paralysed by the expectations of appreciative contributions.

Episode 8: The way it's taught is different

In this episode, Sayeed and Jack participate in the relational construction of the PRU environment in contrast to 'mainstream'. This, in turn, impacts how they construct ideas about what works:

Sayeed: No because the way it is TAUGHT is different.

Mrs Hearn: Different to what way?

Sayeed: Different than at mainstream school, innit.

Jack: [interrupts] there's less people.

Sayeed: there's less people so you can concentrate more.

(Lines 79-110)

Less students in the PRU setting must mean that this is conducive to concentrating. They construct their context as different, rendering the mainstream entity as external and different to the PRU (Frank, 2012). In doing so, Sayeed and Jack consider the notion of 'what works', relationally. In this sense, the inner-Other (Aveling et al., 2014): the entity of 'mainstream', although negatively constructed, allows them to answer appreciative questions about what works for them in their current setting.

Episode 9: The way they teach it here is like they understand

In the process of polarisation between mainstream and the PRU, Episode 9 sees Sayeed identifying characteristics of a teacher who is constructed as teaching 'properly', based on my own polarising questioning and re-introducing his earlier statement:

Interviewer: You said that it was taught differently to mainstream, can you tell us a bit more about that?

Sayeed: Well basically, in PRU, the way they teach it here is like they understand. Like obviously they read your report, innit, but they understand how to teach and how to manage you. Whereas in mainstream, there's this one teacher teaching thirty students and they're not gonna be FOCUSING on you that much. And like in the PRU, we get taught properly, basically.

(Lines 111-148)

Sayeed's speech provides an intersect between teacher and student speech communities (Morgan, 2014; Frank, 2012). Utilising speech such as 'manage you', draws on a behaviour management discourse (Cowley, 2010). The political context of this research highlights an emphasis on following behaviour management policy as a prerequisite to school exclusion (Department for Education, 2015), drawing on a similar discourse to Sayeed. Perhaps drawing on the teaching speech community also allows Sayeed to speak about the PRU from a more expert position. It is conceivable that this expert voice is one encountered at various points through Sayeed's educational journey to the PRU.

The notion of 'understanding' is provided in this context:

Interviewer: Could you give an example of when that has happened?

Sayeed: Okay, so basically, um, for example you know [Mr Owens] in art, you know like, doing our artwork yeah? He comes over and tells us what's wrong, like what's wrong and what's right, what needs more improvement, and then () but in like a mainstream school, they make your partners assess your work, innit? And your partners might not assess it properly or anything. Yeah.

(Lines 122-131)

Sayeed's statements speak to a closeness between himself and PRU staff, including the art teacher who is present in the whole group discussion. Conversely, there

appears to be distance between Sayeed and one of his inner-Others; ‘The Mainstream Teacher’, someone who is “*not gonna be focusing on you that much*” (Lines 118-119).

In the PRU, Sayeed seems to be positioned as someone who is known, compared to in mainstream, where he is less-known. Within the literature, improved quality in, and understanding within, teacher-student relationships was regularly reported by young people (Hart, 2013; Michael & Frederickson, 2013; Nind et al., 2012; McCluskey et al., 2015), perhaps speaking to the notion that positive teacher-student relationships in the PRU are positioned against conceptions of poorer teacher relationships in mainstream.

Episode 11: Practical lessons

Following negotiation and clarification around my questioning, Mr Owens explains that about the utility of ‘practical’ lessons. The terminology ‘practical’ is used repeatedly throughout the small and larger group discussions, as though there is a common understanding of this term:

Mr Owens: Yeah. But also as well, but I do think the students react better to practical lessons

Sayeed: YEAH

Mr Owens: To put a-- they find it more, uh... easier

Sayeed: They like a lot of trips, and yeah.

(Lines 212-219)

Mr Owens constructs young people as ‘reactive’, perhaps indicating volatility, and contrasts this with “*how mainstream is set up*” (Lines 223-224). Here there seems to

be indication that the 'mainstream' entity is constructed as less suitable for young people in the PRU and their needs.

Given that the PRU's purpose is to prepare young people to return to mainstream provision (reported by HT; Department for Education, 2012a), it is interesting to note that staff position their teaching as in contrast to that which is perceived to be on offer in a mainstream provision. As Bakhtin (1981) asserts, this construction is perhaps reflective of previous stories told and heard about mainstream schooling. Although not elaborated on further by students or staff in this section of talk, Mr Owens appears to establish this idea of mainstream lessons in comparison to the PRU, positioning his own teaching in relation to this.

In Hart's (2013) study, the PRU's teaching and learning strategy was identified to be a protective factor for students' experience. Some aspects of student and staff understandings of these protective factors were similarly contrasted to mainstream experiences, including having clearer, more consistent and embedded systems around behaviour and rewards. This contrast perhaps highlights an emerging identity of PRUs as a place which works differently for young people, however this seems to be misaligned with the expectation that students will re-integrate into mainstream settings.

Episode 13: 'They take us out on trips'

In episode 13, the whole group discussion turns towards school trips. This turn is taken in response to my question "*when does learning go exceptionally well?*" (Line 4). Sayeed appears to refer to the PRU teaching staff, who "*take [them] out on trips*" (Line

280). Previously in the whole group discussion, Sayeed raises 'trips' in the context of 'practical lessons'. Despite appearing to equate 'trips', 'practical lessons' and 'learning', Mr Owens corrects Sayeed in his comments, stating "*She's asking about learning okay?*" (Line 283). This appears to be a rejection of an emerging narrative about a relationship between trips and learning.

The following reflection is provided to detail my thoughts following Listening 1:

Reflection: In my teaching experience prior to beginning the doctorate, I worked with similarly aged young people on a work-based skills programme, which prioritised life and work-skills learning, in context. A priority for my work was to take young people out into the community and help them to learn in the contexts in which we would hope for them to apply those skills. For example, setting young people on a supermarket challenge, or learning interpersonal skills through collecting forms and asking for help in the job centre. At the time of Mr Owens' comment, I remember noticing what I had perceived as him shutting down their conversation, and so was keen to explore this concept further.

In their conversation about trips and learning, young people appeared to be performing to the space, appearing to engage with it as a forum to get something which Sayeed constructs as something which young people collectively desire:

Sayeed: Yeah basically it helps us innit.

Interviewer: What do you think?

Sayeed: [Jack], [Jack], [Jack]! Innit, we want to get more trips yeah. Told you.

*Jack: You d*ck head.*

(Lines 301-308)

Reflection: During this session, I wondered how the teachers perceived the students' emphasis on trips, particularly the previous quote. I wondered whether they perceived this interaction as an abuse of the AI space, for personal gain. This might have influenced the previous apparent rejection of a narrative about the relationship between trips and learning.

Episode 14: An incentive

Episode 14 begins within Sayeed positioning himself in relation to an inner-Other (Aveling et al., 2014); *"the good people" who "get to go on trips"* (Lines 341-342).

Although speaking on a slightly different topic, most likely answering my question as opposed to responding to Sayeed, Charlie further emphasises the notion of difference; *"we have different lessons here"* (Line 344), again positioning the PRU and mainstream entities in contrast to one another.

I was interested in the performativity of Mr Owens's following statement *"some people will suddenly start performing better in lessons"* (Lines 348-349), with the emphasis (underlined) perhaps highlighting directionality towards students in the group, or students more generally. This perhaps highlights some tension in the use of rewards, and perhaps the notion of knowing how to behave, but choosing not to. In O'Connor et al.'s (2011) research, teachers shared a view that there was a distinct difference between those students who choose not to behave, and those who have significant needs relating to BESD/SEMH difficulties.

In constructing the purpose and impact of rewards, Mrs Hearn perhaps draws on language indicative of a behaviourist perspective, a functional understanding of young people's behaviour; speaking of *"incentives"*, *"performance"* and *"reaching targets"* (Lines 349, 350 & 368). Mrs Hearn goes on to give voice to, or ventriloquate, a teacher

who cannot manage children's behaviour, identifying "*be good*" as an unhelpful prompt to support young people with behaviour (Lines 361-362). Lucy gives an example of this, building on Mrs Hearn's inner-Other, the teacher who says to "*be good*", confirming the process by which she completes her work to gain free time (Lines 364-366).

This approach to understanding behaviour is common in the literature in supporting young people with behavioural difficulties. Sue Cowley's well-known book, *Getting the Buggers to Behave* (2010), was written for teachers to support behaviour management. She purports that ambiguity (e.g. 'be good') is a ticket to misbehaviour in the classroom. In this case, perhaps both Mrs Hearn and Lucy are drawing on an expert voice to explain how to effectively manage behaviour.

Episode 15: Staff are 'like you'

The following episodes are excerpts from small group and whole group discussions with the following question as a stimulus:

What do people value or appreciate most about being a member of the PRU?

Despite identifying episodes within the previous the small-group discussions, where content appears to be related to the notion of relationships, Mrs Hearn raises "*What we've not talked about*" (Line 378) as the whole group discussion was coming to a close. In doing so, it felt that 'relationships' were constructed as being important to talk about; not be overlooked. Mrs Hearn presents this concept as given, or known. The use of "*we've*" also struck me as a call to the collective, perhaps constructing a

belief that the importance of this was shared amongst group members (Shuman, 2016). Despite this assumption, the terminology 'relationships' initially seemed difficult for young people to understand:

Sayed: Relationships?

Mrs Hearn: Not actual relationships – how we get along together between students and staff. We've got a good –

(Lines 381-384)

In prior research in PRU's, 'relationships' and relational care are common themes when considering the question of 'what works' for young people (Flynn, 2014; Hart, 2013; McCluskey et al. 2013; Michael & Frederickson, 2013; Nind et al. 2011). Therefore, Mrs Hearn is perhaps communicating through a community of talk related to best practice in PRUs, which Sayeed is perhaps unexposed to, and therefore initially unable to access.

Despite initial confusion, and following some further prompting to the group, Sayeed ratifies Mrs Hearn's statement:

Sayed: You get more teachers like Mr Owens and [StaffX] and they are a bit more like you. Like Mr Hazari he's been kicked out of like, three schools yeah. So they know how to resolve a situation.

(Lines 403-406)

*StaffX refers to a staff member who was not a participant of the current study

Again, the PRU teacher (inner-Other) is constructed with relative closeness to Sayeed. They are 'a bit more like you' because, they too have been 'kicked out' of school. In Nind, Boorman and Clarke (2012), the girls in the setting were aware that some staff had educational experiences similar to their own, and they reported responding more positively to teaching staff than they had in their mainstream settings.

Episode 17: 'This very A star method'

In Sayeed, Charlie and Mr Owens's small-group, warm-up discussion, they begin co-constructing the presented question (When does learning go exceptionally well?).

However, Mr Owens shapes this as:

Mr Owens: Yeah like from a lesson that went really well, or one where you thought, do you know what, I really need to fix up; I need to really treat right?

(Lines 18-20)

I identified this as a feature of plot (Listening 1), which is defined as the main story line, or the trend or theme emerging from the narrative (Woodcock, 2016). The notion of *fixing up* seemed to be constructed as the moral of being at the PRU, the moral of the story. Polletta, Chen, Gardner and Motes (2011) argue that the moral of a story is not necessarily explicit, but makes a "normative point" (p.111) which communicates a shared value. In this case, the normative point is that students should 'fix up' before reintegrating to their mainstream settings.

Despite these prompts, Sayeed shares a brief story about a time when he taught a teacher a 'method' in numeracy:

Sayeed: You'll take her? [Laughs] So it was numeracy yeah and [teacher name] was teaching us and I was doing this kind of method for numeracy innit and she never knew how to do this method so I just taught her.

Mr Owens: You taught [teacher name]?

Sayeed: Yeah I'm PROUD. It was about this method innit, this very A-star method and she never knew it.

Mr Owens: What like the box method?

Sayeed: No it wasn't the box, it was like the box, but it was more like, complex.

(Lines 39-53)

Sayed brings in another Inner-Other, a PRU teacher, whom he positions himself against to construct a sense of pride. Perhaps this pride is only possible when the implied power dynamic between the PRU teacher and Sayeed is challenged. Sayeed ventriloquates language closely related to a teaching community of talk (“*A star method*” (Line 47), “*more complex*” (Lines 51-52)), perhaps to perform confidence to his immediate audience.

Episode 18: ‘I was already changed’

Episode 18 saw Sayeed elaborating on the notion of ‘fixing up’, speaking of “*being in that room for four months*” (Lines 65-66). This further highlights the rehabilitated offender position, and the notion of ‘doing time’, causally related to personal change.

Sayed presents his narrative here as a tragedy, drawing on a similar framework as Kamrul when speaking of his exclusion from school (Episode 39, p.126). The Collins dictionary defines tragedy as:

“...a serious play or drama typically dealing with the problems of a central character, leading to an unhappy or disastrous ending brought on, as in ancient drama, by fate and a tragic flaw in this character, or, in modern drama, usually by moral weakness, psychological maladjustment, or social pressures.”

(Collins Dictionary, n.d.)

Just when things are going well, he gets ‘caught’. He refers here to an inner-Other; his past self who tells him “*Oh shit I have to change*” (Lines 82-83). He constructs himself as already ‘changed’, perhaps rehabilitated, framing his getting ‘caught’ as a tragedy: unfair and undeserved.

The I-statements (Listening 2) Sayeed uses in this account appear to oscillate between a lack of control, and assertive, sure of who he is and what he needs to do:

In my head
I had bare
I had like five meetings

I'm like, oh fuck
I have to change
I'm already gonna get kicked out
You get me?

I'm like yeah
I'm gonna change
the time I changed

I got one last thing

I got caught.

He positions himself as assertive, making the decision to 'change'. However, his final statement exemplifies a lack of control, in contrast to the sureness and active voice used in his I-statements prior.

Episode 19: Fixing up

In this episode, Jack again appears to draw upon a discourse related to rehabilitated offenders: "*it aint good to be inside here*" (Lines 8-9). The use of 'inside', perhaps communicates a sense of being 'locked up' or institutionalised.

In this excerpt, Lucy re-introduces the notion of 'fixing up' which is a term used throughout the interviews for this group:

Lucy: You need a bit of time out and everything so you can come and fix up, the only thing is you, you miss out on some of the things that are going on in school, innit.

Jack: You need to fix up your brain. ((Laughs))

(Lines 28-32)

Building on the moral of being at the PRU as perhaps being related to fixing up (Episode 13), there appears to be an expectation of realisation, perhaps even the notion of being on the wrong path, aligned with a rehabilitated offender discourse (HM Government, 2015).

In the HM Government's *Ending Gang and Youth Violence report* (2015), they refer to a quote from a 'former gang member', who uses similar language:

"Working with my Jobcentre Plus advisor has been a turning point in my life, and has helped me "fix up". She has supported me to get this apprenticeship, and I can now walk the straight and narrow, positive path in life." (p.22)

Reflection: Although young people commonly ventriloquated this terminology throughout their interviews, I found it interesting that the teacher also ventriloquated this speech, perhaps from stories he has told and heard over time, or perhaps in the community culture of where the research is based, where there is a large amount of gang and youth offending (HM Government, 2015).

Lucy speaks about fixing up using the pronoun 'you', perhaps indicating use of 'the generalised you' (Shuman, 2016) to homogenise the needs of young people within the PRU setting. This is further exemplified in the statement "*you need time out*" (Line 52) and Jack stating "*you need to reflect*" and "*it allows school to have a bit of time off*"

(Lines 55-56). The use of the generalised 'you' (Shuman, 2016) might therefore demonstrate a distance and lack of ownership over these statements, highlighting them as examples of ventriloquation (a voice which appears not to belong to the speaker; Aveling et al., 2014; MarkoVa et al., 2007). Rather, these are perhaps historical explanations that have been made to young people of reasoning as to why they are in the PRU. The notion of school 'having time off' reinforces the placement of young people at the PRU as a within-child issue. This ventriloquated voice appears to help position the young people's placements at the PRU as needed. Therefore this voice, perhaps of 'the caring adult', shapes these contributions to the AI.

Jack goes on to bring inner-Others (Listening 3; Aveling et al., 2014) into his narrative, including the *"special teachers who know how to deal with people who have, like, different issues"* (Lines 56-57), perhaps reinforcing the idea of difference in Jack's needs. Again this is perhaps a caring voice who reassures Jack that there are people at the PRU, here to help him.

Explaining 'behaviour'

In explaining difficulties around behaviour, Jack draws on a community of talk perhaps more closely related to teaching; the idea of 'managing' behaviour (Line 62) and receiving *"positive feedback"* (Line 77). However, he frames this as a student responsibility, as opposed to a teacher's responsibility with which this language might more commonly be used.

Jack's I statements when recounting an experience of being supported by staff to manage his behaviour exemplifies this:

I was about to

I was about to get mad

I reflected about it

I thought that

I would not gone back to school

a minus point for me

INT: What do you think helped in that situation?

I had lots of support

I had positive feedback

However, he speaks to inner-Others (PRU teachers) who coached him through this process, when prompted to elaborate on what helped him. In Sellman's (2009) study, young people highlighted negative aspects of behaviour management in their setting, for example, physical handling. In their accounts of this, students identified a lack of opportunities to reflect following incidents as an area of weakness for the setting. However, Jacks contribution in this excerpt positions teachers as holding some, but not all responsibility for student reflection.

Episode 20: 'This aint a good place'

This episode highlighted a number of issues pertinent to the construction of a negative PRU identity.

Tension in appreciative questioning

This episode, and the beginning of the whole group discussion, opens with a point of tension between myself (and my appreciative question: what do people value or appreciate most about being a member of the PRU?), and young people in the group. In selecting the appreciative topic, I had considered whether the notion of valuing the

PRU would be difficult for the students. However, I was encouraged by their small group discussions, which appeared to elicit some appreciative responses. This however raises a question of the ethical implications of asking appreciative questions in difficult contexts. This speaks to Fitzgerald et al.'s (2010) concept of the 'shadow' within AI (inferior traits or negative aspects of the organisation). In this case, the AI appeared to elicit this shadow, through asking questions which silenced less-positive narratives surrounding the constructed identity of the PRU.

In response to my question, Jack shares; *"this ain't a good place"* (Line 13); perhaps an example of ventriloquation (Listening 4; Aveling et al., 2014; Frank, 2012), of stories which have been told before, about the PRU not being a place to aspire to be: a place of punishment or rehabilitation.

Reflection: Fitzgerald et al. (2010) assert that ignoring negative contributions to the AI can compromise its integrity. Instead, they argue that AI can be positioned as an investigation into the shadow. In the current research, this was not the focus, however, this seemed to be a missed opportunity to elicit positive narratives from young people in this aspect of the discussion. I anticipate that with more appreciative questioning into their contributions at this juncture, they may have shared narratives regarding their own values in relation to learning, or perhaps narratives of their aspirations to return to a mainstream provision.

The PRU is a place for 'simple, bad' kids

In this exchange, young people are elaborating on the notion of the PRU being a *bad place* for *bad kids*. Their rejection of the appreciative question might therefore be a rejection of the notion of being a 'bad' or 'unable' kid:

Sayed: Yeah exactly, 'cause some people like don't wanna be here, innit Miss? ((towards Mrs Hearn/Int?)) You know when I was in [undisclosed school]. I was like this place is basically for [bad kids, you know like, unable students.

Jack: *[It's for simple bad kids [shouted].*

Sayed: *Exactly, but we SHOULDN'T have unable students.*

(Lines 16-23)

Sayed further ventriloquates beliefs, appearing to be of a past self, about the PRU as a place for “*bad kids, you know like, unable students*” (Lines 17-20), highlighting some negative connotations of being in the PRU. Farouk’s (2017) findings assert that young people, excluded from school, are positioned dialogically against past selves in their autobiographical narratives. This might therefore present to Sayeed as a conflicting narrative, which results in the rejection of the notion of benefits.

You become the people you associate with!

Sayed goes on to provide a partial recount of his narrative of exclusion however, the ‘tragic’ element; of being changed, then getting caught, is left out. In this recount, emphasis is placed on the notion of ‘doing time’, and the “*four months*” he spends in isolation in his mainstream school (Lines 59-60), perhaps emphasising the offender discourse in performativity to his peer group. In their widescale study exploring identity formation in teenage boys, Frosh, Phoenix, and Pattman (2002), argue that peer group performativity can occur between boys of this age, perhaps further highlighting the influence of the peer-group context on young people’s contributions to the AI.

Prompting further contributions around the notion of change, Charlie asserts “*You get naughtier when you come here*” (Line 73), and ventriloquates the statement: “*you become the people you associate with!*” (Line 77; Listening 4). This appears to be a reprimanding or advice-giving adult voice, perhaps an adult known to Charlie, or a

more abstract adult figure whose language is known in popular culture. These ventriloquated statements appear to exemplify a narrative which constructs the PRU's identity as a place for "*simple, bad kids*" (Line 21).

In the following interaction, Jack and Charlie, alongside Mrs Hearn, work to construct an understanding of behavioural patterns for young people attending the PRU, before the narrative returns to the notion of 'doing time', with further examples of bravado and bragging:

Jack: They put you in a little room for like, two days. ((Laughs)) Or one [lunch time.
Sayeed: [Which kind of primary school is that? ((Laughs))
Charlie: They give you biscuits and tea! ((Laughs))
Jack: No you're with the teacher—you're with the teacher and she has to give you some maths work or stuff like that.
Sayeed: In Primary they make you face the wall ((Laughs))
(Lines 80-92)

Frosh, Phoenix, and Pattman (2002) assert that boys in focus group contexts engage in performative identity construction in relation to their peers. Their research found that this included performance of bravado. This excerpt may therefore indicate a level of performativity and masculine identity construction in relation to the focus group context, whereby three out of four of the student participants were male. The inclusion of the 'Primary School' entity therefore appears to position Jack's experience of reprimanding as a lesser or weaker punishment, providing further context to Sayeed's previous emphasis on 'doing time'.

The research identified within the literature review did not highlight a relationship between PRUs and an institutionalised or prison discourse. However, following a

further literature search, I found that Ewan-Corrigen (2013) used participatory action research in their PhD study, to explore the views of 12 young people who had been excluded from school. Their research identified supports and barriers to young people's educational experiences, within their findings, they identified that most student participants referred to their PRU as being similar to a prison. Despite identifying nurture as a key factor of these settings, students in Ewan-Corrigen's (2013) study cited stricter boundaries and inequality as key factors of constructing the PRU in this way. Although it was not possible to gain a greater insight into the use of institutionalised language from participants of the current study, this might indicate that the use of a prison discourse is an available means for young people to construct their experience of PRU settings.

Episode 21: 'For some people it's a good environment'

This episode begins with me reintroducing the notion of 'fixing up', which had been spoken about in the smaller group discussions in session one. My questioning here reinforces the concept of change as being a within-child construct. Following a stilted back and forth, Jack speaks to environmental impacts on behaviour:

Jack: No. When you're here, yeah, it just helps you, to like concentrate in your lessons. 'Cause like, um, for some people its a good environment, because there's not many people inside the school. So in one lesson, you can concentrate, but not for me, for some people.

(Lines 122-126)

Jack introduces inner-Others (Listening 2; Aveling et al., 2014), "some people" (Line 123), to explain his impression of how the environment impacts learning, although

uses disclaimers (*“not for me, for some people”*: Line 126) to position himself against this statement. Sayeed then continues to use disclaimers to remove himself from perhaps some perceived lower academic expectations within the setting:

Sayeed: Basically, like thats it. Private school. You know, 'cause in private school they have one on ones innit. [The work is too easy. Its too easy for me innit.

(Lines 128-130)

Within the political discourse around PRUs, there is a negative emphasis on low academic outcomes, which may corroborate with Sayeed’s statement (See Taylor, 2012).

Although identified by the young people as key benefits for being in the PRU, Jack and Sayeed appear to separate themselves, in what might be considered a rejection of the setting or their placement there. The appreciative questioning elicited some notions of the benefits of being at the PRU, however, the young people in this episode tended to position themselves as though they are not in receipt of them. The group’s construction of the PRU identity may have influenced young people distancing themselves away from the outlined benefits of the PRU. Fitzgerald et al. (2010) assert that AI can elicit the ‘shadow’ of an organisation, with the appreciative focus provoking a rejection of the object of inquiry, and further, the distancing of the subject (i.e. students) from this object.

Episode 22: ‘4 GCSEs and an apprenticeship’

At the end of final whole group discussion for session one, I refer to a comment made between activities regarding GCSEs, which had been written on the graphic. Charlie

highlights some negative connotations of the relationship between the PRU institution and academic outcomes, in the form of GCSEs:

Int: So in terms of what do people value or appreciate most, does anyone think there's anything else important to put on here? So I put down GCSEs, counselling, something about helping you to concentrate.

Charlie: You don't want to sit your GCSEs in this environment.

Sayed: Yeah

Charlie: In this good environment man (silly voice)

Sayed: Yeah you'll get 4 GCSEs and an apprenticeship if you stay here, so...

Jack: That could happen, you know

(Lines 161-175)

Sayed and Jack contribute to the construction of this negative relationship. Sayeed appears to employ sarcasm to highlight negative connotations of the academic outcomes associated with the PRU. Fitzgerald et al. (2010) assert that a 'shadow' of an organisation can include negative traits, or views which are suppressed. I wondered whether this passing contribution might have been a glimpse of the shadow of the organisation, in terms of lower academic outcomes.

Summary of 'Discover' phase for the session one group

The following section provides a summary of findings related to the session one 'Discover' phase of the AI. It will highlight key themes which emerged following the stages of analysis outlined previously (page 75). The analysis will then focus on episodes highlighted from session two, in a similar manner. It is presented this way to reflect the way I attended to the voices of participants using the Listening Guide (Brown & Gilligan, 1992). Reflections on themes across each of the groups is presented

in the ‘Reflections and Conclusions’ chapter (page 147), as well as within the mindmap detailed in Figure 4 (page 88).

Over the course of the session one group discussions, some key themes emerged in how young people and staff worked to construct notions of success in learning, and what works for young people, in the PRU. Some narratives elicited were not specifically related to the notion of success, however were identified as important context for appreciative contributions. The table below provides an overview of the key themes identified which will then be discussed.

Table 6: Overview of key themes relating to how notions of success were constructed through the ‘Discover’ phase of AI, for the session one group.

Session/Group (Question)	Episode	Title	Lines	Key theme/ feature
Session 1 Small Group 1 (Question 1)	Episode 3	‘You reflect on what you done’	86-109	Distancing self from needs
Session 1 Small Group 2 (Question 1)	Episode 6	No lessons are enjoyable, music is alright	130-169	Tension with AI
Session 1 Whole group (Question 1)	Episode 8	‘The way it’s taught is different’	79-110	Polarising PRU & mainstream
	Episode 9	‘The way they teach it here is like they understand’	111-148	Polarising PRU & mainstream teachers
	Episode 11	‘Practical lessons’	197-228	Polarising PRU & mainstream
	Episode 13	‘They take us out on trips’	270-336	Notions of learning
	Episode 14	An ‘incentive’	337-377	Notions of learning / Contrasting self to ‘good kids’

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	Episode 15	Staff are 'like you'.	378-431	Polarising PRU & mainstream teachers
Session 1 Small Group 1 (Question 2)	Episode 17	'This very A-star method'	13-53	Purpose of the PRU
	Episode 18	'I was already changed'	54-87	Purpose of the PRU
Session 1 Small Group 2 (Question 2)	Episode 19	Fixing up	1-82	Distancing self from needs / Purpose of the PRU
Session 1 Whole Group (Question 2)	Episode 20	'This aint a good place'	1-96	Negative identity of PRU Tension with AI
	Episode 21	'For some people, it's a good environment'	97-156	Distancing self from needs
	Episode 22	'4 GCSE's and an apprenticeship'	157-175	Negative identity of PRU

A common theme within the session one group discussions, was the polarisation of the mainstream and PRU entities. These inner-Others (Aveling et al., 2014) were commonly positioned against one another. For example, the PRU was constructed to be a place where young people are taught differently to mainstream (episode 8 and 14). Teacher relationships were constructed with a similar polarity. PRU teachers were constructed as people who 'teach like they understand' (episode 9), and are more like students because of similar educational experiences (episode 15). In each occasion, young people drew upon negative constructions of the mainstream entity or notions of the mainstream teacher, to share appreciative examples of teaching and relationships in the PRU.

There also appeared to be a negative identity constructed of the PRU, particularly towards the end of session one, whereby students constructed the work as too easy (episode 21), and a place where you would not want to sit GCSEs (episode 22). It was constructed as a 'bad' place, for 'bad' and 'simple kids' (episode 20). This perhaps speaks to the notion of shadow (Fitzgerald et al., 2010), a negative trait of the PRU organisation, which young people sought to distance themselves from in their narratives (episode 3, 19 & 21). The identity of the PRU was also shaped by a notion of 'fixing up' (episodes 17, 18, 19 & 21), with students ventriloquating institutionalised talk (episodes 18, 19 & 20), sometimes with apparent performativity to their peers (episode 20).

At times, young people drew upon teaching communities of talk, to position themselves in an expert role (episode 9) or to exemplify a shifting power dynamic between themselves and constructions of PRU teachers (episode 17). Further, two episodes were exemplified by tension in response to the appreciative questioning (episode 6 & 20).

Discover phase of the AI: Session Two

The session two group comprised of the following participants:

Session Two Group Participants (Whole Group)		
Participant Pseudonym	Small Group One	Small Group Two
	Kamrul	Tahmid
	(Participant withdrew)	Adam
	Mr Hazari	Mr Evans

Episode 24: Camber Sands

The following episodes are excerpts from small-group and whole group discussions with the following question as a stimulus:

When does learning at the PRU go exceptionally well?
(really, really)

In Kamrul and Mr Hazari's paired conversation, Mr Hazari prompts a genre of reminiscence (Listening 1) in their shared narrative:

Mr Hazari: What memory do you think of where it kind of made you laugh? I've seen you laugh a few times. Like away from the project, you know where else-- away from the zombie film, what else has you?

Kamrul: I dunno. The trip innit.

Mr Hazari: Oh that's interesting. What kind of trip was that?

Kamrul: The Camber Sands one.

Mr Hazari: Oh Camber Sands. Why did you like that particular trip? You've brought some [big memories back now.

(Lines 56-68)

The AI framework used for the project, and the related request for participants to share appreciative stories (Richards, 2012), perhaps provides important context to the elicitation of narratives which are reminiscent in genre. Following a reminiscent back and forth conversation, Kamrul punctuates with the statement:

*Kamrul: It's not like working. It's more like, valuable innit. More valuable. Than work.
(Lines 87-88)*

Reflection: In listening to their back-and-forth discussion, genuine warmth was striking in the sharing of narrative between Mr Hazari and Kamrul. Unlike most other small group discussions, they were only two people in a group as opposed to three, which perhaps influenced this, and had further influence on their reminiscent narrative production.

Episode 29: A shared interest in PSHE

In my request for Mrs Evans to share a story, in their small group activity, she appears to draw on previous contributions provided by Tahmid and Adam, mirroring their talk about a PSHE lesson:

Mrs Evans: I think in the PSHE, where I found that [Tahmid] and some other students were really engaged in like, finding out about dictatorship, which was last week.

Tahmid: Yeah dictatorships like Kim Jong Un, my faithful leader! And Bashar Al Assad and like Vladimir Putin and stuff like that. Like, it's really good like, no, no, no, I'm being serious now, I like enjoyed listening to it. And like, working to it.

Adam: It gets to him.

Tahmid: Yeah. It gets to me.

Mrs Evans: I enjoyed actually listening to you guys when you was in the PSHE, and learning that-- some of the things I didn't even know about some of the countries in the world, which opened my eyes a lot. Which I was glad to know that I could learn off of you lot. Like who was dictatorship, and what was the other word?

(Lines 210-229)

Unlike Hart's (2013) study, which sought to theme student and teachers understandings of what works for young people a PRU, this excerpt exemplifies the possibilities of research which works to co-construct ideas between students and staff, in this case, building a shared narrative of lessons which go well.

Episode 30: 'When there's more kids'

Episode 30 begins at the start of the whole group discussion, prompted by my question, "when does learning at the PRU go exceptionally well?" (Lines 4-5). Tahmid offers the response "when there's less kids" (Line 18), and elaborates on this with prompting. He presents a temporal element to his account:

Tahmid: Like, when there's more kids, people, because its like a PRU, like people get distracted and stuff. So now that there's less kids and stuff, like, now, it's better 'cause it's not too many people. Like, I dunno -- when there's one person, the extra person is one person more to do something bad, then they'll make people do other things bad, and then it gets bad.

(Lines 23-28)

Although seemingly limited by vocabulary here, Tahmid provides a succinct account of how behaviour might escalate in a group situation. He introduces Other 'kids' as characters in his account, but these Others appear to be quite generalised; perhaps suggesting that anyone can be the person "to do something bad" (Line 27), causing a snowball effect. Referring to these inner-Others (Listening 2; Aveling et al., 2014) perhaps positions Tahmid in a safe place, not responsible for the snowball effect. Later in this discussion, Kamrul elaborates on this notion of escalation:

Kamrul: Then someone else with this "oh nah, nah, ()". Then when all that's going on, the teacher is paying attention to the two boys, then someone else will think, I'm going

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to take the advantage, innit. Not standing around. () They'll see the door open and take the advantage to go and have a fag innit. And it all adds up.

Mr Hazari: Right so you're saying that within a matter of minutes, like loads of things can be going on around you

Kamrul: Yeah I'm used to it, innit. I see people () everyday innit. So I know how it works, do you know what I mean? Like, just more people to attend to. () 7 or 8 over the whole thing.

(Lines 59-71)

At this juncture, Kamrul's contribution to the narrative provides an elaboration on the characteristics of the Others to which Tahmid referred. These Others who "take the advantage to go and have a fag" (Lines 62-63), cause the classroom situation to escalate further. At no point in this narrative production does Kamrul place himself within the story, positioning himself as an observer, someone who understands how things can escalate. Perhaps this is an accurate understanding of Kamrul, who was reported to have been at the PRU for over a year, and so positions himself in this way to reflect his expertise and understanding of how things work.

Young people in Michael and Frederickson's (2013) study highlighted that disruptive behaviour; both their own, and of others was a limiting factor to their educational experiences. Kamrul's distance and matter-of-fact account of behaviour in the PRU perhaps captures a common narrative of behaviour escalation in PRU settings, where many students have SEMH needs (DCSF, 2008).

Episode 34: Taking time 'with you'

The following episodes are excerpts from small group and whole group discussions with the following question as a stimulus:

1. What do people value or appreciate most about being a member of the PRU?

In Episode 34 (a small-group discussion between Tahmid, Kamrul & Mr Hazari), Tahmid constructs 'PRU teachers', relationally, in contrast to mainstream:

Tahmid: Basically, I like the PRU because the teachers, like, in the mainstream school, like they're more like, I dunno, they're more like, [understanding, yeah, and easier to talk to and it's nice because it—because in a mainstream there's so many students, they don't really take time with you. And um, in this school they really talk to you and its nice because it helps me and um,

Mr Hazari:

[Understanding?

Mr Hazari: So you're saying you're offered the opportunity where staff kind of remind you, whereas in a mainstream school you probably wasn't getting that time, was you?

(Lines 15-27)

Tahmid and Mr Hazari jointly construct 'the teacher in mainstream', and apparent constraints on their provision of support to Tahmid. Despite framing these as negative aspects of mainstream learning, there appears to be a shared understanding formed about these being external constraints as opposed to reasons related to a personal relationship. Tahmid's account of the pressure on his mainstream teachers is supported by O'Connor et al.'s (2011) study. They highlight the perceived impact on teachers when teaching students with needs associated with SEMH difficulties. These constraints include teacher's beliefs that they lack appropriate training to support young people with such needs, and lack of time to offer appropriate support.

In Nind, Boorman and Clarke's (2012) study, they found that girls in a specialist provision for SEBD (authors definition) contrasted the "best bits" (p.647) of their current educational provision, with their previous experiences (including school size, staffing ratios, ease of remembering names). In Tahmid's account, he similarly

constructs an identity for ‘the mainstream teacher’, and contrasts this against teaching and support in the PRU. Perhaps the experience of movement for young people in PRUs offers a more unique possibility for reflection, given their often-multiple experiences in educational provisions (Cooper, 2010).

The genre of Tahmid’s voice conveying his narrative appears to shift throughout this episode; moving from a voice of appreciation, to ‘the right thing to say’. This is noticeable in Tahmid’s tone when he closes his previous statement (Line 29). Tahmid goes on to ventriloquate a voice, perhaps of a ‘reformed offender’ (HM Government, 2015) or someone who knows ‘the right thing to say’:

Tahmid: and in this school it helps me, because I made a very big mistake coming here.
Mr Hazari: Fair enough, and what you want to get back to mainstream school?
Tahmid: I wanna get out of here. I just want ().
Mr Hazari: Well that’s good. I’m glad you’re talking like that. Let’s hope we can make that happen soon. Well thanks for that. That’s very good.

(Lines 29-39)

This appears to be a way of speaking which is encouraged by Mr Hazari. This struck me as accessing available resources, with Mr Hazari holding power in dialogue which appeared to replicate the notion of ‘getting out on good behaviour’.

Reflection: I wonder if young people would share this thought, the concept of ‘playing the game’ and ‘getting out on good behaviour’? At various points throughout the discussions, young people appear to draw on some institutional talk perhaps more closely related to a prison or offender discourse. Given the opportunity, it would have been interesting to explore this concept with the young people who participated in the study. However, due to the movement of students from the PRU during the research, it was not possible to return to them to present them with this question.

Episode 36: GCSE's versus finding your hidden talent

In "*wrap[ping] [the discussion] up*" (Line 76), at the end of their small group discussion, Kamrul polarises an identified purpose of the PRU ('finding your hidden talent': Lines 79-81) with an academic purpose for mainstream school. This is an example of polarisation which is common in an appreciative context. Oliver (2005) states AI has the possibility to explore positives and negatives about an organisation. Further, Fitzgerald et al. (2010) speak of the 'shadow' of an organisation which can be elicited through the AI, describing the shadow as oppressed views within an organisation. Here, Kamrul constructs the PRU and mainstream spaces quite differently. 'Mainstream' is an institutional Other (Aveling et al., 2014) which is constructed to be focused more on academic outcomes than 'finding hidden talents', and the PRU is constructed in opposition. The 'shadow' or 'inferior trait' (Fitzgerald et al., 2010) of the PRU organisation might therefore be a perceived lack of emphasis on academic outcomes.

Episode 38: Riding 'twenty-six miles'

As in previous episodes featuring Mrs Evans, opportunities to provide her own story of when learning is going well elicits talk which mirrors the talk of her immediate student audience. Building on Adam's discussion about fixing pedal bikes (episode 37), Mrs Evans selects a story which is perhaps perceived as noteworthy to her audience. Shuman (2016) urges researchers to consider the question: '*what makes a story tellable?*', when making sense of how narratives are performed to others. In this case,

it appears Mrs Evans's story is tellable in that it is of interest to her immediate audience, a student who is interested in bikes:

Mrs Evans: The students got out of that situation, um, taking them out of their area, which was fantastic because I think they live, breath and die in [anon area], to go to another borough, and they thought that they were in another country! Which was funny and amusing because some of them was like [Mrs Evans], where are we? Because they didn't recognise their own environment. It was taking them out of their own environment which was fantastic, and the reactions on their faces just to see that they was in another environment-- that they could cope with -- and some of them were like, [Mrs Evans], I didn't know we had cycled--. That was another thing, they didn't realise they had cycled thirteen miles and done a round trip of twenty-six miles [which was absolutely breath-taking to watch and experience. And you weren't there! ((Funny voice to Adam))].

(Lines 106-119)

Episode 39: They understand: 'No matter what situation I'm in'

This is the first of a series of episodes featured within a whole group discussion between Mrs Evans, Mr Hazari, Tahmid, Kamrul, Adam and Lucy. It begins with me prompting students to share the stories they had shared in their small group discussions, in response to the question 'what do people value or appreciate most about being a member of the PRU?'. This episode highlighted a number of factors pertinent to the construction of teachers being 'more understanding'.

Ventriloquation and the PRU teacher

In providing a further example of teachers being "more understanding" (Line 14),

Tahmid attributes ventriloquated words to a member of staff:

Tahmid: Um, like once I was crying and I was upset and then [Mrs Evans], said to me, she said like, it's alright, innit, like, anytime you're upset you can come and talk to me and its all good in the hood.

(Lines 21-24)

The actual, and anticipated audience for utterances of language are thought to impact how stories are told (Frank, 2012; Markova et al., 2007). This example of ventriloquation could, therefore, in part be influenced by the immediate social context in which Tahmid found himself speaking of his emotional needs amongst his adolescent peer group, his PRU teachers, as well as the inner city social context in which he is placed. In expressing a need for emotional support, Tahmid constructs the teacher, using language which might be understood to be more like his own.

By ventriloquating the voice of a teacher through community of talk perhaps more closely related to inner-city youth culture, Tahmid is perhaps re-telling his experience by emphasising the notion of staff being “a bit more like you” (Sayeed, Episode 15, Lines 403-404).

Making the ‘wrong decision’

Building on from Tahmid’s contribution to the whole group discussion, Kamrul is prompted by myself and Mr Hazari to explore the concept of ‘being understanding’ in greater depth. Tahmid shares a story about making the “*wrong decision*” (Line 48), which leads him to lose out on an opportunity to re-integrate to a mainstream educational provision. Kamrul presents his story, drawing on a genre of tragedy or regret (Listening 1; ‘tragedy’ is defined in episode 18).

He positions himself using an active voice, perhaps exemplifying himself as someone in a position of power, in the tragic story:

I made a stupid move
I was gonna go
I made the wrong decision
I even thought

*I thought shit
I've done it, innit?
I've made the wrong decision
I smoked a small little spliff*

However, this shifts to a more passive voice when Kamrul begins speaking of his regular cannabis use, and losing out on his mainstream school placement, positioned as lacking power:

"I was getting smoked after school, buzzed, do you know like, constantly"
(Lines 52-53)
"and now like, I can't go back to school because of that."
(Line 59)

PRU staff are positioned as saviours in Kamrul's story, people who "*understood*" (Line 61) and are there for Kamrul, "*no matter what situation [he is] in*" (Line 61). In Mr Hazari's response to Kamrul's story, he appears to respond to Kamrul's admission of using cannabis regularly:

Mr Hazari: Yeah and and being honest with, you know, with that. You know, you gotta be a big-- you gotta be a big man to admit when you know, that's going on.
(Lines 66-69)

Mr Hazari appears to draw on the notion of recovery, in the context of addiction, reinforcing a sense of masculinity in Tahmid's sharing of his story, perhaps positioning himself in the role of the adults who Kamrul constructs as understanding.

Episode 40: 'They don't argue back'

Lines 114-189 were omitted from this episode, as I felt some contributions portrayed some young people in the group negatively. The comments which followed included reprimanding by staff in the group and attempts at explanation on the part of the young people.

Following Tahmid's sharing of a tragic narrative, about losing out on a mainstream school placement due to issues with cannabis use, Kamrul and Adam share an understanding of the PRU teachers, inner-Others (Aveling et al., 2014) who are positioned by what they do not do:

Int: You sounded like you had, when you said "they don't argue back", it sounded like you had an experience in mind that you were thinking about.

Adam: Like, if you're annoyed at something. [And you really wanna punch someone or something, yeah they help you.

Int: [Yeah

Int: How do they help you?

Kamrul: They don't argue back, like seriously.

Int: What do they do instead?

Adam: Say like you're annoyed and you get rude to them, like they don't really argue back.

Int: How does that help you?

Kamrul: Because if the teacher argue back you're just gonna get more annoyed.

(Lines 90-111)

In speaking of what PRU teachers do not do, I wondered whether Adam and Kamrul were speaking to an idea of a non-present Other, a teacher who argues back, as opposed to the PRU teacher who is characterised as not doing so.

Young people did not always speak of specific experiences, or name specific teachers, but tended to construct 'mainstream' and its teachers as having a voice in and of itself. In the following excerpt, this is exemplified as Tahmid gives voice to 'The Mainstream Teacher':

Tahmid: And in mainstream yeah, when they do that they're like "excuse me, what did you just say?!" and then you start crying and like, and then you're like-- and they don't understand how annoyed you are innit, so they don't care.

(Lines 113-117)

Tahmid highlights a tension between himself and the voice of 'The Mainstream Teacher', linking this inner-Other (Aveling et al., 2014) to a characteristic of being uncaring towards his emotional needs. This is a contrasting narrative to that provided by Tahmid in episode 14, where he outlines constraints on mainstream teachers' ability to support. Chadderton (2011) argues that individual 'voices' can be conflicting, and this seems to be supported by Tahmid's construction of mainstream teachers, and how he positions them in relation to himself. The distinction between these two narrative contributions may be the emphasis on emotional needs, as opposed to learning needs.

Episode 41: The teacher left because of our form

A large portion of Episode 41 was omitted for ethical reasons, in order to protect participants from being presented in a negative manner.

Reflection: During this part of the session, I became acutely aware of the presence of the audio recorder, and worried about the perception of the potential audience of the occurring teacher-student interaction. I felt that this omitted interaction portrayed the young people poorly – with a young person attempting to explain how cultural differences might influence how a teacher behaved towards him. In omitting this extract, I also felt a need to protect staff members from portrayals of the ways in which they reprimanded students, particularly because this is represented through text alone. Not only was it not within the remit of the current research, but I felt it would collude with the wider political context of PRU scrutiny – not least because of my own Trainee Educational Psychologist position within the Local Authority.

Towards the end of episode 41, Adam gives an account of a specific teacher:

Adam: She used to literally say, if you um, like she would say to you that she didn't like you, if she felt. If she was really angry and you was annoying her. And like if you was alone she would say like "I don't LIKE you".

Mrs Evans: That's a bit unprofessional then isn't it?

(Lines 200-206)

In Adam's account, further tension is highlighted between an inner-Other (the mainstream teacher) and Adam, exemplifying others' narratives which present tension in relationships with mainstream teachers (episode 9, 34, 39, 40).

Episode 42 - 'We was being rude because she was being rude'

This episode links closely with the previous, and includes Adam elaborating on his relationship with the 'Mainstream Teacher' he describes in episode 40. Mr Hazari uses

questioning throughout this episode which appears to attempt to elicit an understanding from the 'Mainstream Teacher's perspective, with Mr Hazari appearing to align himself more closely to this Other. In the interaction, Adam often anticipates Mr Hazari's questioning, providing responses which are perhaps unrelated to the intent Mr Hazari is attempting to portray:

Mr Hazari: So you know I'm going to ask you a question, like, you know I ask a lot of students questions here. Because even I, as a teacher here—

Adam: Yeah I didn't like her. (Lines 228-232)

...

Mr Hazari: So you've got seventeen, eighteen students in a class, that's quite a big group yeah? Now this is where I want you to be honest with me here now yeah?

Adam: Yeah but she can't handle the classes then! (Lines 240-244)

....

Mr Hazari: Right so what were some of the things that you guys and girls needed to—

Adam: Yeah but she was rude to us. (Lines 257-260)

The mainstream Teacher, an internal-Other (Listening 3), who “*left because of [Adam's] form*” class (Lines 118-119), is further constructed between Mrs Evans, Mr Hazari and Adam as being “*a bad teacher*” (Lines 189-190), one who is “*unprofessional*” (Lines 205-206), perhaps because of stress. She used to “*get rude to everyone*” (Lines 192-193); she would even “*tell you she didn't like you*” (Lines 200-201). Throughout the construction of the mainstream teacher, a teacher known to Adam but not known to Mrs Evans and Mr Hazari, the notion of blame or responsibility ('because of our form') as initially presented by Adam is reinforced. Over the course of his interaction with Mr Hazari, Adam appears to reposition his narrative about the mainstream teacher and the dynamics in their relationship. This highlights a complex

interplay within the mixed staff-student focus group, with performativity occurring towards the peer audience, and again to the staff audience.

Mr Hazari continues to question the behaviour of students in the class, ventriloquating the voice of an inner-Other (Listening 3; the good kid, or the ideal pupil): *“Good morning miss, good afternoon yeah, right what’s the work?”* (Lines 256-257). Martin (2015) argues that the notion of ‘the ideal pupil’ is constructed within the social climate of a young person’s educational environment, both by students and staff. Within this research, it appears that this is the case, with staff and students constructing this notion, against which young people are positioned.

Feeling disliked and misunderstood by teachers was a strong theme amongst many of the articles explored in the systematic literature review. For the young people, this was characterised by a belief that teachers within their schools did not like, or care about them (Flynn, 2014; Nind et al., 2012; Clarke et al., 2011), for example, by noticing only negative behaviour or stereotyping young people on the basis of their prior behaviour (Nind et al., 2012).

Summary of ‘Discover’ phase for the session two group

Over the course of the session two discussions, some key themes emerged in how young people and staff worked to construct notions of success in learning, and what works for them, in the PRU. Some narratives were not related to success, for example, students sharing their experiences of exclusion, however, these narratives framed appreciative contributions to the AI.

The following table provides an overview of key themes identified in the construction of group two's narratives about success learning.

Table 7: Overview of key themes relating to how notions of success were constructed through the 'Discover' phase of AI, for the session two group.

Session/Group (Question)	Episode	Title	Lines	Key theme / feature
Session 2 Small Group 1 (Question 1)	Episode 24	Camber Sands	52-96	Reminiscent genre / Notion of learning
Session 2 Small Group 2 (Question 1)	Episode 29	A shared interest in PSHE	205- 239	Tellable stories (Shuman, 2016)
Session 2 Whole Group (Question 1)	Episode 30	'When there's more kids'	1-133	Polarising PRU & mainstream
Session 2 Small Group 1 (Question 2)	Episode 34	Taking 'time with you'	15-39	Polarising PRU & mainstream teachers
	Episode 36	GCSE's vs. 'finding hidden talents'	74-99	Polarising PRU & mainstream / PRU identity
Session 2 Small Group 2 (Question 2)	Episode 38	Riding 'twenty-six miles'	85-131	Tellable stories (Shuman, 2016)
Session 2 Whole Group (Question 2)	Episode 39	They understand: 'No matter what situation I'm in'	1-69	Polarising PRU & mainstream teachers / Tragic narrative genre
	Episode 40	'They don't argue back'	70-117	Polarising PRU & mainstream teachers / Tension with mainstream teacher

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	Episode 41	'The teacher left because of our form'	118-213	Tension with mainstream teacher
	Episode 42	'We was being rude because she was being rude'	214-286	Tension with mainstream teacher / The ideal pupil

Similar to the session one discussions, staff and students constructed the mainstream and PRU entities in contrast to one another, as well as constructing notions of mainstream and PRU teachers; emphasising their differences. PRU teachers were constructed to be more understanding (episode 39), when positioned against mainstream teachers, however, constraints on the mainstream teacher's ability to support were also identified (episode 34).

Students expressed closeness to the PRU teacher, at times giving them voices which appeared to be ventriloquation of talk more closely associated with that of inner-city youth (episode 39), perhaps to exemplify staff being similar to students. The 'bad' mainstream teacher was constructed as being unprofessional, and one students positioning in relation to this teacher was tense (episode 40, 41 & 42). An aggressive voice was attributed to the mainstream teacher (episode 40). PRU staff were constructed in relation to this, and characterised by what they did not do (i.e. be aggressive) as a result (episode 40).

The PRU and mainstream organisational identities were also constructed in contrast to one another, whereby the PRU was constructed as a place to find 'hidden talents', and mainstream school for achieving academic qualifications. This was similarly the

case in session one, with students expressing that the PRU identity was not characterised by academic outcomes.

As in session one, a group member constructed his exclusion from school in line with a 'tragedy' genre, positioning PRU staff as saviours or people who understood and supported him. This highlights that the use of this genre constructed PRU staff in a more appreciative manner.

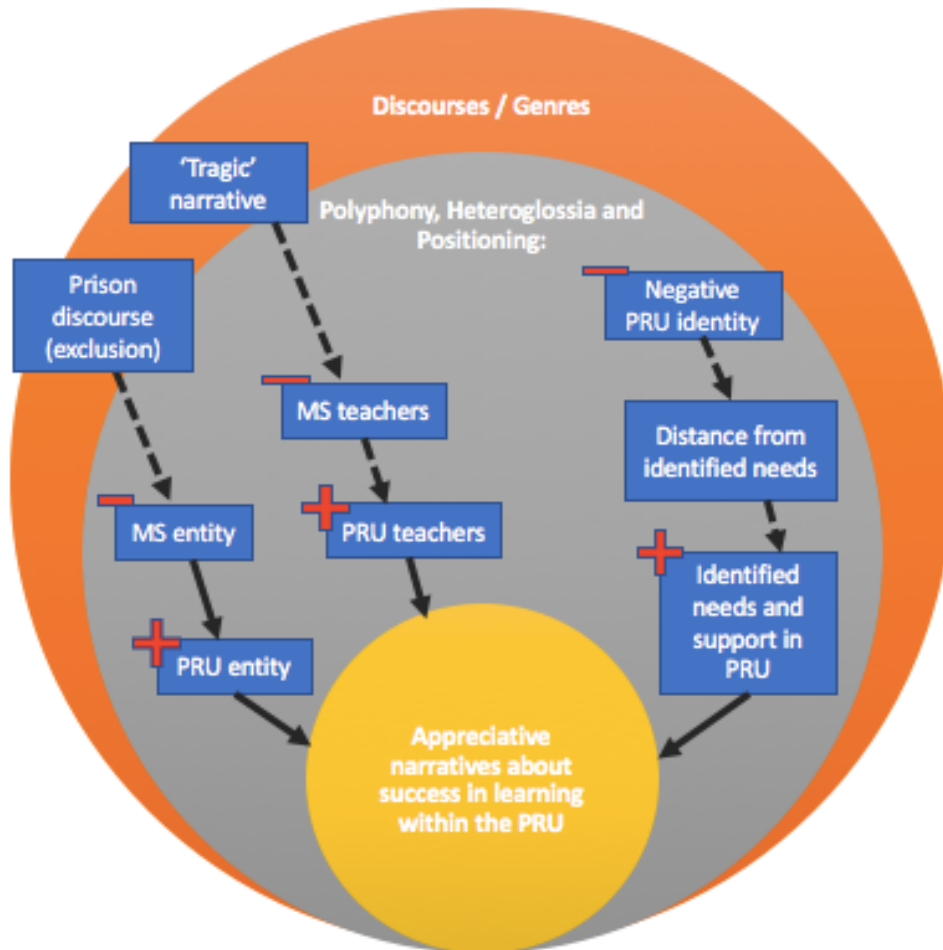
In a student and staff interaction, they also drew upon a reminiscent genre to share appreciative stories of the student's time within the PRU (episode 24), in a 1:1 student-teacher discussion. This perhaps highlights some potential in conducting these activities in smaller groups, which might allow reduced performativity to peers and a deeper engagement with the storytelling component of the AI.

Further, one staff member appeared to emphasise narratives which appeared to relate to the contributions previously provided by her student audience. Her contribution to the AI was therefore influenced by stories identified to be 'tellable' (Shuman, 2016).

Overall summary of 'Discover' Phase of the AI

Figure 5 provides an overall summary of the key features identified within student and staff narratives. It is important to note that this provides an overview of key concepts identified based on my own subjective interpretation, not a model for narrative production. Therefore, it is likely that another analyst would interpret the narratives and their key concepts differently.

Figure 5: Overview of key concepts identified following analysis of 'Discover' phase narratives.



*Solid arrows identify common relationships

**Dashed arrows identify less common relationships

*** MS = Mainstream

A prison or offender discourse appeared to frame some students' constructions of internal exclusions within mainstream school. Negative constructions of the mainstream entity almost always framed positive constructions of the PRU. Likewise, negative constructions of mainstream staff very often framed appreciative narratives about PRU staff.

Some students spoke about their exclusion from school using a 'tragic' narrative genre. PRU teachers were constructed as positive in the context of these tragic narratives. This in turn framed how appreciative narratives relating to student support were constructed.

A negative identity of the PRU was constructed, in relation to academic outcomes and its reputation as being for 'simple' or 'bad kids'. Young people distanced themselves from identified needs and support within the PRU. This could perhaps have been related to the negative identity of the PRU. Young people were instead able to identify the needs of students more generally, and these framed appreciative contributions to the AI relating to how the PRU supports young people.

Dream Phase of the AI

During sessions one and two, students and staff were presented with a visioning exercise to elicit a 'dream' about the PRU (See Methodology page 63), and were asked to consider what the PRU would be like, if the positive factors they had identified were magnified. Their responses were noted on flipcharts and are presented in Appendix M.

Design Phase of the AI

The 'design' phase of Appreciative Inquiry was conducted by myself. Initially, this phase was planned to be conducted alongside staff and students within the PRU, however, a session was re-arranged due to a conflict in the research and PRU timetables, as a result of staff members being double-booked to attend training. Upon re-scheduling, a number of students had either been excluded from the PRU, or had

reintegrated to mainstream settings. Instead, I drew upon their narratives from the 'Design' phase of AI, and their contributions to the 'Dream' phase, to construct Provocative Propositions in preparation for the 'Destiny' phase of the AI.

Provocative Propositions

Each Provocative Proposition was constructed by grouping 'episodes' of data (see Appendix BB for process photos). An overview of narrative episodes and their corresponding propositions can be found in Appendix O. Once the data were grouped, I followed Hammond's (1998) guidance for constructing Provocative Propositions, which are statements about the organisation which seek to magnify what is already going well, in order to provide a vision of a future to plan toward.

Following this, the propositions were shared with two student participants and two staff members for feedback on the wording of the propositions and the grouping of narrative episodes, as well as a researcher familiar with AI and narrative methodologies. Reflecting on their feedback, the propositions were reduced from five to four (see Appendix DD for changes). The four final propositions constructed for the action planning 'destiny' aspect of the project were:

- Proposition 1. All students have opportunities to feel confident in their learning
- Proposition 2. All students feel understood and supported
- Proposition 3. All students experience conditions which allow them to behave positively, supporting their reintegration
- Proposition 4. All students engage with learning opportunities that they like and enjoy

The related narrative episodes were then shared with the staff groups during the 'Design' phase of the research, to invite reflections, before using these as a basis for action planning. Therefore, reflections on narratives identified in the 'Discover' phase are presented, in order to provide context for staff members' contributions to the 'Design' phase of the AI. Reflections on concepts utilised within the Listening Guide are also used, however, the Listening Guide framework was not utilised for this aspect of the analysis.

Proposition One: All students have opportunities to feel confident in their learning

An overview of episodes relating to this proposition can be found in Appendix O. For greater context, the reader is advised to observe the full interview transcripts presented in Appendix P-AA. Proposition One was constructed of the least number of excerpts. In checking the data and propositions with the staff team during the 'Destiny' phase of the AI (Cooperrider, Barrett, & Srivastva, 1995), staff identified that they found the excerpts somewhat abstract, requiring them to employ interpretational skills to find these excerpts to be related to 'confidence'. This was because only two episodes used the term confidence, and others were understood as being expressions of confidence.

In the 'Destiny' stage of the AI process, staff were invited to respond to the narrative episodes identified, and action plan towards the proposition: "All students have opportunities to feel confident in their learning". Staff were presented with excerpts from the data related to Proposition One as a stimulus for their action planning.

In their action planning discussion, Staff Group 1 began to develop ideas about integrating 'subjects where they can shine', with the academic expectations of learning at the PRU:

Mr Owens: To have more subjects where they can shine? Because they really like cooking and music and all that. I guess they have to have maths, but...

Mr Morgan: What about drama. There's crossovers with the communication, and it's not like they're sitting at the computer, they're physically doing something.

(Staff Group 1, Lines 60-64)

Their action planning session also elicited new narratives regarding influences on students' confidence, albeit less positive narratives which acted as a springboard for planning:

Mrs Hearn: I think what we should be doing is showing off their work a bit more because they do a lot of work here. And a lot of people don't know [YP]'s mum came in and at the meeting in front of the school, she says "Oh but you don't really do work here, though do you?". I was thinking, what do you think he's being doing for the past eight weeks? That was quite shocking, and it's a shame because it totally puts him down.

Mr Hazari: I didn't know she said that.

Mrs Davey: I'm surprised.

Mrs Hearn: So maybe we should be bringing them in

Mrs Davey: Yeah bringing parents here.

Mrs Hearn: When we're finishing off the projects.

(Staff Group 2, Lines 201-215)

This narrative highlighted the importance of providing opportunities for students to feel confident, as well as performing confidence to their parents and peers.

Proposition Two: All students feel understood and supported

Staff were invited to action plan towards the Provocative Proposition: "All students feel understood and supported". The action planning session highlighted tension

within the notion of offering support by spending more time with students, in response to the contributions of young people in the prior sessions identifying the positives of key worker support:

Mr Owens: Well the fact that there is more staff like [Mrs Evans] that nurtures them so much, but with some staff we are busier.

Mrs Austin: With like 20 kids we can't do it

(Staff Group 1, Lines 10-11)

INT: So given that example, how might you make yourself more available to your students? ()

Mrs Davey: Well because we've got such short days, you could say spending more time with students, but that's only done through lesson time, key worker time, and... that's where the bonds are built most, with the key workers, so. If we could get that done more.

(Staff Group 2, Lines 114-121)

The action planning session highlighted some tension between the 'ideal' (the proposition) and their construction of reality. Oliver (2005) argues that both negative and positive stories can be explored through the AI in simultaneity. In this case, the proposition elicited narratives of support which were constructed by students to be positive (increased key worker time), but by staff to be negative (increased workload).

This action planning session also highlighted tension between staff within the teaching team. Mr Owens contributed a response to the suggestion of increased 'key worker' time, by introducing Mrs Evans, an inner-Other in this context, constructing ideas about 'the busy key worker' and framing Mr Owens's belief about herself. This struck me as a polarisation, based on logistics as presented in Episode 9, by Sayeed (Lines 111-148). This view constructed 'The Un-Nurturing Teacher' as busy, as opposed to uncaring or unprofessional; a notion which is further corroborated by Mrs Austin in the action planning session.

Within the literature, a number of positive and negative features of relationships with teachers were attributed as either helpful or hindering to young people's learning experiences. A prominent indicator of a positive learning experience for the young people in a number of the studies, was how well they perceived their enjoyment of the content of their lessons and the curriculum (Michael & Frederickson, 2014; Hart, 2013; Nind et al., 2012). This enjoyment was linked to positive relationships with staff (Michael & Frederickson, 2014; Hart, 2013), and the notion that people in their classrooms (both teachers and students) cared about them attending school (Nind et al., 2012). The role of teacher relationships within the young people's educational experience was therefore identified to be multi-faceted, and included: feeling that teachers in different settings treated them differently; feeling liked or disliked by teachers; feeling heard; feeling respected; and feeling supported.

Proposition Three: All young people experience conditions which allow them to behave positively, supporting their re-integration

The staff team were invited to action plan towards the proposition: "All young people experience conditions which allow them to behave positively, supporting their re-integration".

Staff responses highlighted differing constructions of the PRU, exploring the notion of the PRU not being a good place to be:

INT: Do you want to share a reflection on that narrative, on it not being a good place to be?

Mr Morgan: Well I know what—well, I like to think that they mean, is that... they associate it with 'if you've been bad, you're sent to the PRU', so you need to get out of here, so it means that you're not a bad person. But I like to think that's what—I think that's what they mean. But, either our message doesn't get across, or they don't—well from the way that they are expressing themselves generally, they're not getting, uh...

INT: is there a message that you would like to be getting across, which based on that you feel wasn't getting across?

Mr Morgan: I think, well I think we say it all the time. I think we say that this is about, you know, you may have made a poor choice, but we're here. But that doesn't mean your choices are... you know, you can change. I think we do that all the time.

Mrs Austin: We tell them, too. "This is not the place for you". It's not some place they want to aspire to be.

Mr Morgan: No, but we don't say. Yes, but I mean they just have a different language.

(Staff Group 1, Lines 118-136)

Mrs Austin ascribes speech to the PRU teacher: *"this is not the place for you"*. In the young people's contributions during the 'Discover' phase of the AI, they also appeared to construct the PRU as 'a place which is not good' (episode 20). The tension noted in young people's contributions appears to be well captured by Mr Morgan, who identifies "a different language", or community of talk, through which young people appeared to express the PRU identity.

At times, within the 'Discover' phase of the AI, young people constructed the PRU identity negatively (with Mr Morgan responding to these narrative contributions). Despite this, young people gave comprehensive accounts of needs related to class sizes, relationships, and classroom support, similar to those identified within the background literature on what supports young people in PRUs (Michael & Frederickson, 2014; Hart, 2013; Nind et al., 2012). While young people readily identified these support needs, they tended to do so from an impersonalised position; either by generalising their statements to encompass all students (episode 3 & 19), or using disclaimers to actively remove themselves from their assertions (episode 21).

In the 'Discover' phase of the AI, students explored the concept of 'fixing up' in preparation to return to mainstream (episode 17, 18 & 19), and did not speak

specifically about the process of reintegration. However, this might be related to a relative inexperience of the process, compared to staff. The Group 2 staff team highlighted supportive examples of developing re-integration practices for students.

Mrs Hearn: Well I think the more often you see them, to tell you the truth, but we're a bit restricted by timetables, we're a small centre. It would be good if you could meet with your key worker everyday even to go through points and things, that would be good but at the moment we meet with them twice a week. ... I think for reintegration, I think it should be that when they start at their new school, we should be involved a lot more, actually. That we should be going in most days for the first couple of weeks, but that again, some schools are quite resistant to that actually happening. So, as much as we try. They've got their own way of doing it.

(Staff Group 2, Lines 176-183)

Mrs Hearn highlights a tension in the re-integration process between the 'mainstream' system and his construction of how the PRU aims to support re-integration. This perhaps highlights the need for further voice to be given to the those who enact the 'mainstream' position, when action planning for young people's reintegration.

Proposition Four: All students engage with learning opportunities that they like and enjoy

Staff were invited to action plan towards the proposition: "All students engage with learning opportunities that they like and enjoy". Staff responded to the student's reflections, highlighting a tension between how students and staff constructed the concept of learning:

INT: Is there anything that sort of stands out for you or resonates with you?

Mrs Austin: Yeah, there's no actual... it's all practical [based, fun things

Mr Morgan: [Yeah

Mrs Austin: Not [maths or English or anything that's gonna help them.

Mr Morgan: [No

Mrs Austin: The closest thing was when they said they liked PSHE

Mr Morgan: Those discussions, yes.

Mrs Austin: There's nothing other than that.

(Staff Group 1, Lines 9-23)

This tension was further exemplified in the 'Discover' phase of the AI. Episode 13 saw a teacher rejection of student contributions, with regard to the idea of group trips being related to learning. However, the concept of 'practical' lessons was provided by Mr Owens in Episode 11, identifying that young people engaged with, and responded better to these lessons. This might highlight some divergent narratives within the staff team, surrounding what types of learning will help young people, with narratives holding varying emphasis on academic subjects.

It is interesting to note that, although only briefly explored by young people, there appeared to be a disconnect between the PRU identity and academic outcomes (episode 22), with the PRU constructed as a place to find 'hidden talents', compared to mainstream school which was constructed to have a more academic purpose (episode 36).

Destiny Phase of the AI

The 'Destiny' phase of the AI highlighted tensions in planning towards the Provocative Propositions identified from the 'Discover' and 'Dream' phases of the research. However, staff members also provided positive feedback on the process of hearing students speak positively about aspects of their educational experiences, and were able to construct tangible actions which sought to work towards these identified ideals. The following actions were identified by staff members, following reflection on the narratives shared by students.

Table 8: Overview of actions constructed by staff members during the 'Destiny' phase of AI, for each identified Provocative Proposition.

N.B.: Actions identified as 'simple and immediate' by staff members are in **bold**.

Prop	Essential actions	Desirable actions
Proposition 1: All students have opportunities to feel confident in their learning	Praise students when they complete work.	Peer teaching opportunities to develop confidence.
	Showcase students work as a form of praise.	Provide opportunities for student demonstrations in their work.
	Ensure students are working at a level appropriate to their ability.	Provide opportunities for students to show their work in assemblies.
	Develop more effective differentiation of work.	Investigate greater range of subjects for students to participate in, where they can shine.
	Tailor activities to student interests.	
	Regular praise and positive feedback for students.	
	Encourage students to try new things during key worker time.	
Proposition 2: All students feel understood and supported	On a daily basis, at the start of the day, check how young people are.	Further opportunities for pupils to have 1:1 support with staff, including engaging in positive activities.
	Feedback on young people's work shortly after completion.	Rebuilding exercises following incidents.
	If students are having a 'wobble' – ensure there is always an opportunity for them to have a time out.	Giving students responsibilities to make them feel important.
	Ensure staff are available to meet with young people.	

	Look for tell-tale signs that young people are not okay when they arrive in the morning.	
	Establish clear key worker time.	
	Use a consistent approach with young people around behaviour.	
	Ensure a consistent message to young people that they are valued.	
	Comment on their behaviour instead of telling them it's negative.	
	More regular positive phone calls home to parents/carers.	
	Ensure there is always a member of staff on-call for time-outs.	
	Do not shout at students when they make mistakes or poor choices.	
	Don't give up when a student is angry or aggressive, or when they make a mistake: "tomorrow is a new day".	
Proposition 3: All young people experience conditions which allow them to behave positively, supporting their re-	Showcase students work more often, inviting parents in to watch.	More regular trips out for students.
	Maintain small group sizes.	Allocate daily key worker-student time.
	Consistent implementation of reward and incentive systems.	Key workers to accompany students during re-integration to mainstream settings.
	Communicate clear expectations of students that support reintegration to mainstream:	Develop links with students who have had a successful re-integration to mainstream school.

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	uniform, punctuality, attendance etc.	
	Regularly remind young people of their behavioural goals e.g. in tutor time, key worker time.	All lessons conducted in an orderly fashion: consistent behaviour management and expectations.
	Remind young people of their projects and the reasons for them.	Develop relationships with parents in order for them to take more active role in students time at PRU.
	Develop more frequent contact with parents, through key worker role e.g. calling home, weekly report, termly meetings).	Continue consultations for increased PRU space.
	Clear targets set in every lesson, so that young people know what is expected of them.	
	Young people are kept informed and participate in all steps towards their re-integration.	
	Ensure students feel safe in their learning environment: consistent, clear, and fair implementation of behaviour policy.	
Proposition 4: All students engage with learning opportunities that they like and enjoy	Introduce activities at the start of the day, in a positive way.	Develop opportunities for students to share their project evaluations in assemblies.
	Build in a practical activity for students every day.	Make learning areas more attractive and reflective of what students will be learning in that area e.g. music room and use of photographs.
	Plan lessons to take student's abilities into account.	More trips and educational activities away from the centre.
	Ensure students timetables have a balance of practical and academic subjects.	Investigate possibility of developing more flexible timetables.
	Develop key learning objectives which students should achieve each week.	

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	Protect time for lesson planning.	
	Further develop end of project evaluations in order to get meaningful reflections from young people: e.g. through verbal evaluation as opposed to written.	

Reflections and Conclusions

In this final chapter, I discuss my reflections and conclusions for the current research, in relation to the outlined research questions. I also reflect on the limitations of the study, future research directions, and its implications for Educational Psychology practice.

Aims of the research

The aim of the research was to explore the possibility of bridging communication between young people and staff members, an area in which prior research was lacking, and to consider how they dialogically co-constructed narratives about success in learning. In doing so, it allowed me to explore the AI process, as well as the outcome, in response to a call for more research in this area (Grant & Humphries, 2006).

I aimed to explore the process by focusing on the narrative element of AI, viewing narratives through a dialogical lens, which builds on previous research which dialogically explored the autobiographical narratives of young people who had been excluded from school (Farouk, 2017). This allowed for a deeper exploration of the process of storytelling within the AI. The outlined research questions sought to guide the journey for this research:

1. What narratives around young people's success in learning are co-constructed through the process of Appreciative Inquiry?
 - a. What positions do participants speak from when constructing ideas about success in learning?

- b. How are these narratives constructed dialogically between teachers and students?
2. What visions for how successful learning can be maximised in the PRU are constructed through the process of AI?
3. What are the implications for Educational Psychologists and practitioners working within PRUs for supporting young people to reflect on their successes using AI?

Key findings

The research stimulated the following key findings relating to how young people and staff dialogically constructed narratives about the PRU in the context of AI. Appreciative narratives were elicited regarding young people's experience in the PRU, in relation to opportunities to feel confident, their relationships with PRU staff, opportunities to better manage behaviour, and opportunities to engage in learning that they enjoyed. These findings were related to previous research which explored the positives and protective factors of PRUs, however, less positive narratives were also identified. Narratives shared by participants in the 'Discover' phase of the AI constituted the basis for the construction of Provocative Propositions. These were used to provide a stimulus for staff participants to plan tangible actions for the future of the PRU.

Although young people and staff constructed appreciative narratives about the benefits of the PRU, when young people spoke about what they needed from the PRU in terms of learning support (e.g. small class sizes, behaviour support), they tended to

distance themselves from being the subjects of their assertions (e.g. by using the generalised 'you' when speaking of learning needs, rather than stating what they need, personally; O'Conner, 2000, in Shuman, 2016). This was perhaps related to a negative construction of the PRU identity. The notion of the 'shadow' (negative traits about the organization; Fitzgerald et al., 2010) was explored, both in relation to student narratives surrounding a negative PRU identity, and its relation to academic outcomes.

The 'mainstream' and PRU entities were commonly constructed in contrast to one another, within both student and staff narratives. In addition, notions of mainstream and PRU teachers were contrasted in relation to one another. This finding was consistent with comparisons made in Nind et al.'s (2012) study. However, negative constructions of mainstream tended to frame students' appreciative contributions to the AI regarding the PRU.

At times, students appeared to draw on a rehabilitated offender or prison discourse (HM Government, 2015) to narrate their experiences of school exclusion, and to construct ideas about the purpose of the PRU. Very little previous research has explored the relationship between PRUs and prison discourses, however, Ewan-Corrigen's (2013) research highlighted that most of the young people interviewed in their PhD study referred to their PRU as being similar to a prison (citing strict boundaries and inequality as key aspects). This perhaps highlights that a prison discourse (e.g. the notion of fixing up; HM Government, 2015) is an available means through which young people and staff can narrate their understandings of the PRU and school exclusion.

The 'Destiny' phase of the AI highlighted divergent narratives (i.e. those that are constructed to be positive to some, and not, to others; Oliver, 2005) between teachers and students, perhaps more greatly magnified in the absence of students in the action planning discussion. Oliver (2005) argues that it is common for AI to elicit divergent views, as what is constructed as positive to one member of an organisation, might be constructed as negative to another. These divergent narratives highlighted that more effective implementation of this approach should prioritise the inclusion of student participants throughout the AI process.

Limitations of AI

Utilising AI in the PRU context was selected to elicit tangible actions for staff in the future delivery of their provision, in the context of highly critical accounts of the quality of educational provision and academic outcomes within PRUs: for example, those which cite poor GCSE outcomes as a reflection of poor teaching and learning in PRU settings (Taylor, 2012).

Using the AI approach to bridge communication between students and staff created both benefits and challenges. Although it offered opportunities for staff and student participants to co-construct notions of what works for young people, it also highlighted divergent narratives within the 'Destiny' phase of the research. The divergent narratives (which were constructed to be positive to some, but not to others; Oliver, 2005) highlighted between students and staff were influenced, in part, by constraints on engaging young people throughout the 4-D Cycle of AI (Cooperrider, Barrett & Srivastva, 1995), due to student re-integration and exclusion during the

research timescale. As such, this meant that planned actions placed emphasis on teacher responsibilities, instead of distributing actions between students and staff.

Limitations of the study

Difficulties related to the inclusion of students throughout the 4-D Cycle of AI (Cooperrider, Barrett & Srivastva, 1995) also impacted the opportunity to member-check findings with students in the PRU. Although I was able member-check with a representative sample of students and staff, it was not possible to engage them actively in the construction of Provocative Propositions, and therefore this aspect of the analysis was solely my interpretation of the narratives and visions for the future that students and staff had shared in the 'Discover' and 'Dream' phases of the AI.

Combining staff and student groups also had implications for the replication of power imbalances within the PRU. At times, student contributions were dismissed, and issues of behaviour within the group were difficult to handle. This led to the exclusion of data from analysis, to protect participants from being presented in a negative manner. In the research, I had attempted to proactively address this; by briefing staff prior to the sessions, and increasing the number of students in relation to staff, to support young people to contribute. Future research seeking to bridge communication between these groups may therefore need to place an even greater emphasis on preparation for student and staff involvement in shared focus groups, perhaps through increased warm-up or preparatory sessions.

The social constructionist positioning of the research raised questions about the notion of voice. Chadderton (2011) argues that the concept of voice within social

constructionist research needs to acknowledge its dynamic and shifting nature. Therefore, the findings should not only be understood to be my own interpretation, but also reflective of the shifting voices of young people as opposed to a fixed perspective of young people's views. Regardless, it highlights some reflection points for how narratives are constructed, in particular, the negative constructs (regarding mainstream education) that position appreciative narratives about the PRU. The research highlighted some conflicting voices from young people, contrasting benefits of the PRU with a constructed negative PRU identity. These conflicting narratives were also replicated within the staff action planning sessions, between staff members.

The social constructionist positioning of the research required a high level of reflexivity and transparency built into the design. The Listening Guide (Brown & Gillian, 1992) offered a useful framework for this, when analysing each transcript. Maintaining a research diary and engaging in regular supervision also offered important opportunities for reflexivity for each stage of the research. However, in reflexivity there are inevitable unknown-unknowns; that which I have not thought to explore, or that which has not been posed to me by my peers and supervisors. Therefore it is conceivable that readers will offer up differing points for reflection on the current research.

In interpreting the narratives, I have been influenced by own prior teaching experiences, my Trainee EP placement experience within Anon Local Authority, and also by undertaking research concurrently to this study. As such, reflexivity has involved reflecting on the influence of these experiences. These influences have been identified throughout the research, where deemed appropriate.

Jones (2016) argues that, in the dialogic interpretation of research, there is not only emphasis on the production of the narratives within and between participants, but also the co-construction apparent in anticipation of the participants' audience, and further, in my own interpretation. Reissman (2008) makes clear that, in narrative research, the researcher is deeply involved in the co-construction of narratives and their subsequent analysis. The research should therefore be understood as my own creative interpretation of the narratives elicited. Jones (2016) argues that eventually, the text itself adopts an "authorial voice" (Jones, 2016, p.7), whose interpretation is part created by the reader. Therefore, I ask the reader, to consider what position *you read* from, when you interpret this research? What aspects resonate (or do not resonate) with you, and why do you think that is?

The Listening Guide (Brown & Gilligan, 1992) goes some way in supporting the author to speak with, rather than about participants (Frank, 2012), through focusing on I-statements, it allows the researcher to hold in mind the positions individuals speak from when constructing narratives. However, without member-checking these positions with students, there is a question of what can be said about its truth or accuracy (Creswell, 2014). However, Chadderton (2011) and Loh (2013) might argue that member-checking in social constructionist research is inherently flawed, given that the notion of voice must acknowledge its dynamic, fluctuating, and changing nature (Chadderton, 2011). Therefore, the current research purpose is not to access a truth about these voices, but rather to reflect on interpreted uses of positionality, heteroglossia (e.g. ventriloquation), and polyphony within their accounts, and to consider how this influenced the AI process.

The analysis was reduced in order to answer the outlined research questions, within the word-count limitations of this study. Therefore, the views shared may instead be interpreted as my own projection of the text, and further, the projection of the reader; perhaps removing ownership of the narratives from the participants (Jones, 2016). This implies that the research itself cannot be emancipatory or emphasise a fixed, marginalised voice (Chadderton, 2011). Within the AI process, I hoped that sharing narratives would constitute the sharing of marginalised voices as constructed in context.

Limitations for the study also occurred in the selection of participants. Although the gender balance of students participants was reflective of the demographics of the PRU at the time of the research, the gender imbalance perhaps helps to explain limited contributions by the female student group member (Lucy). Further, as the selection of participants occurred within the PRU, it is also likely that staff members had an influence on their selection. Although all students in the PRU were invited to participate, I anticipate that teachers' own biases influenced who they encouraged to participate, and how they described the study to the students.

Recommendations for future research

Throughout the course of undertaking this research, I reflected on alternative methodologies and approaches to analysis. Through exploring the possibilities of dialogical analysis, I found some interesting analytical tools which I felt would benefit future research in this area.

One example is the use of 'Created Dialogues', as proposed by Sullivan (2012). This method involves selecting excerpts of speech, directed to non-present Others, within the talk of individuals belonging to different groups within an organisation. The analysis then requires bringing the speech into contact through creating a dialogue between each of the groups. Sullivan (2012) argues that this can be used as a means of presenting data to highlight tensions between groups within organisation. During the research, I reflected on the utility of this approach, to bring voices into contact surrounding young people's exclusion or reintegration to school. I would be interested to explore this in considering the voices of mainstream teachers, PRU teachers, and students. This is because the mainstream teacher and the mainstream entity were present voices within the current research, with staff and students alike giving them voice through ventriloquation.

However, this analytical tool is relatively new, and few examples are found in the literature of its use. This is perhaps in part due to ethical considerations surrounding the researcher separating aspects of text and independently creating dialogues. Ways to overcome this might include utilising this alongside a more in-depth analysis of the data as it is presented (Sullivan, 2012), as well as member-checking the Created Dialogues with participants, or facilitating a process whereby they participate in constructing them.

Future research might also extend the use of the AI approach adopted within the current research, by providing greater investigation into the 'shadow' of the organisation, as previously identified (Fitzgerald et al., 2010). This would require the skill of an experienced AI practitioner, in order to identify opportunities to explore 'the

shadow' through skilled appreciative questioning. This research would also likely require a more longitudinal approach to the research, and therefore might be best placed in PRU or AP provisions whereby students are in attendance for more extended periods of time.

Finally, I would like to return to the narratives presented in the current research, as is common in narrative research (Riessman, 2008). Given that the researchers perspectival lens has a heavy influence on the analysis of data, I would be interested to consider how my own interpretations might differ, at a future point in time.

Implications for Educational Psychology practice

Over the course of this research, several implications for Educational Psychology practice were identified, in part due to my own reflections on my practice as a Trainee Educational Psychologist while undertaking this research.

The ethics of Appreciative Inquiry

The application of Appreciative Inquiry within the current research was initially chosen as an attempt at adopting an ethical design. Throughout the course of the research, the AI raised questions about whether it could be considered wholly ethical, and whether sensitive facilitation is enough to mitigate any concerns. There were a number of examples within the current research, where I felt that the AI had elicited talk which appeared to reflect the 'shadow' of the organisation (Fitzgerald et al., 2010). These were not fully explored through this application of the AI, due to limitations in time and research design.

Educational Psychologists are often asked to facilitate processes of change (Kelly, 2008), through the facilitation of approaches such as AI. Core to facilitating such approaches in an EP context, is ethical reflexivity (Lindsay, 2008). Therefore, findings of the current research offer some important reflection points for practitioners to consider:

- Does the application of this approach elicit ideas about negative traits of an organisation (Fitzgerald et al., 2010)?
- Does the application of this approach elicit divergent narratives about the organisation (Oliver, 2005)?
- Does it elicit normative ideas about what can, and cannot be said about this organisation? Does this censor or oppress particular views (Fitzgerald et al., 2010)?
- Is there enough evidence to suggest that an investigation into the shadow of the organisation, would encourage a more generative discussion about the future (Bushe, 2011; Fitzgerald et al., 2010)?

The latter may particularly be the case if the facilitator notes a high level of defence or rejection of the appreciative design, particularly if there is a heavy emphasis on strengths-based or appreciative discussions within an organisation (Bushe, 2011). As such, these critical reflections may also be useful for practitioners who use and value appreciative approaches in their practice.

AI as a tool to support re-integration to mainstream

The current research highlighted challenges to utilising AI in the context of a provision in which students re-integrate to mainstream provisions. It also highlighted that staff

members had greater foresight when considering the re-integration of students to mainstream educational settings. As EPs and Trainee EPs, it is likely that, at some point we may be asked to facilitate the process of re-integration for a young person attending a PRU. I believe the application of such a design during the process of re-integration could offer a vision for staff in mainstream to consider how to plan for and support the young person. This could perhaps be achieved through joint consultations with students, PRU staff, and mainstream staff, to help elicit narratives about what works for the young person within the PRU, leading towards planning for support in their mainstream provisions. Given that young people in the current research constructed the 'mainstream' entity quite negatively, it may also offer an opportunity to shift their perspectives through relationship building with key staff who appear invested in their success in mainstream, through participating in the AI.

AI in consultations with young people

Within the literature, there are examples of utilising the AI approach in consultations with young people with learning needs, in the context of difficulties in education (Harris, 2015). The current research similarly endeavoured to utilise skills in 'listening with a constructive ear' (Lipchik, 1988) within the AI. Exploring young people's narratives from this viewpoint extends the notion of eliciting the voices of young people (Department for Education, 2013), and positions the hearing of voice as perhaps a therapeutic process; one which seeks to emphasise skills or strengths, or ideas about what makes a good situation possible (Smith & Nylund, 1997). In EP practice, there are plentiful opportunities to utilise approaches such as this, perhaps to shift narratives about a young person (particularly those, as in this study, who have

been excluded, or at risk of exclusion from school). Gaining experience in the AI process, throughout the course of this research, has influenced the ways in which I consult with young people in my Trainee EP practice. Applying these approaches alongside undertaking this research has convinced me of the utility of such approaches when working with young people, when employed reflexively.

Viewing narratives through a dialogic lens

Finally, the dialogical narrative analysis allowed me to consider the voices present within an individual's voice, and the influence these voices had on generating appreciative ideas about the PRU setting. It also allowed me to reflect on the positions individuals spoke from, when constructing narratives about what works.

Within Educational Psychology practice, we have a responsibility to consult with, and hear the voices of young people, particularly in cases where decisions are made about them (Department for Education, 2013). Making sense of voice from a dialogical perspective offers an important lens through which to consider how young people use voice to communicate their needs and wishes. It allows us to consider how they position characters within their narratives of school, in relation to one-another, and in relation to themselves. This, in turn, might guide our approach to who we consult with, and how. Prominent voices within an individual's narrative might reflect key areas for change, key areas of support, and key influences within the individual's life, whom we can draw upon to elicit positive outcomes for young people.

Conclusion

The current research was carried out with teachers and students in an inner-London, KS3 PRU. It utilised the 4-D Cycle of Appreciative Inquiry (Discover, Dream, Design, Destiny; Cooperrider, Barrett & Srivastva, 1995), to explore co-constructed narratives, visions, and agreed future-actions relating to successful learning. It aimed to draw upon the dialogic concepts of positioning (Aveling et al., 2014; Frank, 2012), heteroglossia and polyphony (Bakhtin, 1981) to explore how narratives of success in learning within the PRU were constructed.

The research elicited appreciative narratives of the PRU, which provided a basis for constructing future visions of the PRU, towards which, staff members could construct tangible actions. However, these appreciative narratives were often positioned in contrast to negative constructions of mainstream and mainstream teachers. It also found that young people constructed a negative PRU identity, and this appeared to inform how they positioned themselves in relation to identified benefits of the PRU. Students, at times, drew upon a rehabilitated offender or prison discourse to narrate stories about their school exclusion and the purpose of the PRU. The 'Destiny' phase of the AI highlighted narratives which were constructed to be positive to some, but not to others; both between staff members, and between students and staff. This was in part influenced by difficulties in engaging young people throughout of the 4-D cycle of AI (Cooperrider, Barrett, & Srivastva, 1995). Although the AI appeared to elicit appreciative narratives, I draw caution to utilising this approach within PRU contexts where there is an emphasis on re-integration. This caution is related to how the AI elicited contrasting ideas about PRUs and mainstream school, with mainstream school constructed as predominantly negative. I identified the potential for adapting this

approach to use throughout students' re-integration to mainstream schools. Finally, the dialogical approach highlights implications for practice in considering how young people position themselves and various characters within their narratives, and the utility of these reflections when working with a young person in Educational Psychology practice.

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Appendix A Systematic literature review: process flowchart

Systematic Review Process

Systematic literature reviews provide a clear and reproducible approach to establishing the variety of content in a particular area, and support the identification of gaps within the literature for further research (Creswell, 2008). A systematic approach was adopted to explore the research surrounding the views of young people, identified as having social, emotional and behavioural difficulties, in the secondary age-range, with regard to their experiences of learning. A broad question was adopted as it had been identified within the research that this was an area with relatively few researchers exploring young people's perceptions (Michael and Frederickson, 2014):

“What do young people, in the secondary age-range, described as having emotional and behavioural difficulties say about what supports or inhibits their learning?”.

Summary of approach

Although the literature search was ongoing throughout the writing of this thesis, the main body of articles were selected between September and December 2015. Six relevant databases were identified from the University of Sheffield's database list. This were:

- Childhood and Adolescent Studies
- OvidSP (which included PsychInfo and PsychArticles)
- British Education Index
- ERIC
- ProQuest Education Journals
- Education Abstracts

Through a broader search, background reading regarding the terminology used to describe young people in Pupil Referral Unit settings, and her own educational experience, the author was able to identify crossovers in terminology and include these within the search terms. Abbreviations were also included:

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Broad Term	Related Terms
Pupil Referral Unit	PRU Disaffected Excluded Emotional and Behavioural Difficulties (EBD) Social Emotional and Behavioural Difficulties (SEBD) Behavioural Emotional and Social Difficulties (BESD) Social Emotional and Mental Health (SEMH)
Adolescents	Teenagers Young people Key Stage 3 Key Stage 4 Secondary School High School Secondary education
Experiences	Perceptions Views Voice

A search string was then designed to capture all of these search terms and was used for all of the searches. The search string developed for use in all databases was as follows:

("pupil referral unit" OR "PRU" OR disaffected OR excluded OR "emotional and behavioural difficulties" OR "SEBD" OR "EBD" OR "BESD" OR "SEMH" OR behaviour difficulties OR behavioural difficulties) AND (adolescent OR adolescents OR adolescence OR teenager OR young people OR "key stage 3" OR "Key stage 4" OR

"secondary school" OR "high school" OR "secondary education") AND (experiences OR perceptions OR views OR voice).

Although a systematic approach was adopted, the researcher acknowledges that there can be limitations in this approach. Therefore, articles, books and theses found to meet the criteria that did not appear through this search were also included.

The articles were then narrowed by title. Those that were identified to be irrelevant to the topic were immediately excluded. For the remaining articles, the abstracts were read and articles were excluded if they:

- Did not elicit the views of young people e.g. if they relied solely on questionnaires or surveys
- Were evaluations of interventions
- Were eliciting the views of students in mainstream settings who were not identified as having social, emotional and behavioural difficulties.
- Were non-UK based.
- Articles were also excluded if they were considered to be of poor quality. Using the "Critical Appraisal Skills Programme" (CASP, 2017), a qualitative research checklist to guide thinking.

Overview of papers selected for Systematic Review

Location

Non- UK based articles remained in the selection if they met all other criteria. These were re-included retrospectively, upon identifying a relative lack of literature seeking the views of young people in KS3 Pupil Referral Units with regards to their learning.

In Flynn (2014), young people in the Republic of Ireland were interviewed. This was included within the selection as it was within Great Britain and otherwise met all criteria.

All of the other studies were based within England and Wales. however, this included Inner and Outer London (Michael and Frederickson, 2014), the South of England (Nind, Boorman and Clarke, 2012), and a pilot study from the North of England (O'Connor et al., 2011).

Age

The systematic search was explicit about the age range for articles. Articles exploring the views of young people within the secondary age range (age 11-19) were sought.

Setting / Identification of participants

Young people within the studies attended a variety of settings, including PRUs, Alternative Provisions and mainstream provisions. Where articles were selected for mainstream provision, the young people were identified as having SEMH needs.

Designing Search String

Designed following search string based on broader reading and keywords included in topical papers found during wider reading.

("pupil referral unit" OR "PRU" OR disaffected OR excluded OR "emotional and behavioural difficulties" OR "SEBD" OR "EBD" OR "BESD" OR "SEMH" OR "behaviour difficulties" OR "behavioural difficulties") AND (adolescent OR adolescents OR adolescence OR teenager OR young people OR "key stage 3" OR "Key stage 4" OR "secondary school" OR "high school") AND (experiences OR perceptions OR views OR voice)

Initial Database Search (October 2015)

Input the search string in to the following databases using the following inclusion criteria:

Search : Title and Abstract

(with exception of 'Education Abstracts' where this was not possible)

Peer Reviewed : Yes

Scholarly Articles: Yes

Language: English

Year: 2005 – 2015

- ERIC (165)
- Education Abstracts (32)
- PsycInfo (170)
- Child Development and Adolescent Studies (112)
- Proquest Education Journals (85)
- British Education Index (111)

Total number of articles retrieved during initial search stage

n = 675

Number of removed for irrelevance after title and keyword read: 105

n = 570

Duplications removed: 55

n = 515

Articles removed due to irrelevance after reading abstract: 635

n = 40

Additional limiting criteria – teacher perceptions / parent/ family perceptions

Inclusion criteria

SEMH and related populations

Pupil voice and related topics

Focused on learning / education experiences

Exclusion criteria: questionnaires, surveys, corroborated by teacher interviews/observations
(minimal data from young people)

Articles selected after reading full text:

n = 7

Articles retrieved from further database search in May 2017:

n = 3

Thesis publications retrieved from further database searches in Oct 2016/May 2017:

n = 2 (Tellis-James, 2013; Martin, 2015)

Articles / Research papers selected for review:

n = 12

Appendix B Research diary excerpt

Reflections on carrying out pilot study

- Managing behaviour

- In session, young people were difficult to engage during a group talking task. This has implications for all day group narratives. This might be different in PRU as young people more likely to be in the same lessons.

- The young person was disruptive - when I reflected this to her using an 'I' message - it did not increase engagement but did reduce disruptive behaviour

- Positive learning - seemed to be a difficult topic to engage with - negative accounts tended to be quite abrupt so did not seem to elicit the narratives I was seeking

- Group setup - Conflicts in the group appeared to have an impact on YP's engagement. One person seemed withdrawn, while the other seemed to be focused on appearing to be better friends with the girl

- I wonder if YP more likely to talk about learning with educate member of staff present. This also perhaps helps young people to feel that it is a space to be heard within
- it was difficult to communicate this

Setting up conversation - Not enough time to explain purpose - and this requires a lot of talking. Young people might respond better to this being presented in another session - to avoid verbal overload.

- Narrative Questions - young people didn't seem to enjoy format. Because of this, I felt that I began to get anxious

↳ perhaps need to put it out there to young people about what I want to achieve i.e. narrative and give them some responsibility for structure

Setting ground rules - need to set expectations e.g. no phones, being respectful

↳ maybe do this during setup visit

Narrative during dream session - much more productive
↳ need to record whole session and use all for narratives.

My reframing - too much input in process. - How do I boundary write also being aware of need to prompt & engage students?

Young people much more willing to give ideas about future than thinking

of now.

PRU - will young people feel impact
of change
↳ how will we support them to
carry learning into future
settings?

Emerging dialogues.

- Something about learning needs
- Need for connectedness)
to be understood.

How does my own seminar setup model
a positive learning experience?

↳ More games!

↳ making discussion more
fun!

Key points: This reflective entry highlighted some challenges identified following the pilot study. It detailed challenges for the presentation of appreciative questions, in particular the complexity of language used. It detailed ideas for change for the 'Discover' and 'Dream' phase session plans. It also highlighted some reflections on using the AI within the PRU compared to in a mainstream school where the research was piloted.

Analysis / Reflections: This reflective log was written in response to some challenges I experienced during the pilot study. In particular, I noted a resistance from the students to the appreciative questions, and the notion that there were 'good things' to reflect upon about their schooling. At the time, I believed this to be, in part, due to lack of preparation for students both in detailing the purpose of the pilot project, and in answering appreciative questions. This reflective entry allowed me to process and consider how I might adapt this aspect of data collection to better accommodate and support students to engage with the AI.

Appendix C Staff information sheet and consent form

Research Information Sheet: Teachers

Narratives about successful learning. An investigation using Appreciative Inquiry.

Information about me

My name is Lauren Churchill. I am a postgraduate student at the University of Sheffield, and a Trainee Educational Psychologist working for ANON council.

What I would like your help with

I want to know what makes young people at ANON PRU feel successful in their learning. I would like to know about times you feel your students have done well.

I would like to work with young people and teachers and help you work together to plan how teaching and learning in your school could be even better.

I'm doing this because I think it is important to bridge communication between students and teachers, and hear young people's views in a productive way.

Why am I asking you to be involved?

In my position at ANON council, I was asked to design a piece of research which explored young people's Literacy learning in the Pupil Referral Units.

When designing the project, I wondered whether there may be something to learn from young people across all areas of their learning rather than Literacy alone.

I decided to use an approach called Appreciative Inquiry, which allows people to talk about what is going well, and work together to action plan how things could be better.

So, in addition to listening to young people, it also seemed important to hear what teachers have to say about what is going well, how things can be even better, and to support to you work with young people to come up with achievable goals for improving teaching and learning at the PRU.

"Do I have to take part?"

No. You don't have to take part if you don't want to. If you don't want to take part, please let ANON know.

"What happens if I change my mind?"

You can change your mind about taking part at any time. You do not have to give a reason.

Benefits of taking part

You will have an opportunity to learn about solution-focused models like Appreciative Inquiry. You will be part of a joint action-planning conversation between young people, staff members and members of the Support for Learning Service and Educational Psychology service, who are there to offer additional training and support.

Anonymity

All information will be anonymous. Some of the information will be shared with young people **anonymously** during the Appreciative Inquiry process.

I will record our group conversations and write about these in my thesis. The assignment will be shared with my tutors, and might end up on a website such as etheses.whiterose.ac.uk/ where people share their research, or in a journal article. I will also provide a summary of the research to the Local Authority and the school.

Consent form for teaching and support staff at ANON PRU

Research title:

Narratives about successful learning. An investigation using Appreciative Inquiry.

Please read the questions below and tick 'Yes', 'No', or 'I'm not sure'.

I understand the purpose of the research and agree to take part.

Yes	No	I'm not sure. Please explain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I understand that information from interviews with young people and staff members will be shared, and agree to respect the confidentiality of these individuals if I become aware of any identifying information.

Yes	No	I'm not sure. Please explain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I understand that information about me will be shared anonymously as part of the research.

Yes	No	I'm not sure. Please explain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If I say something during the sessions that makes the researcher think a young person is at risk of harm, I understand that Lauren has a duty to follow the school's safeguarding procedures.

Yes	No	I'm not sure. Please explain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I agree to Lauren recording our group discussions and writing about them anonymously in her thesis.

Yes	No	I'm not sure. Please explain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I understand that I can change my mind about taking part at any time.

Yes	No	I'm not sure. Please explain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


By signing this form, I agree to take part in the research.
Signature: _____

Date: _____

YP

If you require any further information about the project, please contact Lauren Churchill on the following email address: lchurchill1@sheffield.ac.uk

Appendix D Young person information sheet and consent form

Research information sheet	
<p>Who am I? My name is Lauren. I am a student at the University of Sheffield, and a Trainee Educational Psychologist working for ANON council.</p>	
<p>What is a Trainee Educational Psychologist? Someone who is interested in how young people learn, and how they can be best supported in school.</p>	
<p>What is research and am I doing it? Research is another word for 'finding out'. I have to write an assignment (or thesis) about an area I have found out about, as part of my university studies.</p>	
<p>What I would like your help with</p> <p>I want to know what makes young people at ANON PRU feel successful in their learning. I would like to know about times you feel you have done well.</p> <p>I would like to work with young people and teachers to help you work together to plan how your school might be even better.</p> <p>I am doing this because I think it is very important to hear what young people have to say about their education.</p>	<p>Why you?</p> <p>I am asking all of the young people at [redacted] to be involved with my research. You have not been selected for any reason other than because you are a student at ANON</p>
<p>"What happens to what you find out?"</p> <p>Some of the information will be shared with teachers anonymously (without your name on).</p> <p>I will record our group conversations and write about these in my assignment. They will not have your name on. The assignment will be shared with my tutors, and might end up on a website such as etheses.whiterose.ac.uk/ where people share their research.</p>	<p>"Do I have to take part?" No. You don't have to take part if you don't want to. If you don't want to take part, just tell me or [teacher].</p> <p>"What happens if I change my mind?" You can change your mind about taking part at any time. You do not have to give a reason.</p> <p>"What's good about taking part?" If you take part, it will help people to understand what sorts of things make young people at Third Base feel successful.</p> <p>I will also help your teachers to understand what they can do to improve learning for you. ^{YP}</p>

How I hope to do my research

Session 1 (1½ hours including a break)

I will work with you and a small group of friends (4-5 people in total). We will talk about a time when each of you felt you had done well in school. We will share ideas about what the perfect school might be like. I will share your ideas about the perfect school **anonymously (without your name on)** with your teachers, after we meet.

Session 2 (20 minutes)

I will also be interviewing your teachers, and so will also share **their** ideas about the perfect school with you.

Session 3 (1½ hours including a break)

On a different day, I would like you to work with a small group of friends (3-4) and two teachers. I would like you to come up with a plan of how to improve your school. I will help you and your teachers to do this.

When and where will it be happening?

Session 1

Date: [##### TBC]

Room: [##### TBC]

Session 2

Date: [##### TBC]

Room: [##### TBC]

Session 3

Date: [##### TBC]

Room: [##### TBC]



On the day, [teacher] will come and remind you of where you need to be.

Things to do if you would like to take part

[teacher] can help you with this.

- Talk to your parent(s) / carer(s) about the research and show them the **information sheet**. Ask them to sign the **parent consent form** if they are OK with you taking part.
- Read through the questions on the **young person consent form**. Ask [teacher's name] if you are unsure about anything on there.
- Fill out the **young person consent form**. Ask [your teacher] for help if you need it.
- Give your **parent consent form** and **young person consent form** to [teacher]. She/he will pass them on to me.

Consent form for young people at ANON

Research title:

Narratives about successful learning. An investigation using Appreciative Inquiry.

Please read the questions below and tick 'Yes', 'No', or 'I'm not sure'.

	Yes	No	I'm not sure. Please explain
I understand what Lauren is trying to find out about and why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I agree to take part in all 3 sessions. I understand that these sessions involve teachers and other young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that information about me will be shared as part of Lauren's research, without my name on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I say something during the sessions that makes Lauren think I or someone else might be at risk of harm, Lauren will have to tell an adult in my school about this and they will deal with it. Lauren will speak to me first if this happens. I understand this and agree to it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I agree to Lauren recording our group discussions and writing about them in her assignment (thesis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can change my mind about taking part at any time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

By signing this form, I agree to take part in Lauren's research.

Signature: _____

Date: _____

YP

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

Appendix E Presentation to young people


**An invitation to take part in a
 research project at ANON PRU**

Research information sheet

Who am I?
 My name is Lauren. I am a student at the University of Sheffield, and a Trainee Educational Psychologist working for [redacted] council.

What is a Trainee Educational Psychologist?
 Someone who is interested in how young people learn, and how they can be best supported in school.

What is research and am I doing it?
 Research is another word for 'finding out'. I have to write an assignment (or thesis) about an area I have found out about, as part of my university studies.



What the research is about

I want to know what makes young people at [redacted] feel successful in their learning - I would like to know about times you feel you have done well, or when you have felt that you had a positive learning experience. I would like to know what goes well at [redacted].

I would like to work with young people and teachers to help you work together to plan how your school could be improved.

I am doing this because I think it is very important to hear what young people have to say about their education.

Who can take part?

I am asking all of the young people, and some education staff at [redacted] to be involved with my research.

Q & A:

"Do I have to take part?"
 No. You don't have to take part if you don't want to. If you don't want to take part, just tell Lauren or [redacted].

"What happens if I change my mind?"
 You can change your mind about taking part at any time. You do not have to give a reason.

"What's good about taking part?"
 If you take part, it will help people to understand what sorts of things make young people at Third Base feel successful.

I will also help your teachers to understand what they can do to improve learning for you.

"What happens to what you find out?"
 Some of the information will be shared with teachers in a group discussion.

I will record our group conversations and write about these in my assignment. **They will not have your name on.** The assignment will be shared with my tutors, and might end up on a website such as atheseis.whiterose.ac.uk/ where people share their research.

How I hope to do my research

Session 1 (1½ hours including a break)
 I will work with you, a small group of friends, and two learning staff (6 people in total - 4 students, 2 teachers). We will talk times when learning goes well at the PRU. We will share ideas about what the perfect school might be like.

Session 2 (1½ hours including a break)
 On a different day, you will work with another group who have done the same as you in session one. We will all work together to make a plan for how everyone at the PRU can work together to improve learning. It is really important for young people's views to be heard in conversations like this.

When and where will it be happening?

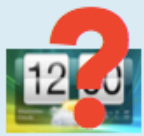
Session 1
 Date: 20/5/16
 Time: 9-10:30
 Location: Meeting room

OR

Date: 21/5/16
 Time: 9-10:30
 Location: Meeting room

Session 3
 Date: 23/5/16
 Time: 9-10:30
 Location: English classroom

On the day, a teacher will come and remind you of where you need to be.



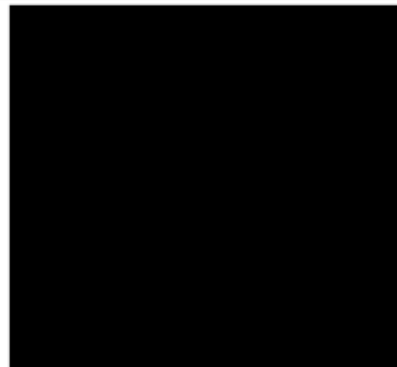
Things to do if you would like to take part

[redacted] can help you with this.

- Talk to your parent(s) / carer(s) about the research and show them the **information sheet**. Ask them to sign the **parent consent form** if they are OK with you taking part.
- Read through the questions on the **young person consent form**. Ask [redacted] if you are unsure about anything on there.
- Fill out the **young person consent form**. Ask Gill for help if you need it.
- Give your **parent consent form** and **young person consent form** to [redacted]: will pass them on to me.

Appendix F Ethical approval: Anon Local Authority


Lauren Churchill



Date: 6th June 2016

Dear Lauren

Research Title: Narratives of Successful Learning in a Key Stage 3 Pupil Referral Unit: Investigation using Appreciative Inquiry (AI).

This is to confirm that your research proposal has been approved by the 

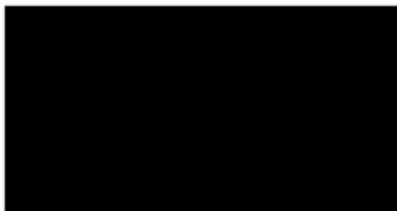
Upon completion can you please submit a copy of your report or an extract from your conclusion to the above postal or email address. We may then publish details of your research on the National Social Care Research Register.

I would be grateful if you would complete a short questionnaire to provide feedback on the service that you have received. Please click on the link below.
<https://www.surveymonkey.com/s/rqfsurvey> We want to ensure that we offer the best quality service to our users and your feedback is essential in improving our services further.

Please do not hesitate to contact me should you need any further assistance.

I wish you well in your research study.

Yours sincerely,



Appendix G Ethical approval: University of Sheffield



Downloaded: 03/05/2017
Approved: 21/04/2016

Lauren Coates
Registration number: 140109436
School of Education
Programme: DEdCPsy

Dear Lauren

PROJECT TITLE: Narratives of successful learning: An investigation using Appreciative Inquiry
APPLICATION: Reference Number 007997

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 21/04/2016 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 007997 (dated 03/04/2016).
- Participant information sheet 1016152 version 2 (22/03/2016).
- Participant information sheet 1016154 version 2 (22/03/2016).
- Participant information sheet 1016153 version 2 (22/03/2016).
- Participant consent form 1016155 version 2 (22/03/2016).
- Participant consent form 1016157 version 2 (22/03/2016).
- Participant consent form 1016156 version 2 (22/03/2016).

The following optional amendments were suggested:

There needs to be more clarity regarding how the focus group material will be analysed. It might be a good idea to plan for how you will manage the situation of a participant finds it difficult to keep to the agreed 'group rules', or if there is any disharmony in the group.

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Appendix H Session plan: Discover and Dream phase

Time	Resources	Activity	Phase
9:15-9:20 (5)	Graphic Masking tape Chocolates Watch	<p>Introduction – put chocolate in middle of table / put radio on</p> <p>Name, University, Thesis (assignment), Work for ANON LA, finding out about learning in the PRUs.</p> <p>What research means – finding out.</p> <p>Co-researching means working together to find out. I have some questions I would like you to help me find out about.</p> <p>I am interested in what is going well here – so that teachers can know how to do more of the things that work for you.</p> <p>Why I am asking young people – I believe that it is important to hear views, and the young people here are in a unique place. They have experienced different types of learning and so able to reflect on the things that work better for them.</p> <p>Explanation of AI:</p> <p>Positive approach – based on the best of what is happening in an organisation e.g. PRU. Problems are frustrated dreams.</p> <p>Action planning - Want you to be involved in similar capacity in helping action plan for learning at PRU. You are working together to get the full story about exceptional examples of learning at the PRU. Explain ratio staff to students – feeling equal to give views.</p> <p>We will meet Thursday in another group to plan together, today is about finding out about times when young people have had positive learning experiences at the PRU.</p>	Intro

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

<p>9:20- 9:22 (2)</p>	<p>Info sheets</p>	<p style="text-align: center;">Introduction</p> <p style="text-align: center;">Revisiting consent (reminder of Bill’s presentation), confidentiality, safeguarding and right to withdraw etc.</p> <p style="text-align: center;">Ground rules</p> <p style="text-align: center;">Space is respectful, where people can express their views, people can be trusted, adults and young people will listen to one another.</p>	<p>Intro</p>
<p>9:22- 9:30 (8)</p>	<p>Watch</p>	<p style="text-align: center;">Ice breaker game: Two Truths and a Lie</p> <p style="text-align: center;">Everyone in the group participates – either asking questions or telling a truth/lie. Each participant asked to tell the group two truths and one lie about themselves. Members of the group must ask questions about them to guess which is the lie. Remind young people and staff to try and make them difficult, encourage young people to ask questions for the person to answer. Emphasise that it is their job to try and convince them through their answers. (1 minute per member – time with watch)</p>	<p>Warm up</p>
<p>BEGIN RECORDING AUDIO</p>			
<p>9:30- 9:32 (2)</p>	<p>‘Big’ questions on the graphic</p>	<p style="text-align: center;">Introduce main activity.</p> <p style="text-align: center;">We have 2 questions that we need to answer as a group. We will do some smaller activities to help us answer each of the questions. This will involve thinking about experiences of learning, talking in small groups and then coming back together to share our ideas about this bigger question.</p> <p style="text-align: center;">Our group’s answers to these questions will be shared in a session on Thursday, to help to plan the way the PRU teaches young people. So it is important to give as much detail as possible.</p>	<p>Discovery</p>

<p>9:32- 9:39 (7) sml gp</p>	<p>Prompt cards for each of the smaller groups, with direct question on.</p>	<p style="text-align: center;">QUESTION 1:</p> <p style="text-align: center;">When does learning at the PRU go <u>exceptionally well</u>? (really, really)</p> <p>We are going to do some activities to help us answer this question. I will split you into two groups (signal down the middle 2stu:1sta), and I want you to each pick a photo which represents a time when you think learning at the PRU has gone particularly well, I will give you some time to do this. You can each pick more than one if you can't choose between them or pick a ? card if there isn't a photo which represents the time you are thinking of.</p> <p>In your small groups, I want you to each think back through your time here at the PRU. Find a time that was a real high point, when you felt that people were effective and engaged with their learning.</p> <p style="text-align: center;">What were you doing? How did you feel? What do you think made that situation possible?</p> <p style="text-align: center;">Share your story with your group (just one minute max. each).</p>	<p>Discovery</p>
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<p>9:39-9:49 (10)</p> <p>wh. Gp.</p>	<p>Big question on graphic</p> <p>Pens to take notes on graphic (write on a3 while sat at table then stick up after)</p> <p>Frustrated dreams on post its to put in dream section</p>	<p>QUESTION 1: WHOLE GROUP DISCUSSION</p> <p>I want you to come back together as a group. Hold in your mind some of the ideas you shared. I would like us to work as a group to answer the question I showed you at the start.</p> <p>Let's look again at the question:</p> <p>When does learning at the PRU go exceptionally well? (really, really)</p> <p>Think back over the things you discussed, what does this tell us about when learning at the PRU goes really, really well?</p> <p>Prompts:</p> <p>What were you doing? How did you feel? Is there anyone else that agrees with this? (Yes/No) Why? What do you think made that situation possible? Who do you think made that situation possible? What photos did people choose? What made you pick that photo?</p>	<p>Discovery</p>
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<p>9:49 – 9:56) (7)</p>	<p>Prompt cards for each of the smaller groups, with direct question on.</p>	<p style="text-align: center;">QUESTION 2:</p> <p style="text-align: center;">What do people value or appreciate most about being a member of the PRU?</p> <p>We are going to do some activities to help us answer this question. You will go back into your small groups first (signal down the middle 2stu:1sta), and I want you to each pick a photo which represents a time when you valued or appreciated being a member of the PRU. I will give you some time to do this. if the time you are thinking of wasn't here, then you can pick one of these cards (question-mark). You can also each pick more than one if you can't choose between them.</p> <p>In your small groups, I want you to each think back through your time here at the PRU. Find a time when you felt the benefits of being here, where you really appreciated or valued this opportunity.</p> <p style="text-align: center;">What were you doing? How did you feel? What do you think made that situation possible?</p> <p style="text-align: center;">Share your story with your group (just one minute max. each).</p>	<p>Discovery</p>
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<p>9:56 – 10:06 (10)</p>	<p>Big question on graphic</p> <p>Pens to take notes on graphic (write on a3 while sat at table then stick up after)</p> <p>Frustrated dreams on post its to put in dream section</p>	<p>QUESTION 2: WHOLE GROUP DISCUSSION</p> <p>I want you to come back together as a group. Hold in your mind some of the ideas you shared. I would like us to work as a group to answer the question I showed you at the start.</p> <p>Let's look again at the question:</p> <p>What do people value or appreciate most about being a member of the PRU?</p> <p>Think back over the things you discussed, what does this tell us about what people value or appreciate most about being a member of the PRU?</p> <p>Prompts:</p> <p>What were you doing in that situation? How did you feel? Is there anyone else that agrees with this? (Yes/No) Why? What do you think made that situation possible? Who do you think made that situation possible?</p> <p>What photos did people choose? What made you pick that photo?</p>	<p>Discovery</p>
<p>15 (+ 5 disc.)</p> <p>10:06 – 10:26</p>	<p>Flipchart / Pens / Post it notes</p> <p>Picture cards</p> <p>Instruction prompts</p>	<p>Dream Activity</p> <p>What I would like you to do now, is to work as a group and imagine, the clocks wound forward, and it's October 20th/21st 2016, exactly 4 months from today. Imagine that on this day, all of those good things that made you value being at the PRU, all the good things that made people effective and engaged in their learning, IMAGINE they are magnified and multiplied, they are as good as you can imagine.</p> <p>I want you to mind map or draw ideas about what learning is like on this day – when all of</p>	<p>Dream phase</p>

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

		<p>the good things we talked about were magnified and multiplied. You can ask an adult to write for you, you can draw, or you can just tell the group. Try and put down as many ideas as possible about what this would be like.</p> <p>Think about the following (Provide the following prompts on the flipchart paper - written around edges)</p> <ul style="list-style-type: none"> • Who is there – what are they doing? • What are you doing? • What are students learning? • What is the teacher like? • Where are you? • What do you value about learning in this situation? • In what ways are people successful? • How will people know when they are successful? <p>Other verbal prompts</p> <p>Can you tell us more about that?</p> <p>(Ask teachers to put a * by anything they have contributed/ give different colour post-its)</p>	
<p>10:26 – 10:30</p>	<p>N/A</p>	<p>Thank group for involvement and remind them of planning session tomorrow. Remind them of right to withdraw. Explain that this will be shared in session, but any references to individual names will be removed.</p>	<p>Session close.</p>

Appendix I Outline of session sharing Provocative Propositions with participants

1. Re-share examples of episodes from Discover phase
2. Re-share dream phase flipcharts from Session 1 & 2 groups
3. Share propositions identified with example episodes
4. Open discussion with group to discuss propositions and their fit

Appendix J Session plan: Destiny Phase

Time	Resources	Activity	Phase
3:30-3:32 (2)	Graphics	<p>Introduction (chocolates in the middle of tables, radio on)</p> <p>As people enter the room, encourage them to look at the graphics from previous sessions</p>	Introduction
3:32-3:37 (5)	Graphic	<p>Introduction</p> <p>All participants will be sat around four small tables. Participants will be asked to facilitate note-taking (using actual language).</p> <p>Explanation of AI - reminder</p> <p>Positive approach – based on the best of what is happening in an organisation e.g. school</p> <p>We are co-researching together to find out what is going well and make a plan for the school. I am interested in the positive stories people have about learning in the PRU.</p> <p>Want you to be involved in helping action plan for learning at PRU, based on the stories that staff and students shared in previous sessions.</p> <p>Identified short narrative episodes and grouped these in to themes.</p> <p>From these, created “provocative propositions” – explain in more depth.</p>	Introduction
3:37-3:42 (5)		<p>Introduction</p>	Introduction

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
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		<p>Discuss consent, confidentiality (inc. narratives shared by young people), safeguarding and right to withdraw etc.</p> <p>Completion of consent forms by participating staff</p>	
<p>3:42-3:46 (4)</p>	<p>Graphics from previous day</p> <p>Put provocative prepositions on each table</p>	<p>Introduction – sharing ideas from previous sessions</p> <p>Share provocative prepositions with group- explain where these came from – draw on examples highlighted from interviews.</p> <p>All students have opportunities to feel confident in their learning</p> <p>All students feel understood and supported</p> <p>All students experience conditions that help them to behave positively; supporting their reintegration.</p> <p>All students engage with learning opportunities and experiences, which they like and enjoy.</p>	<p>Introduction</p>
<p>3:46-4:26</p> <p>(10 minutes per statement)</p>	<p>Preposition statements in table form (for staff to fill in with young people)</p> <p>Post it notes</p> <p>Sentence starters (replace after</p>	<p>Main activity – action planning</p> <p>Explain that our role today will be to work together to think about what needs to happen in the PRU to continue to make these things our reality, and to work towards our dreams or ideals, what would need to happen to make them even more a part of what is done at the PRU.</p> <p>Provide each group with provocative proposition.</p>	<p>Design/ Delivery</p>

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
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	every change over) Glue	Task the group with thinking about the following, and noting on their sheet examples of things that they could do which are: (Small and immediate) Essential Desirable	
4:26-4:30 (4)	Post it notes Pens on tables	<p>Feedback of key takeaways and what will happen next</p> <p>Thank group for working together to share ideas about how the future of the PRU could be. Explain that we will put this all together into an action plan and share with them before the end of term. Ask teachers to feedback on some of the things people said they would do right away to help magnify the things that make learning at the PRU work well.</p> <p>Ask for ANON to share how she thinks it will be used at a later date.</p>	Design/ Delivery

Appendix K Pilot study: Amendments to appreciative questions

For the pilot of this study, it was important for me to be well rehearsed in constructing appreciative questions, and explore how young people and staff respond to them. In addition to my pilot study, I therefore sought gain experience in this process through volunteering to help facilitate an AI with a professional who had in-depth experience of using this as an organisational development tool, as well as attending an AI training event.

The design of appreciative questions is a complex and thoughtful task that requires reflection to ensure that it has potential beyond the 'known' state of the organisation. Adams et al. (2015, p.110) provide an illustration of this when utilising an AI approach with a transportation company:

*"How can we optimize our railroad business?" in contrast to,
"How can we optimize our transportation business?".*
(Italics added)

The latter question has a broader scope, and therefore leaves the question open to a response that can envision something broader than the constraints of what is currently 'known' about an organisation.

Appreciative questions are positive, rather than being problem-focused (Reed, 2007). For example, instead of asking, "how can we support failing students", one might ask "how can every student have a positive learning experience". This is thought to allow participants to reflect on ways to move forward, as opposed to reflecting on what is going wrong. Therefore, in the context of the Literacy Scrutiny report (Anon Local Authority, 2015), I felt that focusing on the concept of 'learning' might elicit more appreciative responses.

Prior to the pilot study, I constructed a set of appreciative questions which were shared with a key contact in the Pupil Referral Unit setting, and with my university tutor for further feedback. Following this feedback, some adaptations were made to ensure the language was accessible to young people and staff members.

The pilot study also trialled the use of recording technologies in addition to considering young person's responses to the appreciative questions constructed for the project. This pilot study was related to a piece of work undertaken during my trainee placement in an Educational Psychology service, and contributed to a pre-existing and on-going piece of work with these young people.

The pilot study was carried out with a group of four female KS3 students. Two key members of staff who worked with the students were also invited to participate but did not attend. I focused on piloting the 'Discover' and 'Dream' phases of the AI to explore their response to appreciative questioning.

Following the pilot, some amendments were made in the wording of questions, and in reducing their number.

The original questions were:

GROUP QUESTION 1: When does learning at the [PRU] go exceptionally well?

PHOTO PROMPTS: Are there any photos that fit this question?

PICTURE PROMPTS: Is there a picture that captures how you felt in that situation? Why?

DIRECT PROMPTS: Think back through your time here at the PRU. Find a time that was a high point, when you felt that people were effective and engaged with their learning. How did you feel? What do you think made that situation possible?

GROUP PROMPTS: Are there people in the group that agree with this? Why? Can you give an example?

GROUP QUESTION 2: What do people value or appreciate most about being a member of the [PRU]?

PHOTO PROMPTS:

Are there any photos that fit this question?

PICTURE PROMPTS:

Is there a picture that captures how you felt in that situation? Why?

DIRECT PROMPTS:

What do you think makes that possible?

Share a time when you became really aware of valuing this so much.

GROUP PROMPTS:

Are there others that value this? Are there others that value something else? Give an example of a time when you most valued learning at the PRU.

GROUP QUESTION 3: What makes learning at the [PRU] particularly effective and engaging?

PHOTO PROMPTS: Are there any photos that fit this question?

DIRECT PROMPTS: Think of a time when either you or someone else had an exceptionally positive learning experience? What was happening then? What made it possible?

GROUP PROMPTS: Are there people in the group that agree with this? Why? Can you give an example?

Following the pilot study, the number of questions was reduced to two instead of three, and the picture prompts were removed. Photo prompts for question one remained. I also added small group exercises as preparation for whole group discussion. I reduced the number of verbal prompts that I intended to use to guide my own contributions, and shaped them to help elicit more narrative responses. I also shared these prompts with staff members for their small group activities. I made only very minor changes to the 'dream' activity, as this had received a positive response in the pilot study.

QUESTION 1: SMALL GROUP DISCUSSION

When does learning at the PRU go exceptionally well?

(really, really)

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

In your small groups, I want you to each think back through your time here at the PRU. Find a time that was a real high point, when you felt that people were effective and engaged with their learning.

What were you doing?

How did you feel?

What do you think made that situation possible?

Share your story with your group (just one minute max. each).

QUESTION 1: WHOLE GROUP DISCUSSION

I want you to come back together as a group. Hold in your mind some of the ideas you shared. I would like us to work as a group to answer the question I showed you at the start.

Let's look again at the question:

When does learning at the PRU go exceptionally well?

(really, really)

Think back over the things you discussed, what does this tell us about when learning at the PRU goes really, really well?

Prompts:

- *What were you doing?*
- *How did you feel?*
- *Is there anyone else that agrees with this? (Yes/No) Why?*
- *What do you think made that situation possible?*
- *Who do you think made that situation possible?*
- *What photos did people choose? What made you pick that photo?*

QUESTION 2: SMALL GROUP DISCUSSION

What do people value or appreciate most about being a member of the PRU?

In your small groups, I want you to each think back through your time here at the PRU. Find a time when you felt the benefits of being here, where you really appreciated or valued this opportunity.

What were you doing?

How did you feel?

What do you think made that situation possible?

Share your story with your group (just one minute max. each).

QUESTION 2: WHOLE GROUP DISCUSSION

I want you to come back together as a group. Hold in your mind some of the ideas you shared. I would like us to work as a group to answer the question I showed you at the start.

Let's look again at the question:

What do people value or appreciate most about being a member of the PRU?

Think back over the things you discussed, what does this tell us about what people value or appreciate most about being a member of the PRU?

Prompts:

- *What were you doing in that situation?*
- *How did you feel?*
- *Is there anyone else that agrees with this? (Yes/No) Why?*
- *What do you think made that situation possible?*
- *Who do you think made that situation possible?*
- *What photos did people choose? What made you pick that photo?*

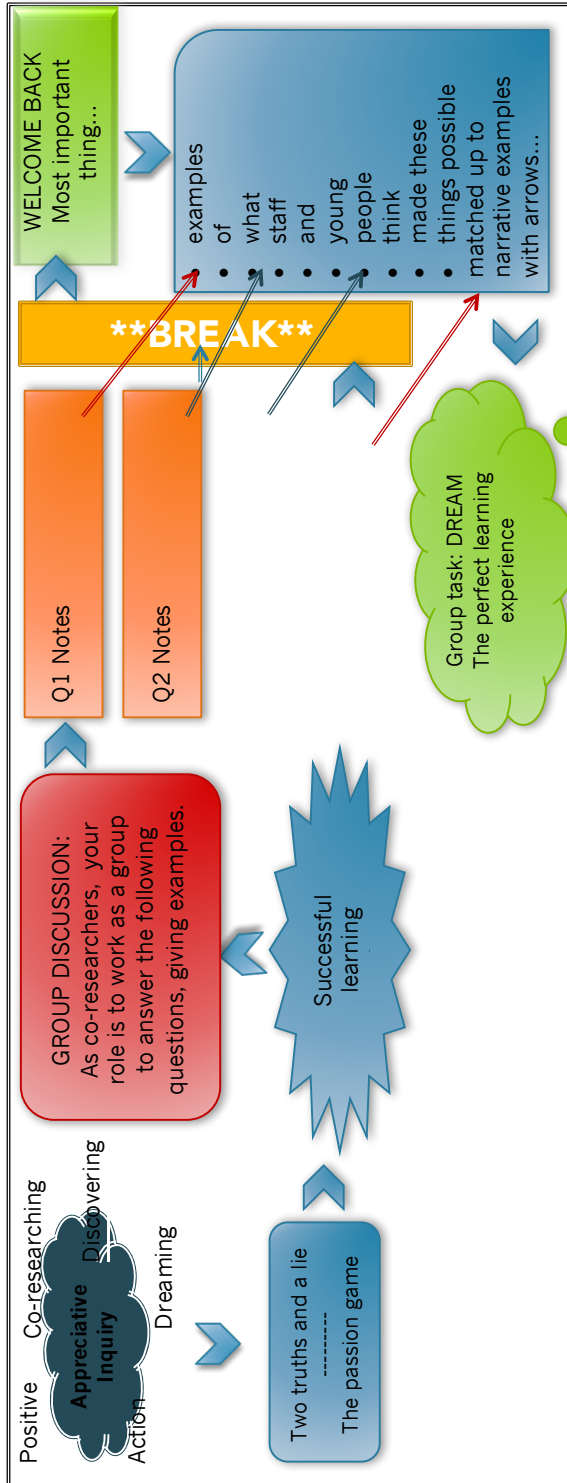
Summary of pilot study implications

Following the pilot study, the following additional adaptations were made:

- More time allowed to complete fewer activities: removal of Provocative Propositions activity to a future session due to time constraints.
- Small group activities added in addition to whole group discussion.
- Rewording of appreciative questions to make them more accessible.
- Reviewing the number of devices used to record sessions, resulting in a decision to utilise three recording devices (one each for small group discussions, and two used in whole group discussion to ensure clarity of recordings).

Appendix L Blank graphic for recording key information from sessions

The following diagram outlines the design for the graphic used to explain the research, and record key information during the ‘Discover’ and ‘Dream’ phases of the research.

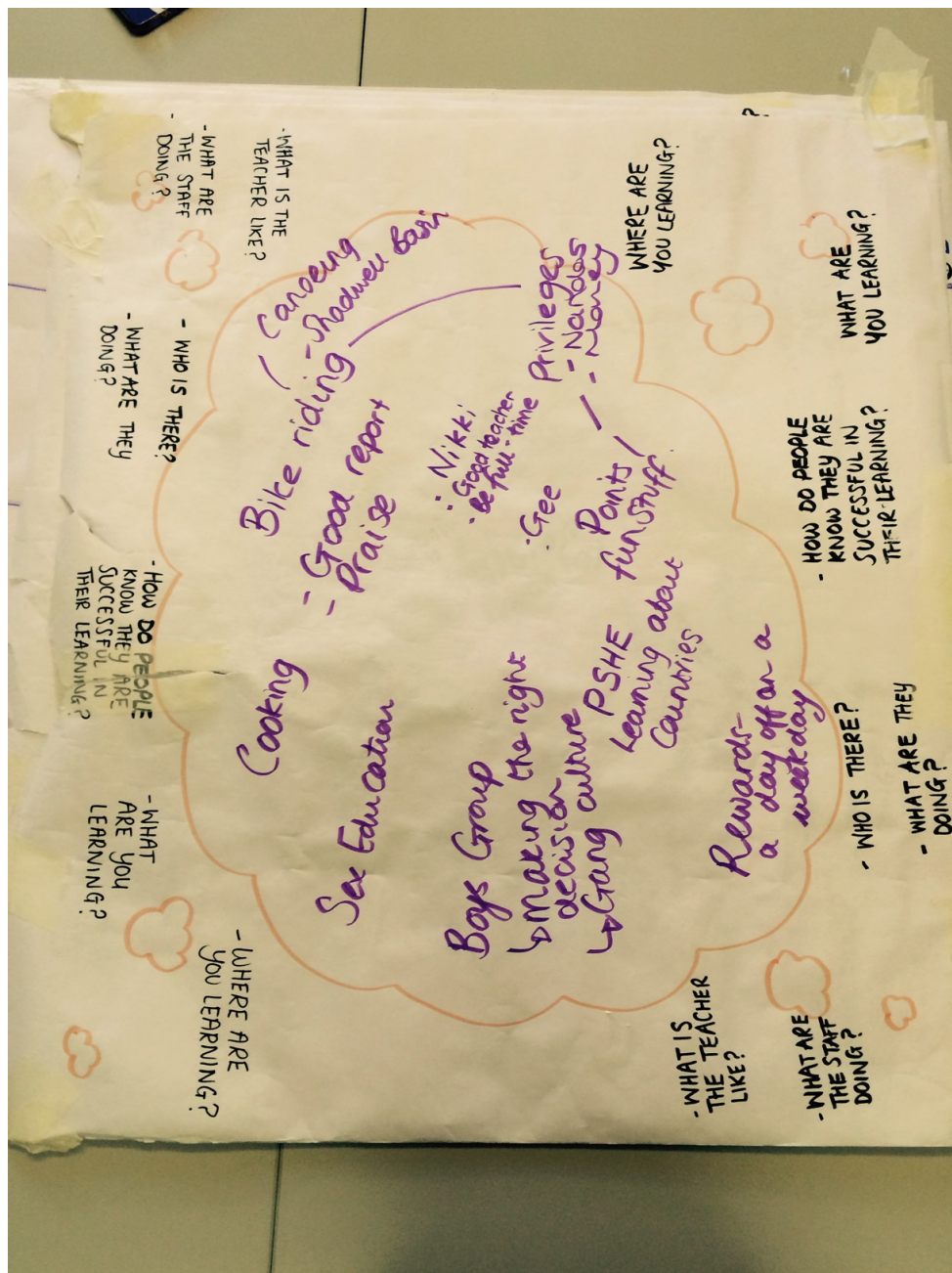


Session 1 – Wall Graphic Design

Appendix M 'Dream' phase flipcharts

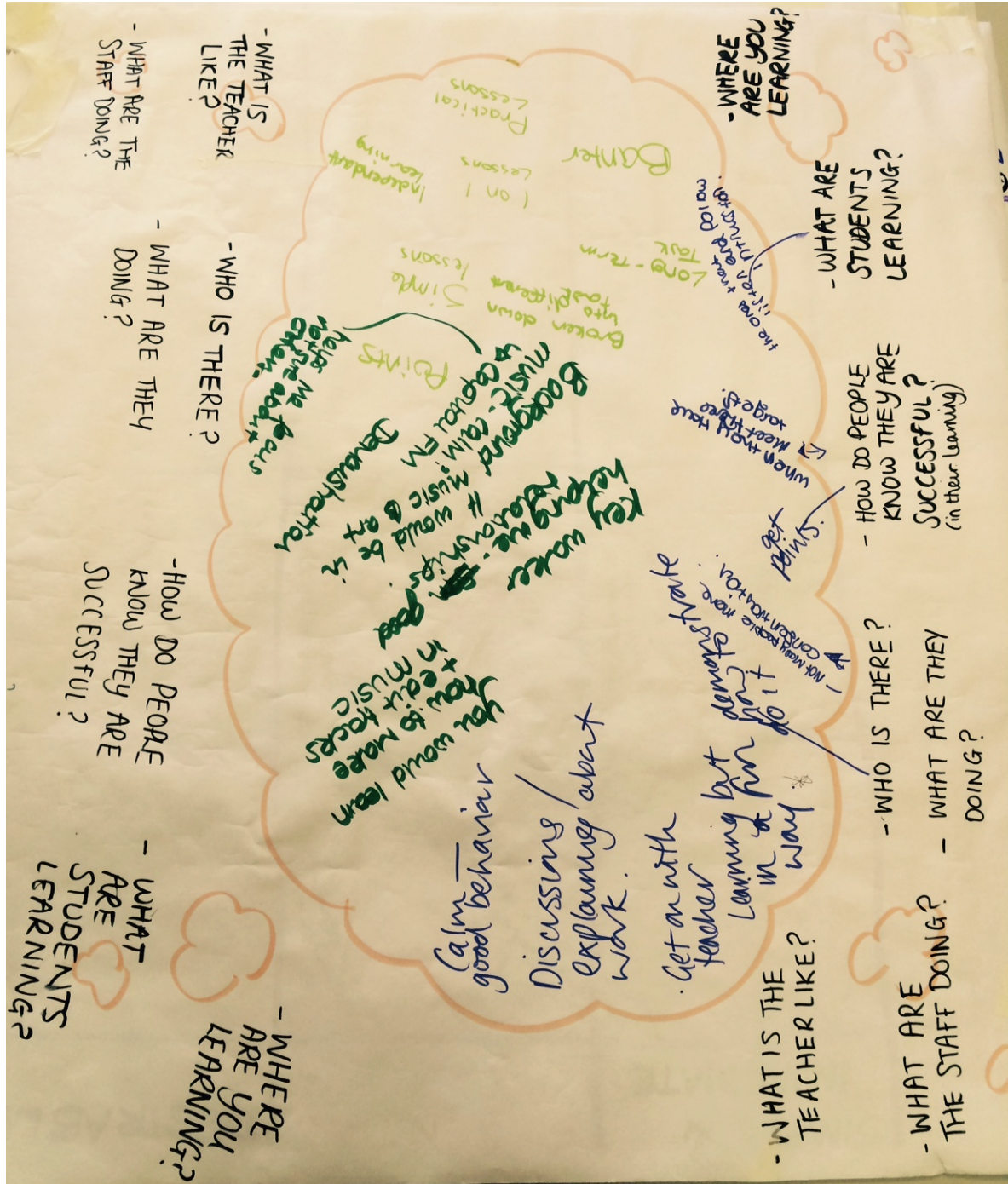
The following photographs detail the 'Dreams' which were elicited for two groups during the AI. These were used as a basis for constructing Provocative Propositions. Each of the 'Dream' phases were completed alongside the 'Discover' phase of the AI in June 2016.

'Dream' for the Session 1 (mixed staff and student) group:



EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

'Dream' for the Session 2 (mixed staff and student) group:



Appendix N Episode identification example

To illustrate the identification of 'episodes' from within the text, the following example is provided, with 'turns' with the conversation highlighted to demonstrate the beginning of a new 'episode' (Emerson & Frosh, 2002).

Staff4: I think you've got to tell a story, I think you've got to tell a story about being in this PRU, like. There was one student that I had called [anon name], and you know he was really terrible at art, you know, technically.

YP3: Who? [Name]?

Punctuating statement

Staff4: Yeah. But then I spent time with him and taught him some good skills in art and he done an AMAZING piece of work, and I was so IMPRESSED. And from that time working with him, I really thought that he really improved. He really focused and pulled together and learned some new skills. That's one thing that comes to my mind. What's something that comes to your mind, a good story?

New episode: Frames topic of 'turn' in conversation.

YP3: A good story?

Staff4: Yeah like from a lesson that went really well, or one where you thought, do you know what, I really need to fix up; I need to really treat right?

Clarifying questions

YP3: Can I talk about my journey to school?

Staff4: No talk about something from when you're here. (...) Think about yourself and your behaviour.

Shapes student contribution?

((Background noise: unrelated disruption))

YP3: Right so a story here yeah? Uh, OH YEAH, no basically this time innit, I was--

Staff4: In this school

Orienting statement

YP3: I was in [teacher name]'s class and we're doing numeracy

Staff4: Just one minute I'll take you off the--

Narrative component of episode

YP3: You'll take her? [Laughs] So it was numeracy yeah and [teacher name] was teaching us and I was doing this kind of method for numeracy innit and she never knew how to do this method so I just taught her. You taught [teacher name]?

Staff4: You taught [teacher name]?

YP3: Yeah I'm PROUD. It was about this method innit, this very A-star method and she never knew it.

Summarising

Staff4: What like the box method?

Punctuating statement

YP3: No it wasn't the box, it was like the box, but it was more like, complex.

Staff4: I see, I see, I see. What about anything that's helped you?

New episode: Frames topic of 'turn' in conversation.

YP3: Something that helped me?

Staff4: Something that's helped you and made you think, do you know what, I need to fix up, I can't keep doing what I'm doing. I mean do you realise that? Or has that moment not come yet?

Shapes student contribution

YP3: Nah that moment came when I was-- You know when I was in [school name]? When I was in that room for four months? That's when I realised.

Orienting statement

Appendix O Themed episodes and provocative propositions

Final propositions used in the action planning session are detailed below. They were constructed following the outline provided by Hammond (1998).

- “1. Find examples of the best from the interviews – i.e. the stories shared through the AI process.
2. Determine what circumstances made the best possible i.e. the detail of narrative episodes
3. Take the stories and envision what might be. Write an affirmative statement (provocative proposition) that describes the idealised future as if it were already happening.”

Final propositions:

Proposition 1:	All students have opportunities to feel confident in their learning
Proposition 2:	All students feel understood and supported
Proposition 3:	All students experience conditions which allow them to behave positively, supporting their reintegration
Proposition 4:	All students engage with learning opportunities that they like and enjoy

The following table provides an overview of episodes identified across the ‘Discover’ phase of the AI. It outlines how narrative episodes were themed in order to construct the Provocative Propositions used in the staff action planning session.

Transcript	Session/Group (Question)	Episode	Title	Line numbers	Proposition Number
1	Session 1 Small Group 1 (Question 1)	Episode 1	‘A nice atmosphere’	1-59	4
		Episode 2	Cooking pizza ‘200 times’	60-85	1

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

		Episode 3	'You reflect on what you done'	86-109	3
2	Session 1 Small Group 2 (Question 1)	Episode 4	Performing a song 'about being low'.	1-81	1
		Episode 5	Cooking, eating the cream	82-129	4
		Episode 6	No lessons are enjoyable, music is alright	130-169	4
3	Session 1 Whole group (Question 1)	Episode 7	The teachers 'make good lessons'	1-78	3/4
		Episode 8	'The way it's taught is different'	79-110	1/2
		Episode 9	'The way they teach it here is like they understand'	111-148	2
		Episode 10	Understanding and language	149-196	N/A
		Episode 11	Practical lessons	197-228	4
		Episode 12	In Art, 'mixing the skin tones'	229-269	4
		Episode 13	'They take us out on trips'	270-336	4
		Episode 14	An incentive	337-377	3
		Episode 15	Staff are 'like you'.	378-431	2
4	Session 1	Episode 16	'He really improved'	1-12	4

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

	Small Group 1 (Question 2)	Episode 17	'This very A-star method'	13-53	1
		Episode 18	'I was already changed'	54-87	3
5	Session 1 Small Group 2 (Question 2)	Episode 19	Fixing up	1-82	3
6	Session 1 Whole Group (Question 2)	Episode 20	'This aint a good place'	1-96	3
		Episode 21	'For some people, it's a good environment'	97-156	3
		Episode 22	'4 GCSE's and an apprenticeship'	157-175	N/A
7	Session 2 Small Group 1 (Question 1)	Episode 23	The zombie film	1-52	4
		Episode 24	Camber Sands	52-96	4
		Episode 25	Rapping: 'saying what's in his mind'	96-139	4
8	Session 2 Small Group 2 (Question 1)	Episode 26	Lessons we "just like".	1-107	4
		Episode 27	Finding out about projects	108-146	4
		Episode 28	'P.E.'	147-204	3/4
		Episode 29	A shared interest in PSHE	205- 239	4
9	Session 2	Episode 30	'When there's more kids'	1-133	3

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

	Whole Group (Question 1)	Episode 31	'Fun', 'practical stuff'	133-196	1
		Episode 32	Rapping: 'calling it sly'	197-293	1
10	Session 2 Small Group 1 (Question 2)	Episode 33	Something nice about working with you guys	1-14	4
		Episode 34	Taking 'time with you'	15-39	2
		Episode 35	Being 'coached'	39-73	3
		Episode 36	GCSE's vs. 'finding hidden talents'	74-99	3
11	Session 2 Small Group 2 (Question 2)	Episode 37	Driving and maintaining the pedal bikes	1-84	4
		Episode 38	Riding 'twenty-six miles'	85-131	4
12	Session 2 Whole Group (Question 2)	Episode 39	They understand: 'No matter what situation I'm in'	1-69	2
		Episode 40	'They don't argue back'	70-117	2/3
		Episode 41	'The teacher left because of our form'	118-213	2/3
		Episode 42	'We was being rude because she was being rude'	214-286	3

A number of episodes did not fit into explicit themes, however this did not mean they were excluded from the analysis. Episode 10 is a 'turn' in a group conversation whereby a young person had misunderstood a question about teachers understanding students, whereby he took this to mean 'speaking the same language'. While Episode 22 did not fit in to a theme, this seemed like a significant statement from the group, which appeared to be alluding to questions about the quality of academic outcomes in the PRU. This will be discussed further in the analysis.

Appendix P: Session 1, Question 1, small group 1 transcript and episodes

See attached USB drive for Appendix P.

Appendix Q: Session 1, Question 1, small group 2 transcript and episodes

See attached USB drive for Appendix Q.

Appendix R: Session 1, Question 1, whole group transcript and episodes

See attached USB drive for Appendix R.

Appendix S: Session 1, Question 2, small group 1 transcript and episodes

See attached USB drive for Appendix S.

Appendix T: Session 1, Question 2, small group 2 transcript and episodes

See attached USB drive for Appendix T.

Appendix U: Session 1, Question 2, whole group transcript and episodes

See attached USB drive for Appendix U.

Appendix V: Session 2, Question 1, small group 1 transcript and episodes

See attached USB drive for Appendix V.

Appendix W: Session 2, Question 1, small group 2 transcript and episodes

See attached USB drive for Appendix W.

Appendix X: Session 2, Question 1, whole group transcript and episodes

See attached USB drive for Appendix X.

Appendix Y: Session 2, Question 2, small group 1 transcript and episodes

See attached USB drive for Appendix Y.

Appendix Z: Session 2, Question 2, small group 2 transcript and episodes

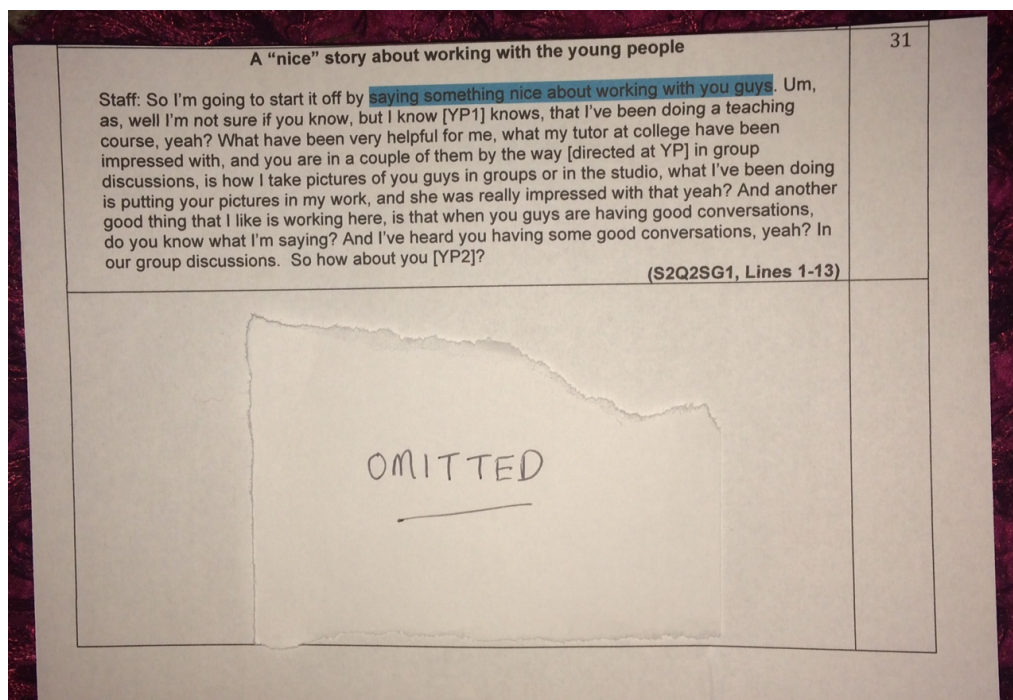
See attached USB drive for Appendix Z.

Appendix AA: Session 2, Question 2, whole group transcript and episodes

See attached USB drive for Appendix AA.

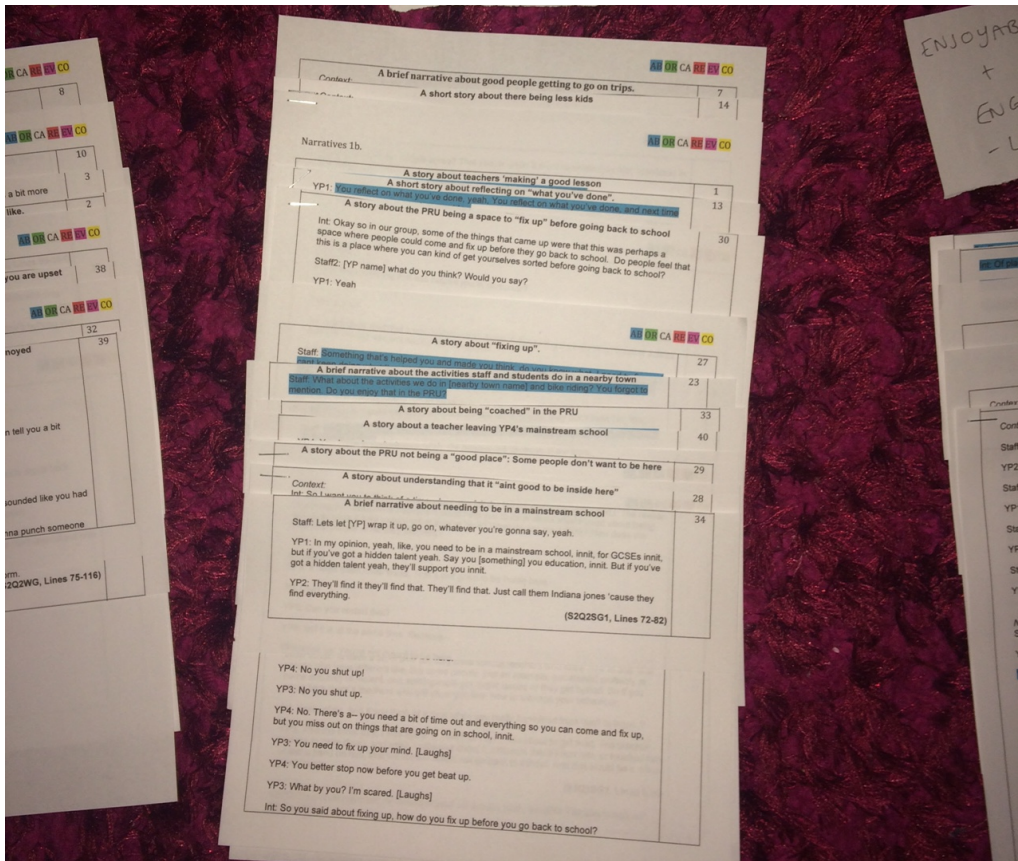
Appendix BB Theming episodes: Process photos

The following photographs detail part of the process of theming the provocative propositions. Following the identification of episodes, I cut the transcripts in to sections and engaged in a process of organising them into groups. These are not reflective of the final themes, as these can be found in Appendix O. Following these photographs being taken, some minor amendments were made to the episodes, and episode titles were changed to more accurately reflect the content of the episodes, based on participants contributions.



Omitted from themes as related to teacher's experience of teaching as opposed to views about students learning.

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

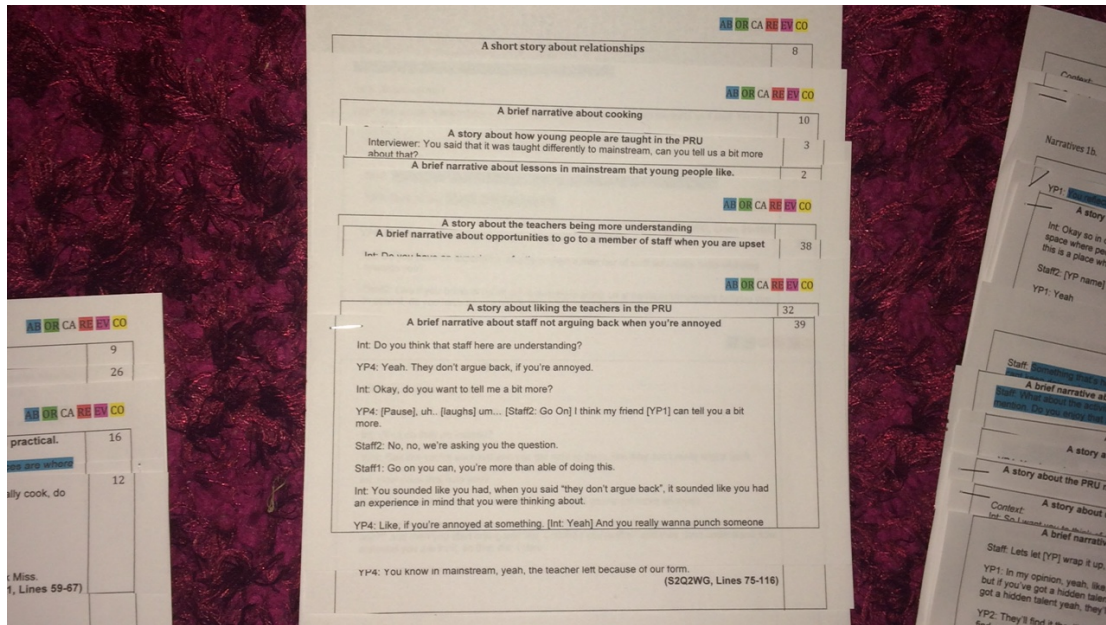


Episodes identified to be related to positive behaviour.

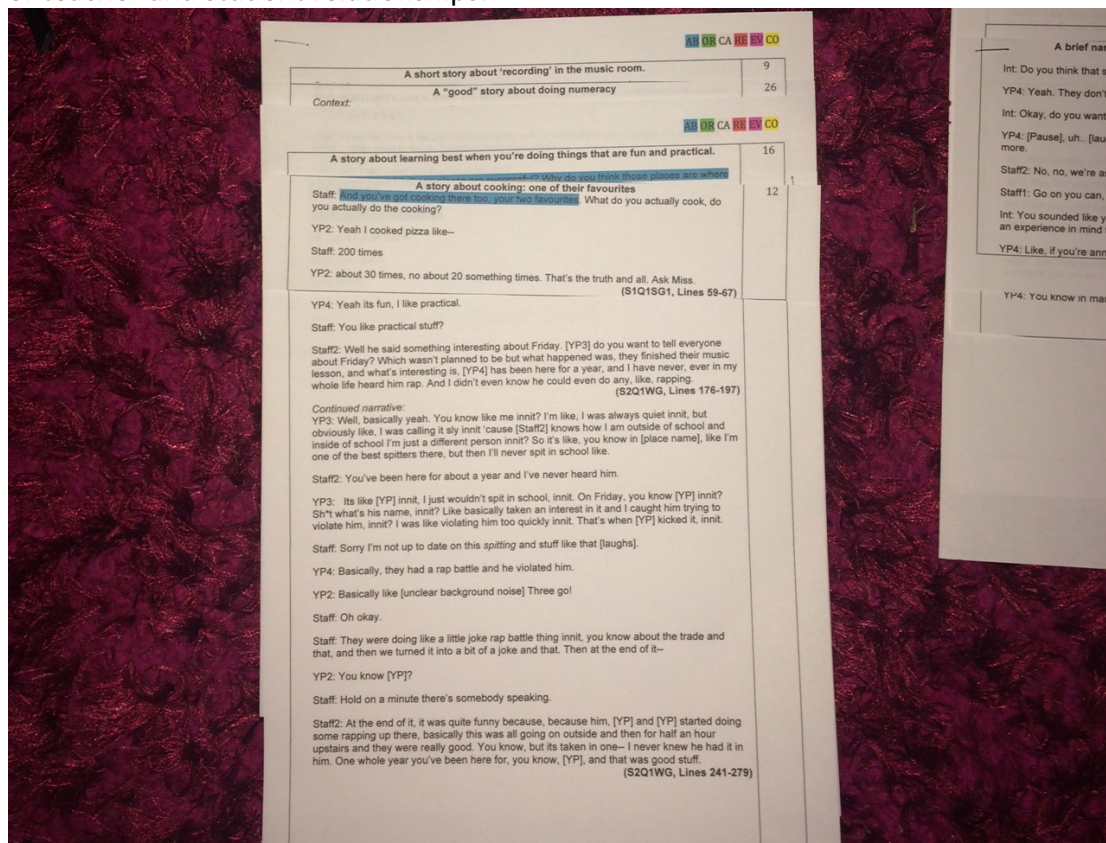
A story about students being engaged in PSHE	24
A short story about PSHE being the place a person learns best Int: Of places where you learn best. What photos did you guys pick?	15
AB OR CA RE EV CO	
A story about everyone being in music	11
AB OR CA RE EV CO	
A story about the zombie film	17
A short story about places and spaces young people enjoy	20
<p>Context:</p> <p>Staff: You like the lessons in PSHE?</p> <p>YP2: No I like the lessons in Art.</p> <p>Staff: You like the art room? Why--</p> <p>YP1: Sighs.</p> <p>Staff: No, no, no. He's entitled to his opinion, and he's never said--</p>	

Episodes related to enjoyable and engaging learning activities.

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.



Episodes identified as being related to feeling understood and supported / concept of teacher and student relationships.



Episodes identified to be related to 'confidence' – these groupings were commonly interpreted expressions of confidence, and the notion of confidence was not always explicitly addressed.

Appendix CC Episode overview

Transcript	Session/Group (Question)	Episode	Title	Line numbers
1	Session 1 Small Group 1 (Question 1)	Episode 1	'A nice atmosphere'	1-59
		Episode 2	Cooking pizza '200 times'	60-85
		Episode 3	'You reflect on what you done'	86-109
2	Session 1 Small Group 2 (Question 1)	Episode 4	Performing a song 'about being low'.	1-81
		Episode 5	Cooking, eating the cream	82-129
		Episode 6	No lessons are enjoyable, music is alright	130-169
3	Session 1 Whole group (Question 1)	Episode 7	The teachers 'make good lessons'	1-78
		Episode 8	'The way it's taught is different'	79-110
		Episode 9	'The way they teach it here is like they understand'	111-148
		Episode 10	Understanding and language	149-196
		Episode 11	Practical lessons	197-228
		Episode 12	In Art, 'mixing the skin tones'	229-269
		Episode 13	'They take us out on trips'	270-336
		Episode 14	An incentive	337-377
4	Session 1	Episode 15	Staff are 'like you'.	378-431
		Episode 16	'He really improved'	1-12

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

	Small Group 1 (Question 2)	Episode 17	'This very A-star method'	13-53
		Episode 18	'I was already changed'	54-87
5	Session 1 Small Group 2 (Question 2)	Episode 19	Fixing up	1-82
6	Session 1 Whole Group (Question 2)	Episode 20	'This aint a good place'	1-96
		Episode 21	'For some people, it's a good environment'	97-156
		Episode 22	'4 GCSE's and an apprenticeship'	157-175
7	Session 2 Small Group 1 (Question 1)	Episode 23	The zombie film	1-52
		Episode 24	Camber Sands	52-96
		Episode 25	Rapping: 'saying what's in his mind'	96-139
8	Session 2 Small Group 2 (Question 1)	Episode 26	Lessons we "just like".	1-107
		Episode 27	Finding out about projects	108-146
		Episode 28	'P.E.'	147-204
		Episode 29	A shared interest in PSHE	205- 239
9	Session 2 Whole Group (Question 1)	Episode 30	'When there's more kids'	1-133
		Episode 31	'Fun', 'practical stuff'	133-196
		Episode 32	Rapping: 'calling it sly'	197-293
10	Session 2 Small Group 1 (Question 2)	Episode 33	Something nice about working with you guys	1-14
		Episode 34	Taking 'time with you'	15-39
		Episode 35	Being 'coached'	39-73

EXPLORING NARRATIVES OF SUCCESS IN LEARNING IN A KS3 PRU:
 APPRECIATIVE INQUIRY THROUGH A DIALOGIC NARRATIVE LENS.

		Episode 36	GCSE's vs. 'finding hidden talents'	74-99
11	Session 2 Small Group 2 (Question 2)	Episode 37	Driving and maintaining the pedal bikes	1-84
		Episode 38	Riding 'twenty-six miles'	85-131
12	Session 2 Whole Group (Question 2)	Episode 39	They understand: 'No matter what situation I'm in'	1-69
		Episode 40	'They don't argue back'	70-117
		Episode 41	'The teacher left because of our form'	118-213
		Episode 42	'We was being rude because she was being rude'	214-286

Appendix DD Amendments to provocative propositions

Following member checking the Provocative Propositions with two students and two members of staff, the following amendments were made to the Provocative Propositions.

Original propositions:

1. Students are given time to fix up before going back to school. This is helped by staff who understand what students need.
2. Students feel understood and supported.
3. Students learn through project work which they enjoy and engage with. Staff feel proud of the progress students make.
4. Young people have opportunities to discover their talents and build their confidence through unique experiences.
5. Young people feel confident in all of their lessons.

Amended propositions:

1. All students have opportunities to feel confident in their learning (aspects taken from original proposition 5).
2. All students feel understood and supported (aspects taken from original proposition 1 & 5).
3. All students experience conditions that help them to behave positively, supporting their reintegration (aspects taken from original proposition 1).
4. All students engage with learning opportunities which they like and enjoy (aspects taken from original proposition 2 & 4).