

Appendix P

SIG SG1
Listening 2
Listening 3
Listening 4

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Staff4: We're recording now guys so...
YP3: Shut up [staff4] yeah.
YP7: Yeah shut your mouth [Staff4] man.
Staff: Come on let's get with the...
Interviewer: So pick a picture perhaps where you think you're doing your best, where the best lessons are happening, or something like that. They're double sided as well.
YP7: Oh yeah, yeah, yeah this one [students picking pictures]
Staff4: This one. [This one, obviously.
YP3: [Nah f*ck that.
YP3: Why are you pausing?
Staff4: I'm not pausing it
YP3: Why is it timing us?
Staff4: We're looking for a valuable lessons
((background disruption))
Staff4: Anyway I feel like the best lessons happen in the art room.
YP7: Yeaaaahh! [silly voice]
Staff4: [the reason is because
YP7: [Yo!
Staff4: because the reasons I think this is because my lessons are amazing, you're relaxed, you actually learn things, you learn techniques..
YP3: My one is music, do you know why?[Yeah
Staff4: [Go on tell me why
YP3: When everyone is in music, yeah, there's like a nice atmosphere and everyone's interested in music. And in music it's not about the blues or like the olden time, what they used to play and that, so, um, it's about modern time music innit, and everyone's interested in that.
Staff: Okay what was your best, like, music lesson?
YP3: Uh, diversity -
Staff4: Yeah? Okay, why?

listening 1

"your best" - internal
"best lesson" - external

(art picture - artefacts) - prompting evaluation?

unrelated talk - presence of teacher

evaluation - prompting response - shaping space for YP to expand to teacher presence

"actually" learn - was opp. to not learning? - technique / skill-based learning, being "current" atmosphere - shaped by: "relaxed" prev. comment.

common thread throughout different discussions MC. WG. @1.

everyone - student - relevance - comparison to MS teaching? - unclear

Session 1- Question 1- Small group 1

57
 58 YP3: because like I learnt more about Michael Jackson and
 59 Bob Marley that I didn't know.
 60
 61 Staff4: [YP7] what about you? What was your best room? I see
 62 you've got the, you've got the gym room there.
 63
 64 YP7: That aint mine!
 65
 66 Staff4: Okay [laughs]. Right it's that one, the music room, why?
 67
 68 YP1: That's a bit () on the ground there.
 69
 70 YP2: Because it's a bit ()
 71
 72 Staff: Because it's a bit ()
 73
 74 YP2: They might DJ you know, they might DJ.
 75
 76 Staff: And you've got cooking there too, your two favourites.
 77 What do you actually cook, do you actually do the cooking?
 78
 79 YP2: Yeah I cooked pizza like--
 80
 81 Staff: 200 times
 82
 83 YP2: about 30 times, no about 20 something times. That's the
 84 truth and all. Ask Miss.
 85
 86 Staff: and when you think back yeah, to your time here, what's
 87 been the benefits of being here?
 88
 89 YP7: It's worth it man.
 90
 91 Staff4: No, since you been here, what's been the good thing
 92 about it? ()
 93
 94 YP3: You reflect on what you've done, yeah, you reflect on
 95 what you've done, and next time you're in that situation you
 96 know how to--
 97
 98 YP7: You know not to get in it
 99
 100 YP3: You know how to deal with it or RESOLVE it. In a positive
 101 way.
 102
 103 Staff: Alright
 104
 105 YP3: ()
 106
 107 Staff: Yeah it's amazing
 108
 109 YP3: Alright what's next?

Knowledge
learning as
app to skill

Space -
photographs ?
sarcasm ?

confidence
trust? belief
in success -
need to
emphasise
with it negative
connotations?
Here -
general.

thing -> are
Moral of
being at PRL
"you've done" -
Crime/discourse
Prison

Self +
ownership
↳ individual
responsibility

evaluation/
comparison

you -
shared -exp?

Appendix Q

Session 1- Question 1 - Small group 2

Listening 2
Listening 3
Listening 4

- 1 Staff3: Right have a look at these and remind yourself, and see
2 If you can remember some time in the PRU. Let these jog your
3 mind, your memory about when you've had a good lesson or
4 somewhere that you think that things went really well.
5
6 YP5: Yeah all of them.
7
8 Staff: Well tell me a story then about one of them.
9
10 YP5: In the music room I did recording.
11
12 Staff: Sorry?
13
14 YP5: the music room I did recording.
15
16 Staff3: The music room? What one, sorry, show me. [Pause]
17
18 ((Background noise /unclear talk))
19
20 Staff3: Okay right, I think we've got to speak in to the... tell me
21 about this then, what went well? What were you doing there?
22
23 YP5: Huh? I was recording something innit.
24
25 Staff3: What were you recording?
26
27 YP5: Music
28
29 Staff3: Yeah but, had you written it YOURSELF?
30
31 YP5: Yeah
32
33 Staff3: and then what have you..
34
35 YP5: about being low.
36
37 Staff3: How did you feel when you were doing it? What was
38 going well?
39
40 YP5: Happy
41
42 Staff3: You felt HAPPY with it. Anyone else about, did they--
43
44 YP5: ((nods))
45
46 Staff3: Well speak we are recording!
47
48 YP5: Feedback.
49
50 Staff3: Who was with you at the time?
51
52 YP5: Loads of people, it was this room!
53
54 Staff3: Sorry?
55
56 YP5: It was this room.
57

Listening 1

Introduces -
"good lesson"
where - place
photography - place

Teacher anxiety
noticed at the
time - seemed a
little uncomfortable
with task despite
briefing

- notion of success
internal -
you did it.

- mental
health
discourse
/ wellbeing

Based on
prompt cards

Teaching
discourse.

Session 1- Question 1 - Small group 2

58 Staff3: Yeah? And what were people saying?
59
60 YP5: Nothing much.
61
62 Staff3: Nothing much? So how do you know they were
63 enjoying it, that they thought you were GOOD.
64
65 YP5: Because they were smiling
66
67 Staff3: So they were smiling
68
69 YP5: [staff] smiles all the time.
70
71 Staff3: Right what made it possible for you to do that there? To
72 perform there?
73
74 YP5: Confidence.
75
76 Staff3: Is confidence, do you think, they key to most lessons? If
77 you feel good about it then you can perform well. Yeah?
78
79 YP5: ((Nods))
80
81 Staff3: That's fair enough. That's good. ((Directed to YP1))
82 Okay do you want to speak about something that went well?
83
84 YP1: Cooking
85
86 Staff3: Cooking? Okay tell me about it?
87
88 YP1: It's alright.
89
90 Staff3: What were you doing? [[YP5]], [[YP5]], Sorry, one
91 second, look we've both listened to you, so... Listen to [[YP1]].
92
93 YP1: The cream is nice
94
95 Staff3: The cream is nice? ((Laughs)) Right what were you
96 making in cooking?
97
98 YP1: Um, I think, what's it called, (...) cupcakes?
99
100 Staff3: How did you, why did [you
101
102 YP1: I have to, I had to
103
104 Staff3: How did you feel when you were making them?
105
106 YP1: I think, um,
107
108 YP5: You get to do what you want.
109
110 YP1: Huh?
111
112 YP5: You don't have to work.
113

Shaped by
"Feedback"
- YP.

Attachment?
NV feedback

Possible

Internal
Generalise
new.

emotions

You - we?

You - we?
cooking / = work

114 Staff3: Yes she does. Can we do this first and then we can
 115 have a chat, yeah? Right lets go back to this. So you're making
 116 your cupcakes, how do you feel about making them?
 117
 118 YP1: Well--
 119
 120 Staff3: Why did you enjoy the lesson, basically.
 121
 122 YP1: (...) and you get to eat the cream
 123
 124 Staff3: So It's NOTHING to do with, who else was about? So
 125 its just about eating the cream? ((laughs)) So it's not actually
 126 about who was there with you or anything?
 127
 128 YP1: ((Shakes head))
 129
 130 Staff3: Do you find it boring then? Is it quite a fun lesson?
 131 When are you best in lessons, do you think?
 132
 133 YP1: When am I best at lessons?
 134
 135 Staff3: What makes it, what makes it, um, enjoyable?
 136
 137 YP1: I don't KNOW, I don't know, NO lessons are enjoyable.
 138
 139 Staff3: No lessons? Well you were JUST speaking about that
 140 one ((cooking lesson)) Is there nothing that-- nowhere else that
 141 you have had enjoyable, sort of, lessons?
 142
 143 YP1: ((points to music room picture)) Here. Well music's
 144 alright.
 145
 146 Staff3: and why is that?
 147
 148 YP1: I don't know what it is but... Yeah but its [staff member],
 149 and yeah, but I'm fine in his lessons.
 150
 151 Staff3: So Is It more to do with staff? If [music teacher] was
 152 teaching maths, would it be okay?
 153
 154 YP1: I prefer music.
 155
 156 Staff: Yeah but I'm meaning, you're saying its influenced by the
 157 teacher, some of the time, or do you think its all the time? Or
 158 some?
 159
 160 YP1: [Shrugs]
 161
 162 Staff: So what do you think he does that makes It a bit more--
 163 makes it a better lesson?
 164
 165 YP1: I dunno.
 166
 167 Staff3: Right, I've heard some really good stuff actually In the
 168 music room and It's good because it's probably about the only
 169 place that people are quite comfortable to show off their work.

↘ / = work
 "nothing to do with"

enjoyment of learning lessons / = enjoys lesson = cooking

"I'm fine" - behavior?

I'm fine = lesson specific / = one lesson

↘ introducing notion of relationships core introduced in wk discuss

↳ transferable (teacher attempting to prompt this)

↳ confidence introduced by young person

Tension → Teacher: student + activities

Appendix R

Session 1 Question 1 - Whole group

/ = not equal to or the same as

polar constructs?

language link / thread

(Listening 1)

Listening 2
Listening 3
Listening 4

1 Interviewer: So what we're going to do now is just to think
2 together about this question. So, I need your help really, to
3 kind of, to get some information together about this question -
4 when does learning at the PRU go exceptionally well? You
5 talked about some things where you perhaps enjoyed your
6 learning, which were perhaps a high point, so what do you
7 think? When does learning at the PRU go really well?
8

9 Staff4: Boys (when does learning go well) (what makes a good
10 lesson?)

Reframing question in terms of lessons

11 YP7: The teachers!

Is this re-framing in terms of evaluation

12 Staff: So how do you define a good teacher? Someone who
13 let's you do what you want? Someone who tells you off - what
14 would you define?

when do things go well / = good teacher / lesson

Teacher's language frames response - v teacher response

15 YP7: Someone who let's you talk. (green)

16 Staff4: Yeah, that makes a good teacher? You sure? [YP1]?

and again re-framing in terms of behaviour framing purpose of teacher?

17 YP1: Don't talk to me!

not clear in audio where this was response to T.

Pictures related to stimulus activity

18 Interviewer: Which picture did you pick?

19 YP7: Huh?

20 Interviewer: Which picture did you pick?

21 YP7: A few, a good few of them man!

22 Interviewer: A few? So why did you pick those pictures?

Showing resources but adopting for elaboration. (15-19).

gender

23 YP5: Ladies first

Evaluation - 'good teacher. Question: YP evaluation? -

spaces = lessons

24 YP7: Because I like that lesson

25 Interviewer: Okay

language / vocab resources limited

26 YP7: Because its all the teachers that do good lessons, like, do you know what [I mean?] our good lessons.

gender / patronising highlighting dia variations

27 YP5: [Ladies first]

28 Interviewer: What about other people, what pictures did other people pick?

29 YP5: Music rooms, art rooms -- I mean, um-- Cooking rooms--

30 YP7: You know you don't need this app to record you know?

31 Interviewer: On this I do, yeah. Don't worry. So music and art, did you say? Any other rooms?

32 YP5: No music and cooking. [Shows cooking picture]

Session 1 Question 1 - Whole group

/ = not equal / same as

UD = urban dictionary
↔ langlink

Interviewer providing vocabulary

57 Interviewer: and cooking, okay. So what is it about those places that make learning more-- is it enjoyable? What is it?

58
59
60 YP5: Yeah it's enjoyable.

61
62 ((unclear talk))

63
64 YP5: [it makes you have vibe.] - drug-related vocab?

Language resources different for YP + interviewer

65
66 YP3: [What room did he pick?

67
68 Interviewer: It makes you have [what?

69
70 Staff4: [music and cooking

Drug related talk
New PR UD vibrant

71
72 YP5: Vibe, vibe. You don't know what that means because you're ().

73
74 Interviewer: A bit old? [Laughs]

75 YP5: You're lit. - drug related vocabulary? @ Urban dictionary

reutilized talk - from previous disc.
"confident" is YP's voice but all other talk is teacher's

76
77
78 Staff3: [YP5] was saying that when you feel confident in something, then it makes you feel good. And it's a time when the lesson goes a lot better.

Teacher responding to connotations of YP language? Introduces concept of confidence in W&E context.

79
80 YP5: Yeah you're feeling wavy - drug related vocab? @ UD

81
82
83 Interviewer: Do other people feel the same? Are there lessons people enjoy because they feel confident in them?

84
85 YP3: Sorry what was the question?

86
87 Interviewer: Are there lessons that people enjoy more because they feel confident in them?

Not "me", the "lessons"/ "taught"

88
89 Staff4: Do you enjoy lessons because you're good at it/or is there another reason why you might enjoy your lessons?

Teacher connotes confidence to "being good at it".

90
91 YP3: No because the way it is TAUGHT is different.

Int + T using enjoy as "liking" vocab
Rejects notion of "good at" / =

92
93 Staff3: Different to what way?

94
95 YP3: Different than at mainstream school, Innit.

building on comment

96
97 YP5: [interrupts] there's less people.

begins polarising comment than in MS. - people = students? Is this a generalising comment?

98
99 YP3: there's less people so you can concentrate more.

x Is "people" in the context of lesson = teachers about relation strips also?

100
101 Staff3: Well there must be SOME lessons at your mainstream that you like AS WELL?

102
103 YP3: Only certain people. Like PE, like Art.

- Interesting reframing lessons = people.
- Interviewer does not explore "people" comment, which feels like a show, in reflection

104
105 Interviewer: You said that it was taught differently to mainstream, can you tell us a bit more about that?

'continue to emphatic polarising'

Session 1 Question 1 - Whole group

→ pda
/= not equal
→ - long like
claim to truth?

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YP3: 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.

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

YP3: Okay, so basically, um, for example you know [teacher] 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.

Interviewer: Okay, so it sounds like they understand you a bit better [than in the past, where you were previously]. How do other people feel about that?

YP3: [Yeah

YP3: Are you happy now? Are you happy?

Staff: I'm so happy to hear that. Do I get a payrise?

YP3: What d'you say? What d'you say? What d'you say?

Interviewer: What do other people think about that?

YP3: Be like that then, innit. You never said thank you!

Interviewer: [YP7] what do you think?

((unclear group talk))

YP7: About what?

Interviewer: So they were saying that in your lessons, here the teachers understand you better, and they have a bit more time to get to know you and to help you in a way that is helpful to you. Do you feel that that happens for you here?

YP2: No.

Interviewer: Are there any lessons that that happens in particular, where you feel particularly understood?

YP2: Art, um and, uh... music.

Interviewer: Art and music. Why do you think you feel understood in those lessons compared to others?

→ /= MS
they = teachers
→ children who need to be "managed":
/= - properly / they understand how to teach
↳ rejection of MS style?
wrong / right? improvement?
→ M.S
They - teachers partners - peers
not properly
/= PRU where they teach you "properly"

rown in equation manage you
requiring attention / something different?

teachers talk?
MS teacher talk?

Context and teach present.

- what effect does presence of teachers have on children's responses?
YPLs

PRU → MS

- Interviewer introduces concept of 'better'
- Reframes "time to get to know you"
↳ "they read your report"
Interviewer question + receives positive response, despite initial 'no' response
"In MS there's one teacher to 30 children"

Session 1 Question 1 - Whole group

169
 170 YP7: because in, um, what's it called, uh, In cooking yeah -
 171 [StaffX] understands Spanish and [StaffX], I think she speaks
 172 French, I dunno.
 173
 174 Interviewer: So you're thinking about language, okay. What do
 175 other people think, are there lessons that they feel more
 176 understood?
 177
 178 YP7: [teacher] understands English, so does [teacher] and
 179 then um, what's it called in music as well.
 180
 181 YP5: what are you trying to say?
 182
 183 YP7: that [teacher] don't understand English, because he's
 184 [Spanish so I dunno. [Teacher] understands.
 185
 186 YP5: [He's Spanish]
 187
 188 YP5: I understand [teacher].
 189
 190 YP7: No, yeah, [teacher] understands, yeah. He's just bare
 191 slow, yeah. Bare slow.
 192
 193 Interviewer: So you think he understood---
 194
 195 ((unclear group talk))
 196
 197 interviewer: So what about other people? You've got art and
 198 music, are there any other lessons? Are there any other
 199 lessons that go well? What about teachers, what did you think?
 200
 201 YP7: Pardon?
 202
 203 Interviewer: Because there are staff here as well, what do you
 204 think?
 205
 206 Staff: It can be really difficult sometimes because you're not
 207 always in the lessons, all the time. Me, I'm not always in music
 208 am I? I'm in my lessons, so sometimes I don't--
 209
 210 YP3: Basically you teach what you're good at
 211
 212 Staff4: Yeah. But also as well, but I do think the students react
 213 better to practical lessons
 214
 215 YP3: YEAH
 216
 217 Staff4: To put a-- they find it more, uh... easier
 218
 219 YP3: They like a lot of trips, and yeah.
 220
 221 Staff4: So for practical lessons suits a lot of students
 222 here. Because a lot of students, they are SKILLED, of course
 223 they are but, but sometimes, putting them the way mainstream
 224 is set up you can try sometimes so a lot of practical lessons

Misunderstanding?
 redirection:
 vocabulary?

children go
 "off track" at
 this point
 anxious, trying
 to bring conversation
 back.

- not observed =
 not known.

→ call to both.
 teacher is "good
 at" a4-
 misunderstandings
 of teacher's point
 at the PRU.
 interesting vocab
 ↳ reachability
 implying difficulty?
 sensitivity?
 tentativeness -
 because students
 present?
 prefacing following
 comment.

fixed-MS
 "way"

not all?

skinner this but it seems
 important - would this
 have been expected in nice
 depth if students
 not present.

↳ you = I?

limited
 vocabulary/
 tentativeness

easier -
 implying difficulty
 with 'normal' lewaw?
 why?

Session 1 Question 1 - Whole group

not all?

225 and it suits some of the learners as well. For me, practical
226 lessons are good and that is one of the key points of being
227 here as well.

practical lessons ?

229 interviewer: So could you share an example of when you felt
230 somebody was really ENGAGED with a really practical lesson?

Interviewer introduces concept of engagement based on "suits some of the learners".

231
232 Staff4: Well we did diversity last uh.. week or the week before,
233 where we did mixing skin tones, an uh, I was teaching students
234 how to make dark brown, light brown and beige, and that was
235 quite an engaging lesson because they didn't know how to
236 make these colours up and I showed them how and they were
237 really engaged. Usually I don't do painting with them because
238 its really messy so I try to stay away from it, but it was that time
239 that I had to do it but they all done REALLY well and they all
240 engaged and they all done it and I was happy, so...

topic (diversity) & resource not elicited picking up language, re-using - emphasis in talk.

teaching something they didn't know = response to engagement

242 interviewer: Was anybody in that lesson?

emphasis - for students in the room.

244 Staff4: [YP7] and [YP3] was there.

246 YP5: What about me?

248 Staff4: Not you it was when we were mixing the skin tones

250 interviewer: What did you guys-- I don't mean to put you on the
251 spot. What did you guys think about the lesson, did you feel
252 the same, did you feel engaged?

terminology academic / teaching

YP understanding an issue here? teacher adjusts.

254 ((unclear group talk))

256 YP3: Yeah

258 YP7: Very good man [silly voice]

260 Staff4: Remember the mixing the skin tones?

262 YP3: Yeah I liked that bit.

vocabulary - a limitation to my question of engagement

264 ((unclear talk))

266 interviewer: Did you remember the lesson? Did you like it?

268 YP3: Yeah

270 interviewer: Okay, so was there anything else anyone wanted
271 to add to this question? When does learning at the PRU go
272 exceptionally well?

274 YP3: When they take us out on trips.

was introduced by same YP earlier in the context of "practical lessons".

276 interviewer: Okay, [tell us more?]

278 YP7: [I've NEVER been out on a trip]

279

using my language - confirmation - re iteration.

Missed opportunity - why did you like about that lesson?

on thinking about students response to teacher saying they did well.

Session 1 Question 1 - Whole group

280 YP3: When we go out on trips, yeah, it makes us more HAPPY
 281 Innit.
 282
 283 Staff4: She's asking about learning okay?
 284
 285 Interviewer: Does it actually-- do the trips--help you with your
 286 learning?
 287
 288 YP3: Yeah
 289
 290 YP5: sometimes you go to museums, which I haven't really
 291 experienced.
 292
 293 YP3: sometimes they take you to like theme parks and that,
 294 and that makes you like--
 295
 296 YP7: [what your mum alnt took you to a
 297 museum?
 298
 299 YP5: ((pause, then laughs))
 300
 301 YP3: Yeah basically it helps us Innit.
 302
 303 Interviewer: What do you think?
 304
 305 YP3: [YP5], [YP5], [YP5]! Innit, we want to get more trips yeah.
 306 Told you.
 307
 308 YP5: You d**ck head.
 309
 310 Staff3: Shhh! [YP3].
 311
 312 ((unclear group talk))
 313
 314 Interviewer: What do you think? Just make sure, guys;
 315 because there are lots of people talking at once, then I'm not
 316 going to be able to hear what people have said on the
 317 recording. You've said some really important, some really
 318 interesting stuff. What do you think? Do you think the trips help
 319 people with their learning?
 320
 321 YP5: What here?
 322
 323 YP7: No
 324
 325 ((Unclear talk))
 326
 327 YP1: we went to the shops
 328
 329 Interviewer: and did you learn anything?
 330
 331 ((unclear talk))
 332
 333 Staff3: [YP7] you've had your turn, let [YP1] speak now okay.
 334
 335 YP1: I've already done speaking.

- wellbeing
 de al que
 vocabulary around

shapes

- reflective of
 trips = learning?
 ↳ was comment related
 to learning? Had been
 raised in context prior
 of 'practical lessons'

- assumption that
 experiences = learning

↳ YP responds to
 'learning' query - shape
 response

↳ was he likely to say
 happy?

↳ interesting discourse
 here - purpose of educate
 who holds responsibility

↳ Labour govt // new
 Labour // Conservative -
 whose responsibility?

↳ Purpose of space
 Perspective of myself.
 Need to fit expectations
 eg learning - museums?

↳ grouping - we - collectively
 desire

↳ Linking Trips + learning
 (heavily guiding conv-
 ersation in response
 to Staff 4).

learning = going to shops
 "lifestyle" / preparation
 for adulthood / code of
 practice
 (Reflective box - own
 bias towards this view
 of learning)

Session 1 Question 1 - Whole group

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392

Interviewer: So is there anything that anybody wants to add to that question there - when does learning at the PRU go exceptionally well?

YP3: The trips (unclear), you know normally you know the like the good people get to go on trips, Innit. And obviously ().

YP7: We have different lessons here.

Staff4: Basically they like to be rewarded by trips.

Staff3: I think if there's targets, that some people will suddenly start performing better in lessons, if they know that they've got to reach their targets and then there's something at the end of it.

Int: What do other people think about that?

YP1: Yeah

INT: You agree?

YP2: Pretty much yeah

Staff3: And it focuses them a bit more rather than just "be good" *mean* -

YP1: if we finish our work we get to like free time basically, so we can go on the computer or something like that, if we finish all our work and do the extra work.

Staff3: So it's kind of like an incentive.

((unclear group talk))

Int: Okay

((unclear group talk))

YP7: I said swear on your mum's life.

Staff3: What we've not talked about is RELATIONSHIPS actually.

YP3: Relationships?

Staff3: Not actual relationships -- how we get along together between students and staff. We've got a good -

((unclear group talk))

Staff2: Going back to my marriage (laughs)

Int: really quickly before we finish this bit then, [Staff4] said that your relationships are good here--

MS

unclear during discussion also -
Notion of good people -
PRU - not good people

PRU = /MS

direction of talk to YP?
behaviourist perspective /
discourse -
stepping away from well-being
(Yp says happy / not behaviourist).

targets / performing business / economic perspective - (mean)

good kids = "be good" -
→ US / WE - PRU? ch'n?

business / economic dialogue - workers / targets / incentive

significance of the need to not miss it out - needs to be said

- related to joke in warm up task

wasn't speaking idea of MS teacher?

Session 1 Question 1 - Whole group

393 Staff2: Do you feel like your relationships with staff have
 394 Improved?
 395
 396 Staff3: Do you think between staff and students, relationships
 397 are good here?
 398
 399 YP3: Yeah
 400
 401 Staff3: Does that help you?
 402
 403 YP3: You get more teachers like [Staff4] and [StaffX] and they
 404 are a bit more like you. Like [Staff2] he's been kicked out of
 405 like, three schools yeah. So they know how to resolve a
 406 situation.
 407
 408 INT: is there anyone that disagrees with that?
 409
 410 YP7: agrees with what?
 411
 412 Int: Disagrees with that. That relationships are important at the
 413 PRU.
 414
 415 YP5: Yeah?
 416
 417 INT: You disagree?
 418
 419 YP5: I didn't say I disagree.
 420
 421 Int: You agree?
 422
 423 Staff3: Do you think does that make it easier to learn if you get
 424 on better with more teachers?
 425
 426 INT: Could you share an example? Is there a teacher you get
 427 along with particularly well?
 428
 429 YP5: [Staff2] We never argue, we have a special relationship. In
 430 art lessons, he lets us do whatever we want. I'm only joking [X].
 431 I get along with [StaffX] though.

brings about notion
- of improvement
↳ != good (not
always)

Here - not there!
↳

↳ more like / more
than MS).
↳ basis for
comparison
↳ You? we?
generalise!
↳ Like you (we?)
↳ kicked out

} misunderstanding

↳ let us do what
we want
↳ state of discussion

↳ reflection or movement to PRU /
experience / for young people
to have a greater basis of comparison
to see what works

↳ but does it limit specifics about
what is good / not so good specifically
at PRU?
e

Polarisation
"the good teacher"
MS → PRU

Appendix S

Session 1 - Question 2 - Small group 1

Listening 2
Listening 3
Listening 4

1/2 not clear on
polar constructs
links / lang-
listening 1
framing

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

5
6 YP3: Who? [Name]?

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

improvement

15
16 YP3: A good story?

18 Staff4: Yeah like from a lesson that went really well, or one
19 where you thought, do you know what, I really need to fix up; I
20 need to really treat right? G?

moral of being
at PRU?

22 YP3: Can I talk about my journey to school?

24 Staff4: No talk about something from when you're here. (...)
25 Think about yourself and your behaviour.

good lesson
& related
to behaviour
Makes
connection

27 ((Background noise: unrelated disruption))

29 YP3: Right so a story here yeah? Uh, OH YEAH, no basically
30 this time innit, I was--

32 Staff4: In this school

34 YP3: I was in [teacher name]'s class and we're doing
35 numeracy

37 Staff4: Just one minute I'll take you off the--

39 YP3: You'll take her? [Laughs] So it was numeracy yeah and
40 [teacher name] was teaching us and I was doing this kind of
41 method for numeracy innit and she never knew how to do this
42 method so I just taught her. You taught teacher name

something impressive?

44 Staff4: You taught [teacher name]?

46 YP3: Yeah I'm PROUD. It was about this method innit, this
47 very A-star method and she never knew it.

49 Staff4: What like the box method?

51 YP3: No it wasn't the box, it was like the box, but it was more
52 like, complex.

school grading -
as a means of explain-
ing something impressi

54 Staff4: I see, I see, I see. What about anything that's helped
55 you?
56

- community of
Talk within PRU
- where did this
originate?
Risen discourse
reformation?
sec 'Ending
gang violence'
doc.

- academic
discourse

Session 1 - Question 2 - Small group 1

57 YP3: Something that helped me?
 58
 59 Staff4: Something that's helped you and made you think, do
 60 you know what, I need to fix up. I can't keep doing what I'm
 61 doing. I mean do you realise that? Or has that moment not
 62 come yet?
 63
 64 YP3: Nah that moment came when I was-- You know when I
 65 was in [school name]? When I was in that room for four
 66 months? That's when I realised
 67
 68 Staff: Yeah?
 69
 70 YP3: But to be honest yeah? Before I was excluded, I was
 71 already changed innit? I just had that thing on me--
 72
 73 Staff: You just had to go through that whole process of coming
 74 here... ((Sarcastic))
 75
 76 YP3: I just had that thing on me, yeah. I was gonna dispose it,
 77 innit?
 78
 79 Staff: YEAH, I get that, I get that.
 80
 81 YP3: Because in my head. Because I had I bare-- I had like
 82 five meetings in like, November, and I'm like, oh f*ck I have to
 83 change, innit. Because they were proper already sending
 84 threats like I'm already gonna get kicked out. You get me? So
 85 I'm like yeah I'm gonna change. So the time I changed, yeah? I
 86 got one last thing to do, dispose that sh*t and that's it. And
 87 that's when I got caught. Like what's the point?

- fix up -
change /
realisation
- notion of
wrong path

behavior
expectation of
realisation
↳ notion of epiphany
"isolation"
"doing time" prison
discourse?

change
disbelief?

tragedy?
unfortunate/
unfair/undeserved.

before I change

the epiphany / change /
doing time
↳ linking to prison
discourse.

- referring
to thoughts
of a past
self.

Appendix T

Session 1 - Question 2 - Small group 2

listening 1

/ = not equal
o - o - polar → link

listening 2
listening 3

listening 4

1 Int: So I want you to think of a time when you felt like you felt
2 the benefits of being at the PRU. The reason I'm asking this
3 question is because it could help you to think about what's
4 good about being here, how does it help people when they're
5 here? What do you guys think? How does the PRU help
6 people when they are here?

8 YP5: It helps them understand. Like, that it aint good to be
9 inside here. And like, its not good that you're here.

"inside" - prison
discourse?

11 Int: Okay

13 YP5: Can you restart that?

15 YP1: But it is at the same time. [Because--

holding two ideas within
same argument
polarisation

17 YP5: [Shut up. You're not meant to
18 be here.

20 YP1: No you shut up!

22 YP5: No you shut up.

24 YP1: No. There's a—

26 Int: Go on

28 YP1: you need a bit of time out and everything so you can
29 come and fix up, the only thing is you, you miss out on some of
30 the things that are going on in school, innit.

sort yourself
out.
fix-up - broken?

32 YP5: You need to fix up your brain. ((Laughs))

you = me
you = fix up = internal
internal

ventriloquating
masculine voice?

34 YP1: Shut up, before you get beat up. | v

36 YP5: What by you? I'm scared. ((Laughs))

38 Int: So you said about fixing up, how do you fix up before you
39 go back to school?

41 YP5: (Your brain) v

internal
something is wrong,
broken

43 YP1: Oh shut up mate, you're so f*cking annoying! Miss tell him
44 to shut up, he's bare annoying!

46 ((Background noise: Unrelated discussion))

48 Int: So do you want to just carry on with what you were saying?
49 You were saying that here is a good space where you can, sort
50 of, fix up before you go back to school.

52 YP1: Yeah 'cause you need time out and, I dunno.

ventriloquation -
stories told before
about why
you're here.

54 YP5: You need to reflect. Well you need time out and you have
55 to reflect when-- When you come here, and it allows school to
56 have a bit of time off! (...) and in this school they have special

fixing up:
reflecting /
time out

1 school have
'time off' -
from behaviour?

rentriquata
- a story told
before a
caning voice -
may be here
to help
you.

rentriquation -
behaviour
management
teaching
community
of practice.

rentriquating
teachers.

rentriquating
teachers.

57 (v) teachers who know how to deal with people who have different
58 (v) like different issues, like some people, just an example, some
59 people get abused probably at home and they're violent, or
60 some people get anger issues or they get bullied. So if you
61 come here there's teachers who will show you like, how to
62 manage your behaviour. (v)

63
64 Int: Yeah, okay. Can you think of a time when you really
65 benefitted from that? Is there..?
66

67 YP5: Well the other day, I was about to beat them up, I was
68 about to get mad. Then the teacher told me to calm down, and
69 when I reflected about it, I thought that if I hurt him, or touched
70 him, or laid a hand on him, that will mean I would not go
71 back to school. And that would have been a minus point for
72 me.
73

74 Int: What do you think helped in that situation?
75

76 YP5: The teachers told me to calm down and I had lots of
77 support from the teachers. And I had positive feedback.
78

79 Int: Oh okay. That's really important as well isn't it? Okay, so
80 [staff3] can you think of a time when--
81

82 ((Teacher's phone rings))

specialised -
requiring specialis
support to fix up'

manage behaviour
- school/teaching
discourse
↳ but talks to
emotional difficulty.
de-escalation

- 3 strikes .. ^{obehavio} ist.
- reflection is about
returning to school
- emphasis on what
teachers did.
- teaching community
of narrative

→
theory in action?

fixing up - reforming
getting on the
straight & narrow?

Appendix U

Session 1 Question 2 - Whole group

listening 1

= not equal to
- polar constructs
- links in language

Listening 1
L3
listening 4

ventiloquation
- prison discourse?
or what has
been told before -
you shouldn't be
proud to come here.
- ventiloquation
of past self
- ventiloquation of
irony? hidden
polemic? idea
that ventiloquated
voice is self -
deprecating

rephrasing my
question

- therapeutic/
technical
language -
use act 100%
clear
↳ engaging with
adults?

1 Int: Okay so you had like a little discussion in your each of your
2 groups, and they sounded like they were going really well. So
3 just wanted to come back to this question, what do people
4 value or appreciate most about being a member of the PRU?
5 So what do people get out of being at the PRU? What ideas
6 did people come up with?

value =
appreciate =
get out of

8 YP5: I don't know.
10 Int: There were some really good ideas coming from my group
11 actually.

a bad place?
prison discourse?
motivation to get out of
a bad place?
(S1Q2 SG2)

13 YP5: Miss, just to tell you, this aint a GOOD PLACE. You're
14 saying it like--
16 YP3: Yeah exactly, 'cause some people like don't wanna be
17 here, innit Miss? ((towards Staff3/Int?)) You know when I was
18 in [undisclosed school]. I was like this place is basically for
19 [bad kids, you know like unable students].

o PRU for
simple bad
kids.

21 YP5: [It's for simple bad kids [shouted].
23 YP3: Exactly, but we SHOULDN'T have unable students.

teaching discourse
own experience of teacher
saying who is right or
wrong for a setting.

25 Int: Okay let me reframe it, what do people value about the
26 opportunity to be here? So what does it give them?

speaking for YP
prison discourse

28 YP3: No one wants to be here, innit. No one wants to be here.
30 Staff3: You'd be surprised. Like some people--

32 Staff2: YEAH. Maybe you don't want to be here but some
33 people get something from it. What do you get from being
34 here? What have you got out of being here?

turning on PRU -
negative -
groupthink/
consensus between
YP in group. PRU=
bad.

36 YP3: Um
38 YP7: Sh*t, f*ck all.

40 Staff3: You could have just continued at your old school, yeah.
41 Imagine if whatever had not happened

43 YP3: Basically, this is some sort of counselling place, you
44 know. Its like on the sly.

therapeutic
sneaky?

46 YP5: On the sly ((laughs))

48 Staff3: Well.. Maybe. Kind of, in a weird way.
50 Int: Did you say counselling?

52 YP3: Yeah its like, innit--

54 Staff3: Are you surprised by what you got out of here
55 compared to what you thought initially?
56

Session 1 Question 2 - Whole group

57 YP3: I was CHANGED before. You know when I was in
58 [mainstream school name]? And I was in the unit for four
59 months? Before I got kicked out, when I was in the unit for four
60 months, do you remember? That's when I was changed.

a place for ^{pea} to
change
epiphany?
reformation?

62 YP5: [4 months? That's bare long!

64 YP3: [4 months.

66 Int: It sounds like-- it sounds like for you, the change happened
67 before you came here. So you felt that before you came. What
68 about other people? Other people shared that PERHAPS there
69 was [something

assumption
that 'a change
will happen'
- as in Singapore
line 59

71 YP5: I changed when I come here

"the change"
negative change

73 YP7: You get naughtier when you come here.

75 YP5: In secondary--

77 YP7: You become the people you associate with!

parental
community
of narrative?

79 Staff3: For some people it goes up and then down. And then it
80 calms down.

82 YP5: They put you in a little room for like, two days. ((Laughs))
83 Or one [lunch time.

85 YP3: [Which kind of primary school is that? ((Laughs))

87 YP7: They give you biscuits and tea! ((Laughs))

89 YP1: No you're with the teacher-- you're with the teacher and
90 she has to give you some maths work or stuff like that.

92 YP3: In Primary they make you face the wall! ((Laughs))

94 YP7: Gives you one biscuit, and you're like "noo!" ((makes
95 noise, then laughs))

masculinity /
one-upmanship?
↳ 'doing time'
↳ prison discards

97 Int: Okay so in our group, some of the things that came up
98 were that this was perhaps a space where people could come
99 and fix up before they go back to school. Do people feel that
100 this is a place where you can kind of get yourselves sorted
101 before going back to school?

change
internal
reflex

103 YP5: ((makes noise))

105 Int: [YP5] what do you think?

107 Staff2: [YP5] what do you think? Would you say?

109 YP3: Yeah

111 YP5: Sorry?

112

- venting
of a parent /
adult figure?
- cultural perspective
"in the wing crowd"

- from previous
discussion -
notion of reformation

Session 1 Question 2 – Whole group

113 Int: Somebody said that it was a place that you could fix up to
114 get ready to go back to school. And [YP5] was just saying that
115 he agrees.

116
117 YP3: I think you said that [towards YP7]
118

119 Int: Do you want to share a bit more about that, about what you
120 mean by that?
121

122 YP5: No. When you're here, yeah, it just helps you to like
123 concentrate in your lessons. 'Cause like, um, for some people
124 its a good environment, because there's not many people
125 inside the school. So in one lesson, you can concentrate, but
126 not for me, for some people.
127

128 YP3: Basically, like thats it. Private school. You know, 'cause
129 in private school they have one on ones innit. [The work is too
130 easy. Its too easy for me innit.
131

132 Int: [So there's
133 something about the one on ones?
134

135 Int: What do other people think? Do other people think it has
136 given them an opportunity to get ready to go back to school?
137 [YP7] What do you think?
138

139 YP7: Me? Yeah it helped.
140

141 Int: Is there anything that has helped you in particular?
142

143 YP7: What being here?
144

145 ((Background noise))
146

147 Int: Yeah
148

149 YP7: To listen to the teacher.
150

151 Int: Is that something that was difficult before?
152

153 YP7: Yeah.
154

155 ((Background noise: Disruption))
156

157 Int: Does anyone else want to add anything to that question?
158

159 YP7: What did you say?
160

161 Int: So in terms of what do people value or appreciate most,
162 does anyone think there's anything else important to put on
163 here? So I put down GCSEs, counselling, something about
164 helping you to concentrate.
165

166 YP7: You don't want to sit your GCSEs in this environment
167

168 YP3: Yeah

env - not internal

- PRU

"unable students" link?

behaviour / compliance?

the 'correct' response?
a 'good' kid?

Can't find original contribution in data?
GCSE's - where was this originally raised?

environment = negable for academic success.

Prep + for concentration "good environment"

Session 1 Question 2 - Whole group

169
- another
child's
talk -
sarcasm?
170
171
172
173
174
175
176
177
178
179

YP7: In this good environment man ((silly voice))

sarcasm

YP3: Yeah you'll get 4 GCSE's and an apprenticeship if you stay here, so...

- Negative outcome?

YP5: That could happen, you know.

- Motivation to move on?

[Background noise: Disruption]

~ a bad place
for bad kids -
a counselling
place
↳ who has to change
↳ YP?

Appendix V

Session 2 - Question 1 - Small group 1

listening 2
L3
listening 4

listening 1
/= not equal
pda
link

- 1
- 2
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- 56

Staff2: So in your small groups I want you to think back through your time at the PRU and find a time that was a real high point, where you feel people were effective and engaged with their learning. What were you doing? How did you feel? So what do you think we should be talking about then? So what was your best time here-- since being at the PRU what has been your best time?

YP4: The zombie thing innit?

Staff: The zombie film, yeah? And what's the reason for that then?

YP4: Everyone was on it.

Staff: Yeah? And everyone was involved? Did you have a lot of your friends that was involved in the zombie film?

YP4: Yeah.

Staff2: and If you don't mind me asking, what was your role in the zombie film?

YP4: As the cameraman.

Staff2: Cameraman, yeah? And from the whole project of the zombie film, what was the best most enjoyable part of the project? What was the highlight, the best highlight for you in that zombie film? Was it a typical day when you was filming, or was it a particular act or scene? (...) Or did you just enjoy the whole thing like when you guys were going round filming different students.

YP4: Yeah.

Staff2: and what were you asked to do then?

YP4: Film the roles. Hold things.

Staff2: and how long was the project running for?

YP4: Two weeks.

Staff2: Two weeks, yeah? and what kind of-- what things were you asked to do? Like what-- in the film, what was your plan inside of things?

YP4: (...)

Staff2: Was you taken around the rooms, like, or was you given like, little scripts? Was you told what to film in different areas? Right okay, so coming away from the zombie film. You've been here for about, what, one year, [YP4]? So could you tell me one good memory that you've had, like one good memory, whether its writing music or PSHE, ICT, Maths, English, or the gardening project even, what memory do you

reading from prompt sheet
reframes question
+
effective + engaged = enjoyable?

Structuring questions to elicit answers about structure of lessons

Teacher eliciting ideas from student is this helpful - large group discussion - to allow contribution

Power-Teacher leading based on own knowledge of activity?

= effective + engaged?

Session 2 - Question 1 - Small group 1

57 think of where it kind of made you laugh? I've seen you laugh a
58 few times. Like away from the project, you know where else--
59 away from the zombie film, what else has you?
60
61 YP4: I dunno. The trip innit.
62
63 Staff2: Oh that's interesting. What kind of trip was that?
64
65 YP4: The Camber Sands one.
66
67 Staff2: Oh Camber Sands. Why did you like that particular trip?
68 You've brought some [big memories back now.
69
70 YP4: [Because
71
72 Staff2: What were the best bits? What were you doing, what
73 were they doing when you were chucking shoes (). Trying to
74 keep the whole (...)
75
76 YP4: (...)
77
78 Staff2: ((Laughs)) And what were you trying to do?
79
80 YP4: Trying to swim after they thrown me in the water? (...)
81
82 Staff2: And I remember, I don't remember if it was you but
83 someone dropped their phone in the water. (...) So apart from
84 getting chucked into the, thrown in to the water, what else--
85 and the beach...
86
87 YP4: It's not like working. It's more like, valuable innit. More
88 valuable. Than work.
89
90 Staff: Than work. And how about all the food, all the food, and
91 all the seagulls running around trying to attack you to get to the
92 food. And at the top of the hill, at the top of the hill, I know that
93 at the top of the hill some of you tried to hide from some of
94 them. ... Is there anything else you can think of? You've come
95 up with the zombie film, you've come up with Camber Sands
96 beach, have you got any more ideas, yeah?
97
98 YP4: Will we do more stuff like that?
99
100 Staff2: Possibly. There probably will be one, just not yet. But
101 um, how about in the building, how about in your lessons, how
102 about in a particular lesson. What other good memory have
103 you got?
104
105 YP4: Just Music. Just working hard innit. Rapping.
106
107 Staff: What like when you rapped into the mic? And when was
108 that then?
109
110 YP4: Dunno last week.
111

enjoyment
reminiscing
(genre)

knowing/not knowing
performativity for purpose
of perceived audience

reminiscing
(genre)

being effective +
engaged / = working
enjoyment / = working
more valuable
↳ experience
Dewey's cultural
capital

Shared experience
of enjoyment

(Staff 2 is music
teacher)

asking with curiosity
despite knowing

Session 2 - Question 1 - Small group 1

112 Staff2 Oh last week. Friday. What about the music you wrote,
113 last week? What did you like about the whole thing then?
114

115 YP4: It was fun
116

117 Staff2: Fun in what way?
118

119 YP4: Fun in (...) innit?
120

121 Staff2 What because you was rapping with some of your
122 friends, or you was--
123

Links to social
element for 2nd
time

124 YP4: No [YP name] was just rapping innit? [YP name] was just
125 rapping. Like you don't know what he say. Like, he's just
126 saying what's in his mind, innit.
127

expression

128 Staff2 Yeah. So who was that then?
129

130 YP4: I don't want to say [unclear]
131

132 Staff2 You don't wanna mention his name, huh? And um, was
133 that your first time rapping or did you rap somewhere before?
134

asking to
elicit response

135 YP1: Like I did some rapping in school, but, ()
136

↳ speaking 'to'
the dictaphone?

137 Staff2 () so maybe you can take it further?
138

139 YP1: (...)

Genre seems to
oscillate between
reminiscing of
times past - emotional
closeness

&
evaluation/
excitation.

Appendix W

Session 2 - Question 1 - Small group 2

Listening 2
3
Listening 4

listening 1
/= not clear
polar
wink

1 Staff1: Right what is the highest points in the PRU? That you
 2 have had here?
 3
 4 YP2: What's a point like? end.
 5
 6 Int: So what you could perhaps do is pick a photo of a place
 7 where you think you have really enjoyed learning most, a place
 8 where you felt really engaged with your learning--
 9
 10 Staff1: So you've got the games room
 11
 12 Int: They're double sided as well.
 13
 14 Staff1: Okay. You've got the cookery room. You've got [anon
 15 teacher]'s room, the English room, Maths, [anon teacher]'s
 16 room.
 17
 18 YP6: Who's that?
 19
 20 Staff1: PE. Doesn't matter
 21
 22 YP6: I know who that is
 23
 24 Staff1: Doesn't matter, let's concentrate on this. We've got
 25 PSHE.
 26
 27 YP6: [anon headteacher]'s room, and [anon deputy
 28 headteacher]'s.
 29
 30 Staff1: Art.
 31
 32 YP1: Yeah
 33
 34 Staff1: The garden. Also we've got [anon music teacher]'s.
 35
 36 YP6: We should get a school dog, you know.
 37
 38 Staff1: I'll bring mine in.
 39
 40 YP6: Have you got a dog?
 41
 42 YP2: I'm gonna say I'm gonna say PSHE.
 43
 44 Staff1: PSHE? What about yourself?
 45
 46 YP2: What?
 47
 48 Staff1: You need to concentrate on what we're doing.
 49
 50 YP2: I like the lessons in PSHE.
 51
 52 Staff1: You like the lessons in PSHE?
 53
 54 YP6: No I like the lessons in Art.
 55
 56 Staff1: You like the art room? Why--
 57

enjoyed = engaged

listing frames following discussion

school is like home?

- listing frames 'choice' element? - gameshow?

disagreement?
lessons - not just spaces
space referencing
space as opposed to 1 lessons

Session 2 - Question 1 - Small group 2

58 YP2: Sighs.
 59
 60 Staff1: No, no, no. He's entitled to his opinion, and he's never
 61 said—
 62
 63 YP6: No I like the cooking room as well.
 64
 65 Staff1: You like the cooking and the art room?
 66
 67 YP6: Yeah what can I do my lessons in the cooking room?
 68
 69 Staff1: Well no. Its just that, what do you enjoy about being in
 70 the art room?
 71
 72 YP6: I don't know
 73
 74 YP2: I enjoy being in the PSHE room.
 75
 76 YP6: He plays music in there.
 77
 78 Staff1: He plays music in there? Does that relax you?
 79
 80 YP6: I just like it.
 81
 82 Staff1: You just like it? And you in the PSHE room?
 83
 84 YP2: Basically, yeah. I like, like—
 85
 86 YP6: And I like the music room
 87
 88 YP2: topics like the— you know like geography and different
 89 countries and stuff like that?
 90
 91 Staff: So you like discussions?
 92
 93 YP2: Yeah, discussions.
 94
 95 Staff1: So you like the geography, the dictatorship, did you like—
 96
 97 YP2: No like economics and all that kind of stuff.
 98
 99 Staff1: You enjoy your economics?
 100
 101 YP2: Yeah stuff like that. It really gets to me, it makes me
 102 happy, you know ((sarcastic? Smiling, taps chest)). It makes
 103 me happy.
 104
 105 Staff1: Fantastic.
 106
 107 YP2: ((Laughs))
 108
 109 Staff1: So [YP6], going back to you again. You like, you enjoy
 110 the music, do you enjoy creating different types of music? Or
 111 listening to music mainly?
 112
 113 YP2: Creating and listening.
 114

- changes reference to space

Space

- orienting towards space
space

Space

- environment

- simple - no elaboration

- returns to discussion about 'essays' not 'rooms'

- infers

- admission of enjoying learning

- difficult in social context +

- sarcasm speaking to peers

giving an opinion

Session 2 - Question 1 - Small group 2

115 Staff: Creating and listening? [Okay, brilliant. So going back
 116 again, [YP2], because you've been helping in the gardening
 117 project ((shows picture of garden)). Over the couple of weeks
 118 that you've been active in the garden, have you seen any
 119 progress yet?
 120
 121 YP6: [Yeah
 122
 123 YP2: (...) Sort of.
 124
 125 YP6: You should get some chickens you know.
 126
 127 Staff: We should get some chickens. We took some photos
 128 before and after, does it look like this now? ((shows
 129 photograph))
 130
 131 YP2: No.
 132
 133 Staff1: Doesn't look nothing like this now?
 134
 135 YP2: Not that really.
 136
 137 Staff: Has it improved do you think? In your opinion?
 138
 139 YP2: Yeah.
 140
 141 Staff1: It has improved in your opinion.
 142
 143 YP2: Its quite hard working though. Like obviously, I'm a big
 144 guy so.
 145
 146 YP2: ((laughs))
 147
 148 Staff: When we go out for PE, because you forgot to mention
 149 PE. Do you enjoy PE in the PRU?
 150
 151 YP2: Yeah PlayOn, PlayOn, like we
 152
 153 YP6: We play football all the time.
 154
 155 Staff: So what do you do in PlayOn?
 156
 157 YP2: We play football and like, badminton, and volleyball and
 158 stuff.
 159
 160 Staff1: Is it indoors or outdoors--
 161
 162 YP2: And guess what? They let you drink water there
 163
 164 YP6: ((laughs))
 165
 166 Staff: They let you drink water at PlayOn? Is it indoors or
 167 outdoors?
 168
 169 YP2: Its indoors so it's nice.
 170
 171 Staff: So you enjoy it because its indoors?

Swift -
 little space give
 for storytelling
 element
 ↳ Speaking 'to' -
 evaluation - me as LA
 representative
 speaking 'to' -
 using space to explain
 options - ask for things
 eg animals, trip
 (see S...)

Saying 'the
 right thing'.
 Going along with
 what teacher
 says? Power?
 Sarcasm?

related to
 previous incident

Session 2 - Question 1 - Small group 2

172
 173 YP2: Everything gets to me, innit ((laughs))
 174
 175 YP6: (laughs)
 176
 177 Staff1: What do you think is horrible about being indoors
 178 though, in the summer?
 179
 180 YP2: Um, Indoors, nah its fine because I play PS4 or but if I'm
 181 out, I'll be out like out actually with the () like actually on the
 182 strip.
 183
 184 Staff1: No, no, no, we're talking about PRU, not in your
 185 personal life (laughs)).
 186
 187 YP2: Staying in or... well its nice to play inside, but then again
 188 it would be nice to play outside, because I feel that it would
 189 have a really good impact on the students ((leans in and talks
 190 into microphone)).
 191
 192 Staff1: What about the activities we do in [nearby town name]
 193 and bike riding? You forgot to mention. Do you enjoy that in
 194 the PRU?
 195
 196 YP2: Well I haven't gone canoeing yet because like the
 197 teachers, they don't think I'm, like, suitable for it yet.
 198
 199 Staff1: Yet.
 200
 201 YP2: One day.
 202
 203 Staff1: It's a goal to work towards, yeah?
 204
 205 Int: Just before we finish, I was just wondering if you would be
 206 prepared to share a story where you felt young people in your
 207 class were effective and engaged or where a particular young
 208 person was really effective and engaged with their learning?
 209
 210 Staff1: I think in the PSHE, where I found that [YP2] and some
 211 other students were really engaged in like, finding out about
 212 dictatorship, which was last week.
 213
 214 YP2: Yeah dictatorships like Kim Jong Un, my faithful leader!
 215 And Bashar Al Hassad and like Vladimir Putin and stuff like
 216 that. Like, it's really good like, ho, no, no, I'm being serious
 217 now, I like enjoyed listening to it. And like, working to it.
 218
 219 YP6: It gets to him.
 220
 221 YP2: Yeah, It gets to me
 222
 223 Staff1: I enjoyed actually listening to you guys when you was in
 224 the PSHE, and learning that-- some of the things I didn't even
 225 know about some of the countries in the world, which opened
 226 my eyes a lot. Which I was glad to know that I could learn off of

Struggling to take seriously led by teacher?

Staff trying to elicit information not nec. space for storytelling...

Speaking 'to' - dictaphone, LA // school management (saying the 'right' thing?)

Things we haven't mentioned - assumed in participatory progress: increasing suitability

Speaking to students building on what they had already shared

Sarcasm / = dismissive NO, NO, NO - SERIOUSNESS

Sharing ideas in group - masculinist status?

mutual enjoyment

despite 1-position, the context highlights speaking through language which appears not to belong to YP2

re-locating my language?

Session 2 - Question 1 - Small group 2

using YP2's
language -
retelling YP2's
story from an
perspective

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you lot. Like who was dictatorship and what was the other word?

YP2: Democracy.

Staff1: Democracy.

YP2: And monarchy.

Staff1 and Monarchy which was brilliant, which I found fantastic and helpful.

Int: Excellent, thank you guys.

Speaking up to
YP - based
on what they
had shared

Narrative space
as opportunity
- "we should get"
- "can I"

Mutual enjoyment
through
re-storying
ie teacher re-
storying YP experience

Listening 2
L3
Listening 4

Appendix X

Session 2 - Question 1 - Whole group

Listening 1

≠ not equal

→ polar

↳ link

1 Int: So thanks for sharing your ideas in those small groups. I
2 heard a few things that were going on and it sounds like there
3 were some really great contributions. I wanted to come back to
4 this big question now. So this one here - when does learning at
5 the PRU go exceptionally well?
6

7 ((Background noise))

8
9 Staff1: Guys, guys.

10
11 Int: Did you guys catch that?

12
13 YP2: What?

14
15 Int: So when does learning at the PRU go exceptionally well?
16 So when does learning at the PRU go really, really well?
17

18 YP2: When there's less kids.

19
20 Int: When there's less kids? Do you want to tell me more about
21 that?
22

23 YP2: Like, when there's more kids, people, because it's like a
24 PRU, like people get distracted and stuff. So now that there's
25 less kids and stuff, like, now, it's better 'cause it's not too many
26 people. Like, I dunno - when there's one person, the extra
27 person is one person more to do something bad, then they'll
28 make people do other things bad, and then it gets bad.
29

30 Int: Okay, what do other people think about that?

31
32 Staff1: [YP6 name], concentrate.

33
34 Int: What do you guys think about that?

35
36 YP4: It's true innit.

37
38 Staff1: What do you think [YP6]?

39
40 YP6: Um... True.

41
42 Int: It's true?

43
44 Staff2: Try and explain why it's true.

45
46 YP6: Because I agree with it.

47
48 Staff2: Because he's given a good explanation. And you can
49 kind of add on to that a bit well, so, [YP6] why do you think its
50 true for then? Because what's interesting here, what's
51 interesting here, uh, [YP6] with what [YP2] has said is that all
52 of you, individually have been in that situation, and that's why
53 he has come up with it. Whether its break time, lunch time...
54

55 YP4: Yeah, if one person does something. For example like
56 say if one (...) innit.

one person =
anyone
everyone can
do something
bad?

Temporal element
then → now.
- mainstream
implied?
PRU

- increasing likelihood

- Perceived to be
an accurate
interpretation
- some element
of truth being
enforced?

Session 2 - Question 1 - Whole group

- other children in class
gender
internal other - not verbal interaction - attributed speech.

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112

Staff2: [YP6], [YP6] have a little respect

YP4: Then someone else with this on 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 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.

Staff2: Right so you're saying that within a matter of minutes, like loads of things can be going on around you

YP4: 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.

Int: Okay, so what do you guys think about that?

Staff1: I think, sorry I forgot what was the question?

Int: We were talking about class sizes, so where they are small.

Staff1: I think the smaller classes does help a lot. It depends on what subject is being taught, also because a lot of students here are obviously here for behaviour, um, and different reasons for this. A lot of the children doesn't have a good time span for concentrating and get distracted very easily and get sucked in. And all of a sudden they're doing stupid things, so it's trying to keep students on task. Very difficult.

((Background noise))

Staff2: I think in a minute I'm going to move both of you; this is the reason why we don't have you together. It's interesting you say about smaller groups, well you can't get smaller than this. So if that's the case why is there so much noise? If this is a small group. You have just come back from a few days off and for some strange reason and haven't got a lot of () going on. It's not funny, yeah. And if you don't mind me adding on to that as well, [Staff1], you have been here for a very, very long time, and it's what [YP4] is saying, because he's been here for a year, since we, became [anon KS3 PRU name] for the year 7, 8s and 9's, is that its a bit of a catch 22 because when we got large groups, it all depends on, like [Staff1] was saying, what lesson and what students are in that group, because in my experience, when we done some big groups, and [YP4] can add to this, we've had some very successful times, across all lessons. Across the PRU, like the zombie film, [YP4] as you know. In small groups, [Staff1] is definitely right, but in this case, it can just take one plum, yeah, like what we're seeing right now, that can disrupt the whole thing. So for me it's always--

Staff1: [As well, I think, go on, sorry to interrupt you.

external present?

Series of events
↓
escalation
↓
stapstick?
less comedic, more factual.
Before you know it -
↓
chaos?
chain reaction
↓
predictable!

- obvious? why
↳ observed behaviour in context? repetition
} speaking to YP? to be back on task?

- disconcerting?
- power?
- disbelief.

- depends, but success across all lessons.
- theory-in-action?

links to YP4 line 55

Session 2 - Question 1 - Whole group

113 Staff2: Yeah go on.
 114
 115 Staff1: Well its learning levels, you know. Because every
 116 student has a different learning level, so I mean, like now,
 117 we've got to really entertain some students from drifting off.
 118 What do you reckon [YP6]?
 119
 120 YP6: I agree with you
 121
 122 Staff1: Okay. What did I say?
 123
 124 YP6: Because you said some students are drifting off.
 125
 126 Staff: What did I say before that though?
 127
 128 YP6: I don't know.
 129
 130 Staff1: Learning levels.
 131
 132 Int: You looked like you were listening; you look like you were
 133 listening. So what photos did people pick? What photos did
 134 people pick of times when they were learning best?
 135
 136 Staff1: What photos did you pick, what photos did you choose?
 137
 138 Int: Of places where you learn best. What photos did you guys
 139 pick?
 140
 141 YP2: PSHE.
 142
 143 Int: PSHE? Do you want to tell us a bit about PSHE?
 144
 145 YP6: It gets to his heart
 146
 147 Staff1: [let him answer].
 148
 149 YP2: Yeah it gets to me, it makes me happy. Right basically,
 150 PSHE is like, I dunno discussion things, and 'cause it's like
 151 worldwide things as well, yeah, like, geography and stuff,
 152 there's a lot of things to discuss. I like to talk about stuff like
 153 that and like, politics and stuff like that. Then another one I like
 154 is, like, the table tennis room because that's nice and fun. And
 155 music and cooking. Music, I just like to listen to music or like,
 156 people and stuff and I like to like, write lyrics. And uh, cooking,
 157 I just like cooking because uh, I'm hungry.
 158
 159 Int: So why do you think learning goes well in those places?
 160
 161 YP2: I dunno, so like, first of all, like teachers are nice and
 162 stuff. I'm not saying in other lessons they're not, like, but like,
 163 they're nice and stuff. And then its um, it's like a good lesson,
 164 like it's fun and stuff, it's not like, boring and stuff? And um,
 165 yeah. It's like cooking and music, them two are like, it's not a
 166 lot of writing. It is writing and that yeah? Like, but its still like---
 167
 168 Staff2: Its more practical activities basically, yeah?

teaching
discussion
singular?

} testing
power

Need to redirect
discussion to
avoid further
reprimanding.

from SG
activity

pattern of
speech replication
small gp
discussion

disclaimer for GP/SM

related to
SG disc.

mimicking
listening from
small group
discussion.

speaking 'to'
Staff in the room
good = fun
= not boring
writing of

3 teaching
community of named

Session 2 – Question 1 - Whole group

- 169
170 YP2: Yeah.
171
172 Staff1: What about yourself [YP6] what do you find interesting?
173
174 YP6: Uh, my motorbike X
175
176 Staff1: Right is that in the PRU?
177
178 YP6: Oh, um, I find music interesting, PE, um, cooking.
179
180 Staff1: So you like practical stuff as well.
181
182 Int: Why do you think those places are successful? Why do
183 you think those places are where you learn best?
184
185 YP6: Because you do things.
186
187 Int: Tell us a bit more.
188
189 YP6: Like, you learn.
190
191 YP4: Its fun.
192
193 YP6: Yeah its fun, I like practical.
194
195 Staff1: You like practical stuff?
196
197 Staff2: Well he said something interesting about Friday. [YP4]
198 do you want to tell everyone about Friday? Which wasn't
199 planned to be but what happened was, they finished their
200 music lesson. Now what's interesting is, [YP4] has been here
201 for a year, and I have never, ever in my whole life heard him
202 rap. And I didn't even know he could even do any, type of
203 rapping.
204
205 Staff1: [YP6], [YP6], [YP6].
206
207 Staff2: [YP6], come and sit on this chair. Hurry up. In a minute
208 you won't be in this room, yeah. It's up to you if you want to
209 take forward steps or backward steps. Are you listening to me? X
210 Yeah?
211
212 YP6: Yeah.
213
214 Staff2: One minute you're going forward and the next minute
215 you're going back.
216
217 Staff1: Just hold it together a little while longer [YP6], yeah?
218
219 Staff2: On Friday, we were all about to go home on Friday after
220 the students finished, and at one-forty and we were just
221 wrapping up the music lesson and innocently [YP4]—
222
223 Staff1: [YP2], I just asked you to stop.
224
225 YP2: Alright. Sorry.

central aquatic?
"Hidden
talent"
discovery.

Reprimand
excluded
data

Session 2 – Question 1 - Whole group

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281

((Background noise: disruption))

Staff2: This is the thing though isn't it? Again I go back to the point that you made. You know, if you're telling me about small groups, you can't get any smaller than this. So explain that to me then, if you're saying in small groups you learn more. Why aint you making this work then? Just out of interest?

YP2: It's a one-time thing.

Staff1: It's not a one-time thing. Let's be honest, yeah. It's all getting recorded and it's time to be honest with yourself, yeah. You're another person who is just taking leaps forward and then the next minute taking thirty leaps back. Yeah? You come with a lot of positivity, yeah? And you [YP6], but the problem here is that you're not really doing what you're preaching, (...) yeah? And obviously, at the moment yeah, [YP4] is the only person which is not really saying much, yeah? So when he does want to say something, it's good just to have a little bit of respect. So [YP4] why don't you say what you were saying to me about Friday's session?

YP4: Well, basically yeah. You know like me innit? I'm like, I was always quiet innit, but obviously like, I was calling it sly innit 'cause [Staff2] knows how I am outside of school and inside of school I'm just a different person innit? So it's like, you know in [anon place name], like I'm one of the best spitters there, but then I'll never spit in school like.

Staff2: You've been here for about a year and I've never heard him.

YP4: Its like [anon YP] innit, he just wouldn't spit in school, innit. On Friday, you know [anon YP] innit? Sh*t what's his name, innit? Like basically taken an interest in it and I caught him trying to violate him, innit? I was like, violating him too quickly innit. That's when [anon YP] kicked it, innit.

Staff1: Sorry I'm not up to date on this spitting and stuff like that ((laughs)).

YP6: Basically, they had a rap battle and he violated him.

YP2: Basically like ((unclear background noise)) Three go!

Staff1: Oh okay.

Staff2: They were doing like a little joke rap battle thing innit, you know about he trade and that, and then we turned it into a bit of a joke and that. Then at the end of it--

YP2: You know [YP]?

Staff1: Hold on a minute there's somebody speaking.

discouraging, contribute

theory in action?

speaking to dictation
power/reprimand

espoused theory vs. theory in action?

Remoe - reprimanding students.

(keeping it quiet)
Reminiscing / closeness.

(crappier)

speaking to shifts.

communities of narrative - being a spitter

disconnection with community of narrative

Staff 2 is with community of narrative (spitting) rapping

Gang/rap talk

drug related talk?

Session 2 - Question 1 - Whole group

282 Staff2: At the end of it, it was quite funny because, because
283 him, [YP5] and [YP3] started doing some rapping up there,
284 basically this was all going on outside and then for half an hour
285 upstairs and they were really good. You know, but it's taken in
286 one-- I never knew he had it in him. One whole year you've
287 been here for, you know, [YP], and that was good stuff.
288
289 YP4: () sh*t together innit?
290
291 Staff1: Brilliant.
292
293 Int: Right guys, that was really nice.

hidden
talent?

(Maybe?)
masculinity?
term commonly
used with men
rather than
if never knew she
had it in her?

Comedy //
tragedy
↳
Irony - telling
+ doing differently

Appendix Y

Session 2 - Question 2 - Small group 1

Listening 1

Listening 2
L3
Listening 4

1 Staff2: So I'm going to start it off by saying something nice
 2 about working with you guys. Um, as, well I'm not sure if you
 3 know, but I know [YP4] knows, that I've been doing a teaching
 4 course, yeah? What have been very helpful for me, what my
 5 tutor at college have been impressed with, and you are in a
 6 couple of them by the way [directed at YP] in group
 7 discussions, is how I take pictures of you guys in groups or in
 8 the studio, what I've been doing is putting your pictures in my
 9 work, and she was really impressed with that yeah? And
 10 another good thing that I like is working here is that when you
 11 guys are having good conversations, do you know what I'm
 12 saying? And I've heard you having some good conversations,
 13 yeah? In our group discussions. So how about you [YP2]?
 14
 15 YP2: Basically, I like the PRU because the teachers, like, in
 16 the mainstream school, like they're more like, I dunno, they're
 17 more like, [understanding, yeah, and easier to talk to and it's
 18 nice because it—because in a mainstream there's so many
 19 students, they don't really take time with you. And um, in this
 20 school they really talk to you and its nice because it helps me
 21 and um,
 22
 23 Staff2: [Understanding?
 24
 25 Staff2: So you're saying you're offered the opportunity where
 26 staff kind of remind you, whereas in a mainstream school you
 27 probably wasn't getting that time, was you?
 28
 29 YP2: and in this school it helps me, because I made a very big
 30 mistake coming here.
 31
 32 Staff: Fair enough, and what you want to get back to
 33 mainstream school?
 34
 35 YP2: I wanna get out of here. I just want ().
 36
 37 Staff2: Well that's good. I'm glad you're talking like that. Let's
 38 hope we can make that happen soon. Well thanks for that.
 39 That's very good. So [YP4]?
 40
 41 YP4: What shall I say?
 42
 43 Staff2: Its about your, like, what do you appreciate most about
 44 being at the PRU? So, [YP2] was talking about--
 45
 46 YP4: So like, you're getting coached innit, to do things.
 47
 48 Staff2: To do what things?
 49
 50 YP4: You know like subjects and that.
 51
 52 Staff2: Oh like the projects and that?
 53
 54 YP4: You get forced to do it but slowly like, you find your
 55 hidden talent.
 56

what was original question?
 what you get out of being at PRU
 Success in own education
 ↳ what he personally gets out of being there
 speaking to yp directly - in their current ability?
 PRU → MS
 easier to talk to understanding really talk to you
 MS → smaller student dont really talk
 shift in voice tone appreciation
 Parents caused of understanding
 link to behavior
 MS → PRU
 speaking to teacher saying the right things?
 Prison discourse
 - power.
 spats?
 notion of change
 rapping

rethoriques:
 "The right thing to say"
 - the good kid
 - reformed offender

the right thing

trapped?

Session 2 - Question 2 - Small group 1

57 ((Background noise))
 58
 59 YP4: Nah basically () you know like () you know like you get
 60 forced to do it.
 61
 62 ((Background noise: Disruption))
 63
 64 YP4: You know like, you know like, you're forced to do it, like;
 65 you get better, () a challenge. Do you know what I mean? They
 66 push you innit? But in school, all the teacher just () innit? Say
 67 you got a hidden talent (...). Do you know what I mean?
 68
 69 Staff2: Yeah, saying that, you don't get forced to do anything in
 70 the PRU yeah?
 71
 72 YP4: ()... And I can go and record a track if I want to.
 73
 74 Staff2: Tell you what I'm really impressed with these two. Two
 75 different stories but both very positive. Lets let [YP4] wrap it
 76 up, go on, whatever you're gonna say, yeah.
 77
 78 YP4: From my point of view, yeah, you need to be in a
 79 mainstream school, innit, for GCSEs innit, but if you've got a
 80 hidden talent yeah. Say you () education, innit. But if you've
 81 got a hidden talent yeah, they'll support you innit.
 82
 83 YP2: They'll find that, they'll find that. Just call them Indiana
 84 Jones 'cause they find everything.
 85
 86 Staff2: ((Laughs))
 87
 88 YP2: See before yeah, I never knew that I could like dance,
 89 yeah. But like, in this school they helped me find out that I can
 90 dance.
 91
 92 Staff2: Oh yeah? Do you mind showing us a couple of moves
 93 then please? Is that alright?
 94
 95 YP2: Like today my arms broken and stuff so I can't.
 96
 97 Int: Maybe next time.
 98
 99 Staff2: I want to see him dance now.

used of terminology

Sports
reality TV?
Being more than
people can see

Popular culture
(reality TV
surprising people)

* Join up episodes? *

mainstream =
academic.
PRU = hidden
talent.

} sarcasm
omit? - sarcasm
may not be
clear.

Opportunity
- hidden talent
- want to get out

Appendix Z

Session 2 - Question 2 - Small group 2

pedal const.
language link / thread

listening 1

"Action" - performed to recorder - being observed - sets the scene for subsequent contributions?

'just' - limited reasoning for benefits

Listening 2
Listening 3
Listening 4

1 Staff1: Action What do you think of the, of being in the PRU so far? What's the best bi-- time?

2

3

4 YP6: What's the best time?

5

6 Staff1: Yeah

7

8 YP6: Umm....

9

10 Staff1: You felt the benefits from being here.

11

12 Int: So you might have got something out of being at the PRU that helped you?

13

14

15 YP6: Um (...) driving the pedal bikes.

16

17 Staff1: Driving the pedal bikes. What else?

18

19 Int: Can you tell me a little bit about the pedal bikes?

20

21 YP6: Like, on the Thursday or Wednesday, we go on the bikes and we go for a ride.

22

23

24 Int: Okay. And what do you get out of that do you think?

25

26 YP6: I just like bikes.

27

28 Int: You just like the bikes? Just enjoyable?

29

30 YP6: Yeah.

31

32 Int: How does that make you feel?

33

34 YP6: Good.

35

36 Staff1: What about the maintenance of the bikes. Have you done that?

37

38

39 YP6: What fixing the bikes?

40

41 Staff1: Yeah. Have you done that?

42

43 YP6: Yeah.

44

45 Staff: So you've done a bit of bike maintenance as well. Did you enjoy maintaining the bikes?

46

47

48 YP6: Yeah.

49

50 Staff1: What did you learn about it?

51

52 YP6: What do you mean, what did I learn?

53

54 Staff1: Well did you learn how to fix something?

55

56 YP6: Well I know how to do it already ()

57

Session 2 – Question 2 - Small group 2

58 Staff: So you know how to fix up the bike? Change a tyre?
59
60 YP6: Yeah
61
62 Staff1: Adjust the brakes?
63
64 YP6: Yeah.
65
66 Staff1: Good. What else? Gears?
67
68 YP6: Gears... uh, the 'S'... the chain. I know how to put spokes
69 in... Um, seat.
70
71 Staff1: What adjusting the seat?
72
73 YP6: Yeah. Uh...
74
75 Int: and did you enjoy doing that stuff?
76
77 YP6: Yeah.
78
79 Int: What did you like about it?
80
81 YP6: I just like it.
82
83 Int: You just like it?
84
85 Staff1: I think one of my best times, probably in the PRU, is
86 when we went on a bike ride with [headteacher] and we went
87 somewhere really far. I think we did twenty-six miles. And um,
88 that was quite enjoyable because we rode down the canals, it
89 was nice and peaceful.
90
91 YP6: Was I there?
92
93 Staff1: No. ((Whispers)) You weren't. We uh... managed to
94 stay on task. Every student that went didn't moan about how
95 the distance was. It was good that it was a nice day; it didn't
96 rain, thank god. Woo! Um, when we did get to the destination,
97 it was good that we, um, it was [local town], we actually cycled
98 from here to [local town], um, as I said, down the canals. It was
99 an experience that, when we got there to [local town], we had
100 um, a sit down in the park and [head teacher] bought us all a
101 McDonalds. Which was fantastic.
102
103 Int: So what do you think all the students got out of that
104 situation?
105
106 Staff1: The students got out of that situation, um, taking them
107 out of their area, which was fantastic because I think they live
108 breath and die in [anon area], to go to another borough, and
109 they thought that they were in another country! Which was
110 funny and amusing because some of them was like [Staff1],
111 where are we? Because they didn't recognise their own
112 environment. It was taking them out of their own environment
113 which was fantastic, and the reactions on their faces just to

what we get
out of it
liked/enjoyed

community of
narrable - teaching
learning.
- achievement

benefits.

- isolation &
exploration

- comedy?
- own reflection
phrase commonly used to describe more insular communities like (and isolated) and where I grew up.

(inner city)
not rural location

Session 2 – Question 2 - Small group 2

114 see that they was in another environment-- that they could
115 cope with -- and some of them were like, [Staff1], I didn't know
116 we had cycled-. That was another thing, they didn't realise
117 they had cycled thirteen miles and done a round trip of twenty-
118 six miles [which was absolutely breath-taking to watch and
119 experience. And you weren't there! ((Funny voice to YP6)).

inner other, not
verbalisation
(attributed talk)
achievement

120
121 Int: [Wow],

122
123 YP6: I'll be on the next trip.

124
125 Staff: I doubt it.

126
127 YP6: How much do you wanna bet?

128
129 Staff1: I don't need to bet you, I'm your key worker, You'll lose.

130
131 YP6: How much do you wanna bet?

} power.

overcoming challenge
unexpected achievement

Appendix AA

Session 2 - Question 2 - Whole group

listening 1

listening 2
listening 3
listening 4

- ventriloquating teacher's voice
- adaptation of my own voice

- thought + care expressed by teacher?
- counselling place
- gang-related talk?

ventriloquation
comedy?
tragedy
idea
ventriloquation:
voice of the underdog
addict

1 Int: Okay. So we're just going to spend a few minutes talking
 2 about the second question now. So you guys had a little
 3 chance to think about it in your small groups. So this question
 4 is, 'what do young people value, or appreciate— or like, most
 5 about being a member of the PRU? And so you're sort of
 6 thinking about what people get out of being here and I know
 7 you guys had shared a few stories so if there's somebody who
 8 would like to start?
 9
 10 YP2: My one like; well, Obviously, like, what did I say again?
 11
 12 Staff2: The teachers are more understanding.
 13
 14 YP2: The teachers are more understanding and stuff like. In
 15 mainstream and stuff like, they're not that good like, you can
 16 talk to them and its easier to talk to them, stuff like that.
 17
 18 Int: Can you think of a time when somebody's been really
 19 understanding?
 20
 21 YP2: Um, like once I was crying and I was upset and then
 22 [Staff1], she said to me, she said like, its alright, innit, like,
 23 anytime you're upset you can come and talk to me and its all
 24 good in the hood.
 25
 26 Int: ((Laughs)) In those exact words!
 27
 28 Staff2: ((Laughs))
 29
 30 (Background noise)
 31
 32 Int: What do other people think, are there— do other people
 33 feel the same? Do other people have experiences of times
 34 where they felt staff were really understanding?
 35
 36 YP6: What did you say?
 37
 38 Int: Do you have an experience of a time when a member of
 39 staff was really understanding towards you?
 40
 41 Staff2: Like if you come in upset, about something, or
 42 something is going on at home or someone's bullying you in
 43 school, do you have an opportunity to go to speak to a
 44 member of staff?
 45
 46 YP4: Yeah. Proper. You know like () Basically, you know like, I
 47 made a stupid move like, innit? Like basically, I was gonna go
 48 to a mainstream school and then I made the wrong decision.
 49 And I even thought, like, I thought shif, I've done it, innit? I've
 50 made the wrong decision, three o'clock in the morning, but
 51 like, but obviously () I smoked small little spliff because I had
 52 some left. But you know like, but obviously, you know like, I
 53 was getting smoked after school, buzzed, do you know like,
 54 constantly. Someone else with the () obviously, you know like
 55 I was upset, innit, so I lost it like.
 56

Amplifier question
 - based on conv. conventions (adjusting language or reflection)
 - Teacher, for clarification {power?}
 - showing stories w. group discussion (power?)
 - teacher 'titles' the story
 MS 1/2 = PRU
 ↳ polarisation

emotional availability
 - gang related talk - making expression of emotion
 Perhaps dismissing seriousness of what was shared. Stopped conversation.

emphasis

the opportunity is "understanding"

reintegration = MS
polarisation right/wrong

wrong decision
 Theme fire
 Tragedy?
 A story of regret?
 ↳ punishment + regret?
 ↳ underdog - power relation - no contr.

Session 2 - Question 2 - Whole group

* Useful base for reflection - Source of summarising language for terminology in themes/provocative papers

57 Staff2: So what you're saying is--
58
59 YP4: and now like, I can't go back to school because of that. I
60 got upset in the park and obviously like, the teachers here
61 understood, and like no matter what situation I'm in innit, but
62 now I'm alright innit, and I'm going to college, innit. So it's cool.

"I can't go back to school because I made the wrong decision"

- summarising using previously defined language

Progression
summary always then

63
64 Int: Thank you for sharing that, that was really nice.

65
66 Staff2: Yeah and and being honest with, you know, with that.
67 You know, you gotta be a big - you gotta be a big man to admit
68 when you know, that's going on.

masculinity/ expression of difficulty - being the biggest man (strength in sharing - masculinity in group context)
↳ was teacher speaking 'to' group?

being a big man challenging dominant view of masculinity

69
70 Int: What do other people think about that, that staff here are
71 understanding? [YP6], do you have any thoughts about that?
72

73 YP6: Yeah.

74
75 Int: Do you think that staff here are understanding?
76

77 YP6: Yeah. They don't argue back, if you're annoyed,
78

79 Int: Okay, do you want to tell me a bit more?
80

81 YP6: ... uh.. ((laughs)) um... I think my friend [YP1] can tell
82 you a bit more

} Response to interviewers direct attention

83
84 Staff2: [Go On
85

86 Staff1: No, no, we're asking you the question.
87

88 Staff2: Go on you can, you're more than able of doing this.
89

90 Int: You sounded like you had, when you said "they don't argue
91 back", it sounded like you had an experience in mind that you
92 were thinking about.
93

94 YP6: Like, if you're annoyed at something. And you really
95 wanna punch someone or something, yeah they help you.
96

masculinity in group context

97 Int: [Yeah
98

99 Int: How do they help you?
100

101 YP4: They don't argue back, like seriously.
102

103 Int: What do they do instead?
104

105 YP6: Say like you're annoyed and you get rude to them, like
106 they don't really argue back.
107

108 Int: How does that help you?
109

110 YP4: Because if the teacher argue back you're just gonna get
111 more annoyed.
112

behavioural discourse - escalation

Session 2 - Question 2 - Whole group

voice of
teacher
(MS).

- 113 YP2: And in mainstream yeah, when they do that they're like
- 114 "excuse me, what did you just say?!" and then you start crying
- 115 and like, and then you're like-- and they don't understand how
- 116 annoyed you are innit, so they don't care.
- 117
- 118 YP6: You know in mainstream, yeah, the teacher left because
- 119 of our form.
- 120
- 121 Staff2: Really?
- 122
- 123 YP6 ((Laughs)) Yeah.
- 124
- 125 Staff1: Is it he or she?
- 126
- 127 YP6: Female
- 128
- 129 Staff1: A woman. Perhaps her stress levels were too much.
- 130
- 131 YP6: She left yeah, because she didn't like our form and our
- 132 form didn't like her
- 133
- 134 Staff1: So it's a bit mutual then?
- 135
- 136 YP6: And she was crying ((Laughs))
- 137
- 138
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- comparison to
PRU.
- masculinity in
groups

- bragging?
- comparison to
PRU.

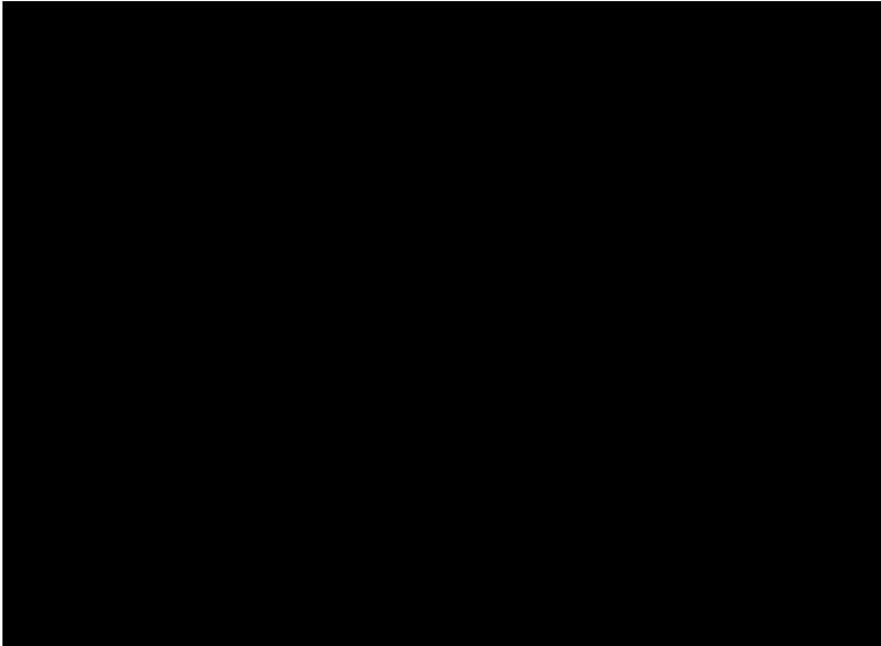
teacher stress,
behavior
gender + behavior
stress?

masculinity / groups
expression of emotion

Omitted?
Repr masculin
student?

Session 2 - Question 2 - Whole group

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Yeah? How was she a bad

Staff 1 introduces concept of 'bad teacher'

YP6: Because she used to get ((laughs)). She used to get rude to everyone!

((Laughter))

Staff2: Can I ask you a personal question now? And be honest.

YP6: 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".

annoying - used for teachers + staff to describe behaviour (by YP)

Staff1: That's a bit unprofessional then isn't it? Right [YP2] go outside please.

contributes to polarisation?

Int: Thank you for sharing that though.

Int: You were saying before about--

YP6: And then she left. And went ()

Staff2: Can I ask you a personal question? And be honest with me! You don't have to say you were doing anything in the room as such, but, how many lessons in the day was you in this lady's class for? So you know like was it one period, two periods..? Was is sometimes two lessons?

YP6: My maths teacher, she was and she left which was

My maths teacher = she left.

Staff2: No but this lady that you was talking about, how many lessons were you in her class for? Was it one lesson a day? Two lessons a day? Or sometimes three lessons a day?

2 awful? harsh language

Omitted - Reprimanding

Session 2 - Question 2 - Whole group

226 YP6: About four! We used to have maths like twice a day!

227

228 Staff2: So you know I'm going to ask you a question, like, you

229 know I ask a lot of students questions here. Because even I,

230 as a teacher here--

231

232 YP6: Yeah I didn't like her.

233

234 Staff2: Right, that's your opinion, but what I want to get at here

235 is - how many students are in a class? Twenty? Twenty-five,

236 thirty? Right how many was in your maths class?

237

238 YP6: Uh about... Uh.. seventeen, eighteen?

239

240 Staff2: So you've got seventeen, eighteen students in a class,

241 that's quite a big group yeah? Now this is where I want you to

242 be honest with me here now yeah?

243

244 YP6: Yeah but she can't handle the classes then!

245

246 Staff2: So she comes in yeah. Are you telling me-- Like I'm not

247 debating that she wasn't sometimes shouting at you [YP6],

248 look, how much time do I sometimes shout at you guys in

249 music, yeah?

250

251 YP6: Yeah but you don't say like, oh, I don't like you.

252

253 Staff2: Its different, its different. But can I say one thing? Are

254 you telling me that when she walked in to every maths lessons,

255 yeah, and you lot was all sitting there like this ((gesture: folds

256 arms and puts finger on lips)). "Good morning miss, good

257 afternoon yeah, right what's the work?" Right so what were

258 some of the things that you guys and girls needed to--

259

260 YP6: Yeah but she was rude to us.

261

262 Staff2: Alright.

263

264 YP6: So we show her the same respect.

265

266 Staff2: So you're saying that sometimes you guys were being

267 rude to her yeah? Do you think that could be the reason why

268 sometimes she may have got--you know, and she's only a

269 human being by the way. We're all human beings. Think about

270 how much time you kind of pour your heart out, we sometimes

271 laugh, you might be upset, you might joke a lot, in the wrong

272 way and get angry and stressful. So why can't that teacher feel

273 the same why sometimes?

274

275 YP6: 'Cause that teacher were weird.

276

277 Staff2: Yeah. Not necessarily. You just admitted to me that

278 sometimes some students in the class were being a bit rude.

279 Yeah?

280

anticipating question

= "bad teacher" handle = manage?

= "bad teacher"

'respect'

- admission of 'rudeness' by omission (Staff 2 understood this way)

bad teacher = human being masculinity

- Management discuss poor performance?

speaking of other students?

- continuing to resonate throughout conversation

- The good kids

Session 2 – Question 2 – Whole group

- 281 YP6: Yeah but no, I said she was being rude. We was being
282 rude because she was being rude.
283
284 Staff2: Yeah but when you're being rude to a teacher yeah,
285 what kind of rudeness do you show? Is it as a group? or is it as
286 individual?
287 **[Audio omitted – teacher reprimanding student for**
288 **behaviour. Outside of ethical remit of data analysis]**

"respect"

Polarisation
Good teacher
'
bad teacher

"they understand"