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| Emergent Themes | Original Transcript | Exploratory Comments |
| Behaviour  Change  Exclusion  Engagement  9.41 Self efficacy  Conformity  Choice  Empowerment  Enjoyment  Out of comfort zone  Willingness to learn  Self awareness  Confidence  Change  Empowerment  Team  Willingness  Empathy  Empowerment  Pride  Achievement  Pride  Approval  Confidence  Happiness  Well being  Enjoyment  Support  Experience  Perceptive  Self awareness  Perception  Empowerment  Engagement  Listening  Future  Purpose  Solutions  Contribution  Willingness  Sense of purpose | **PUPIL FAMILY 2**  I: Q1  R: Um before I was bad in school I was always er like, I was always naughty then after if I like er started behaving and I think my behaviour has got better now, you know since the ‘Our Future’ Project(‘OF’) it was dead good.(9.4)  I: Behaviour? How’s it changed?  R: I’m not getting in trouble as much. I was excluded. Since ‘OF’ I have been excluded but nothing like as much. (9.41)  I: The ‘OF’?  R: It was dead good, it wasn’t all strict and sensible like, it was like, I don’t know, it wasn’t strict, it was like dead good. It wasn’t like you have to do this, you have to do that, you know, like they gave you the choice. Yes, they didn’t force you to do anything. (9.42)  Yes, I got to know people that I wouldn’t normally speak to before. (9.43) It was dead good because we did team building stuff.  I: What did you learn about yourself?  (9.44)  R: I learned that like, I learned that like er, I don’t know how to explain it like er, more responsible, my confidence has increased. (9.45) I didn’t er like to really speak to different people and stuff like that. I er stayed with the people I er knew but now I will er speak to everyone. (9.46)  R: We like sat down and were told about the ‘Come Dine with Me’ thing. Sir recorded us on the camera. (9.47) I was with new people, we asked people what they wanted to do and asked people who was doing like what jobs, everyone wanted a job. (9.48)  R: Um well we thought what shall we cook? Everyone wanted to cook chicken and then we thought what if there’s vegetarians, so we cooked fish as well and that worked for everyone. (9.49)  R: I like cooking, I did a bit before but now I want to do it all the time. I hadn’t cooked anything like that before (fish) but it was dead good. (9.50)  R: *We had to make it. We had to sort everything out.* (9.51)  I: (prompt) What did that look like?  R: We had to set the tables out, put the table cloths on and fold the napkins. We had balloons up and stuff. On the night, I was cooking. (9.52)  R: I invited my mum and nan (parents came and teachers).  R: My mum said it was “dead good”, she said “the fish tasted dead nice”. I’d never cooked fish before so I was proud of myself. (9.53)  I: Your Mum sounds supportive. Support from parents, do you think that makes a difference to how you think about school?  (9.54)  R: I think if you have support from people (like parents) you feel more happier, more confident. I don’t know, you just like erm, what’s the word? My words don’t come out, like feel better about yourself. (9.55)  I: (Prompt - Affirmative) you are coming over well.(9.60)  R: Some parents are alright. Sometimes my mum gets quite angry and says school never listens but I suppose like on the other side of it they do help, they do listen. (9.61)  I: extended question – Different things school have put in place for you? (9.62)  R: Well I do some courses, urm, I do Aspire because I can’t handle five full days in school because I just er, I can’t just do it, so very Monday I go to Aspire and we do ASDAN. I’m working to my Level 1 erm, we do like in the afternoon we go out, they let us out or we stay in and do stuff. (9.63)  R: Me and two other boys on Monday’s, we went and er, there’s a new school in X, a school for naughty kids and um er, we was trying to find a new head teacher for there, so we asked them (the candidates), we asked “if a teacher was talking about you, what would they be saying”? “How would you engage a student”? (9.64)  I: prompt – and how would you? (9.65)  R: Like er, I think they were lying! Well er, the first one, he was a man, he was quite genuine and really wanted the job but the other two. (9.66)  The first one was quite quick, he didn’t need to make stuff up in his head and stuff like that he just gave the answer.  (9.67)  R: This school re engagement – they do clubs and stuff. Some of the teachers are dead nice and dead helpful and stuff and speak to you and stuff. I’m not in as much trouble as I was in Year 7 and 8 when I had loads of exclusions. (9.68)  R: This year they’ve sorted out courses for me and erm, I’ve thingy like, I’ve had one, one detention, and I haven’t been excluded. (9.69) Towards the end of last year like I did two courses and my behaviour started to change. (9.70)  I: – What is this about? (9.71)  R: **If school listens.** (9.72) I’m in Year 9. I want to do hair and beauty. My auntie is a hairdresser so she should be able to help me and then I want to go to college to do it and stuff. (9.73)  I: last question, anything else? (9.74)  R: I think they could do more student versus teacher things like you have to pay 50p to get in teacher versus students at netball. I think we should do another thing this year with the same people and then with the Year 7 and 8’s so they do that one. We can help and they can do that one and we do something else. (9.75)  I: (Prompt) Like mentor Year 7?  R: We could support them, things like days out and stuff. Things for people in need like Chester in Need and things can go to families in need. We raise money and they give the stuff to them – I’m involved in this. (9.76) It’s about having something. (9.77)  **END PUPIL FAMILY 2** | Use of ‘er’ and ‘um’ as a filler to gather thoughts and to process.  ‘Dead good’ phraseology as sense of how positively the experience was rated. As the interview evolves realise that the phrase ’dead good’ represents a very positive statement and perception.  Clear about behaviour pre and post the project  Realistic sense of self 9.41 self awareness  Journey – attributing change to involvement in the project. Sense of own part in this?  9.42 Emphasis ‘dead good’  Values of what makes something positive to her  – Not strict   * Has choice * Doesn’t feel powerless     Willingness to learn is there 9.43  Positivity towards team building  Ability to be self reflective  9.45 example of fillers and word finding  Can describe what increased confidence means - able to speak with new people and this has continued. Evidence of change 9.46.  Proud that she was able to interface with new people  Description of the process  Willingness to take responsibility and play her part.  Ability to think beyond self  Confirming Parent account  Affirmative – ‘dead good’ 9.50  ‘I’ had to ……. Recognition that she can effect change and be proactive in choices and develop skills and able to be part of the solution  Italics denote emphasis that empowered – ‘we did it’ ‘we made it happen’. 9.51  Descriptive but animated about the account  Proud that she was cooking.  ‘Dead good’. Recognition that she was proud of herself. 9.53  Approval from Mum and Nan important to her 9.53  9.54 – Leading on my part? Testing out the question.  Positivity.  Indication of word finding difficulties? ‘erm’ processing space. Recognition that X finds it hard to articulate sometimes. 9.55  Felt I need to affirm her! That trait in me again! 9.60 (my reflection about spreading positivity?) an example of how I have developed over the 3 years of this study. (Hermeneutic circle? )  Parental perception – see Mum’s account for example when she doesn’t receive follow up phone calls. 9.61 reference with parent perception. Recognition of some parents being more supportive than others  Recognises the support in school and the change that has been made – alternative curriculum in place for example to promote engagement 9.63  Repetition ‘urm ‘ erm and er’ linguistic function.  Example of how school has listened and provided for the student. A bespoke curriculum to encourage engagement and prevent disaffection.  9.64 Gaining ‘X’ perspective about engagement and understanding. Practical example given and  pleased to extend her experience.  Descriptive but insightful can tell who is genuine and what characteristics would make the best Head for this school.  Use of ‘er’ – processing thought.  (I was highly delighted by this turn in the narrative! Raised engagement) On the edge of my seat! H – 9.65  Important themes  Sense of responsibility and rise to challenge. 9.66  Thought this was perceptive on the part of X able to look beyond the face value of the words. *Reflection about looking beyond the surface of what is being communicated in these interviews how interpretative and analytical am I being?*  Judge of character? Sincerity?  Doesn’t suffer fools gladly . Showing qualities to be perceptive 9.67. Insight that someone who is genuine knows what they are talking about?!  Linguistic use of ‘dead’ and ‘stuff’  Recognise that things put in place can increase engagement. 9.68. descriptive and narrative.  Recognition of change in self – See school tracker records. 9.69  Needs being met (9.70)  9.71 Wanted to test out what is making the difference? How self aware is X?  9.72 If school listens – a sound bite. Able to identify what makes the difference.  School listening confirms earlier statement about her perception that school does listen and put things in place to enable students to make change. – how much is she realising that she is experiencing empowerment because of the school listening and putting things in place is making the difference. However indications of future ambitions – and go on in education despite the earlier experiences. 9.73  Has feasible ideas to contribute.  Similar ideas to Mum had they discussed?  Gaining the student voice Narrative (9.74)  Using ideas and solutions for ongoing engagement. 9.75  Willingness to give back and to take responsibility. 9.76  9.76 – 9.77 Illustrates underlying belief to give something back and to be part of something.  9.77 Emphasis – need purpose. (A psychological example to have a sense of purpose and aspiration). |