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| Emergent Themes | Original Transcript | Exploratory Comments |
| Interest in learning  Purpose of learning to help the children  Purpose to support the girls  Recognition that homework is important  Children need support and help with homework and their work.  Own feelings preventive of taking the step to attend a meeting about learning even though it if thought to be important and suggested by the R.  Recurrence of support  Practical example  Someone on the phone to contact  Listened to and feeling supported  Someone who would support the girls and connect with the Carer  Beyond support the school is aiming to understand from the girl’s perspective  Practical process clarity of process in the support from school and engagement with Carer and pupils.  Experiences – positive life experiences  Pleased to see the children excited  The school is giving them something  The excitement of the girls reflecting that it is important for her as carer to see a positive outcome for the girls.  Doing something different – effort being made for the girls  Sense of pride  Sense of enjoyment  Enjoyment – joint experience and sense of enjoyment.  Clear sense of the Carers feelings evoked by the positives that the project had provided the girls.  Relationship – Carer and girls important and daughter as other family member (this daughter Auntie to the girls)  Value of the shared activity and time to talk to school about the girls.  Motivation  Relational- interested teachers.  Confidence  Fun  Interest in the individual  Own positive experience of school – value of education.  Education valued  Life’s circumstances for the girls (leading to grandmother becoming a Carer.  Work ethic – hard work  Hard work  Encouragement and support of wider family and example and modelling of their Aunties.  Effort  Something ‘out of the box’ on the part of the school  Positive experiences – previous and now more so because of the project.  Motivation  Confidence  Communication  Confidence  Appreciation of the school – effort  Appreciative world view that the experience of school is that it is a positive and helpful place.  Recognising the importance and value of ‘good communication’.  Communication is a valued and key principle in success and engagement | I: - What has your experience with school staff been like this year?  R: not been much difference for parents or carers but the girls have noticed things. The only thing was the meeting with parents.  I (Prompt) - So who was at the meeting? (10)  R: **Some of the other parents and teachers. We sat around at the tables and made suggestions.**  I suggested what the um, what the girls did at XXXX (*the girls primary school*) see the work the children are doing so they can help them with their homework. (014)  Parents should go to classes like Maths the children are doing so parents can help with the homework. (015)  I: prompt – Did they take up the suggestion? (018)  R: Yes, yes, I never went to it though. It was  completely different when at school in my day so I couldn’t help them. (021) It changes all the time you know, you need to know how to work a computer (laughs). (022)  I (023) - So you made these suggestions at the meeting? (Prompt) were there a lot of you?  R: Quite a few, about 12. (025)  I – Were the children there as well or just the parents?  R: The children were there.  I – What was it like? (032)  R: Very good actually. They tend to be very supporting with the girls. (033) Very good, very good, very supportive. They have had difficult times (*reference to the girls history*) yes. 034  I: - What did they do?  R: I can always ring them up. **They**  **actually helped by talking to the girls and worked with the girls through their problems as well. They (*the girls*) had quite a few problems actually because I already had a social worker involved.** (039 - 044)  R: It is helpful knowing someone at school who would talk to the girls. (054)  I: Did you have meetings such as a TAF (Team Around the Family)? (055)    R: No no I just talk to the school (056).  I - Do you think the school really values the relationship and engagement it has with pupils and parents?  R: **It values by giving the support and trying to understand** (062)  R: Yes, yes, yes. I know who to speak to. Not a named person but HOY and Tutor. (065)  I – Have they all been the same in supporting you?(069)  R: Yes yes (069) I: What about the project? R: **They have been to hotels before and stayed at them but to do what they were doing they were very excited about it.** (072 – 075)  I – Was that a huge plus of the project?  Oh yes – I mean they are always asking Mrs K are we doing that again? What are we doing next? Yes, what is going to be next?  I - Anything they participated in or enjoyed the most?  R: It was doing something different, inviting us for a meal. Yes, because it was something we could do with them in school. They prepared the food and catered (inaudible) … for vegetarians as well.  I was ever so proud. It was a good idea. It was very enjoyable. (095)  I – What were the girls like afterwards when they came home?  R: Tired, mayhem – it was busy, non stop – daughter had gone too. They talked, buzzing.  Good for the positive relationship between self and the girls. (105)  I – Schools putting on special events like that. What do you think about that, can you think of any others?  R: Urm, I don’t know really.  I: – Earlier you said about Maths class.  R: Yes, yes, just some things you can, actually do with them, nice to have individual time and more time to discuss the children parents evenings are always short and rushed).  I – That’s interesting (117)  I – Ask about your experience of school as a result of the project. What are your feelings towards school for putting on something like that?  R: It’s very good, um. The girls (124) have settled in better this year. They are really trying hard to do their best, more motivated two years ago ……Teachers there who are interested in them. (130)  I – What is it about the teachers interested and the girls now much more motivated.  R: It was day in day out the same. The lessons were now …..Girls more positive towards school, very much so, very much. (138) She’s (one of the girls) urm catching up. Confidence has improved. (143-144).  I: Prompt about your own experience of school: (145)  R: A long time ago. I just went to school.  I – Was it a positive experience of school for yourself?  R: Yes, I went to (different school than the girls). It was (inaudible?) better now than then (inaudible). (158)  I – The experience, do you think that influences how you view education for the girls?  R: Value of education – yes.  My two daughters (girl’s Aunties) (both did well in school) – went to University and got degrees. (160) They actually say to the girls you have to work hard. One didn’t do well at school. But you still have to work hard. (161)  I: (affirmative of the interviewer as listener) You encourage them to do their best, and their Auntie’s support this?  R: Yes, yes, most definitely. (164 – 165)  I: (Back to the project) Q6 – ‘Do you think that ‘The Project’ has made a difference to your understanding of the part that support by parents/carers can bring to how a cyp can enjoy school more?  Prompt. – (for clarification) - by doing something like the project and something a bit different? Question 7 – anything else?  R: Yes, the schools efforts. Yes I need to do my part and to do my bit. (180)  I: Clarify – I think from what you’ve told me you’re already very positive towards school.  R: Positive before and now more positive yes, yes already positive about it. The Project has made a huge difference to our girls yes, be more motivated – yes, increased confidence. (200) A lot of support and encouragement, yes, yes. (201)  I: What would be off putting? (202)  R: Schools not taking concerns seriously and the same with children as well with the relationship. X (one particular Grand - daughter) it has made a lot of difference to her (204) her confidence. Got to have good communication. Whatever you do, good communication. (205)  I: Is that what it is about with the children as well? (Prompt about how schools also relate to cyp).  R: Yes, yes. Communicate and have that relationship (inaudible). (207) I do find sometimes, that the school does things different to me; (laughter) such as cooking, baking. (208) The girls say this to the staff! (laughs). (209)        End of Carer A (Family 1). | *The initial opening is formed by a descriptive comment that for the parents/carers they had met with other parent. Examples of descriptive comments are identified by* ***bold*** *text.*  L.10 - suggestion of curiosity to learn more  Use of ‘um’ – as a pause for thought, word finding or mannerism as articulation. This figure of speech recurs throughout the transcript.  ‘I suggested’- may indicate that this Carer has the confidence to propose and articulate an idea. Is she more confident because it is an idea from her previous experience?  014 and 015 would suggest a valuing of education . The expectation that a Parent/Carer would be expected to support their child to complete homework. An example of a ‘subsumption’? suggesting that helping with homework is a about valuing education? An action that would support prioritising helping a child with homework as important. Therefore a value or belief held by this family?  However generational beliefs/change would provide barriers. Computers provide an emphasis . The laughter (022) indicative of a mannerism to hide a shortcoming / that I would identify with this /a nervous response in self recognition that the Carer had presented an idea but not one that she felt able to follow up.  Although had suggested such a supportive idea didn’t carry this through – was it because it might have been too risky? – Too different from own experience of school and learning? (this is a grandparent carer) – Generational issue?  My emphasis 023 was intended to empower because the Carer had been proactive. In doing this was I being unintentionally patronising? Therefore bringing the conversation back to the ‘safer’ descriptive framework 032 to enable the Carer to be back in the fore of the narrative? 033  Ethic of responsibility towards supporting children?  I: Back to original question. Trying to encourage a descriptive sense of the meeting  Prompts to gain the perspective I felt it necessary in order gain insight.  The girl’s history 034 had already been discussed before the interview had started (refer to Appendix X outlining background information).  Affirmative repetition of ‘very good’ and ‘yes’ 033.  Repetition of ‘actually’ in order to emphasise fact?  Feelings of support for both the girls and her self  039 -044 – Providing description and insight into the family’s lif world  054 echoing appreciation of having support for the girls recurring suggesting the importance and value placed by this family.  I: trying to ascertain whether the meetings were part of the formal TAF process or an approach to engagement by the school. If Social Care involved it would be Level 4 on the continuum of need. Was I trying to ‘locate’ this family in accordance with professionally familiar frameworks?  Attempting to get a sense of perception from the carer.  Repetitive affirmative figure of speech 065 affirmation – not only do the school support but try to understand what is going on for the girls  Aiming to find out whether there is consistency  Why? What is my agenda as the interviewer here?  Affirmative repetition of ‘yes yes’. This was spoken with a philosophical emphasis 069.  From a systemic perspective I had presented a closed question and this emphasised to me the  importance of people having an opportunity to tell their story.  Interviewer tension between focusing on the study therefore bringing the conversation back to ‘the Project’ cf the wider opportunity to tell a ‘different’ story. I - Gaining background information how the girls felt about going to the hotel. Descriptive lifeworld insight indication of socio economic status? Experiences given by the school – being given something  Repetition of ‘yes’ - affirmative  Something different and effort for the girls but when it comes to being proactive as a Carer – cf turning up at the meeting that was suggested about learning Maths to help with homework.  Is this because for this person eating a meal is a less threatening and risk taking experience?  Is it dependent upon what a projects involves to how people feel that they can engage e.g. engaging with a school to eat compared with learning could be less ‘risky’ to a sense of self from a psychological perspective?  Joint experience shared memories – link to psychological perspective of the importance of building shared memories.  Difference in relating experience narrative of the evening and the earlier suggestion of the Maths class – what makes this different?  (See previous reference to risk taking).  Repetition of the ‘yes’ affirmative and reflective ‘urm’  A value of time with the children having a focus and a purpose. The value of a shared memory.  Curious about this as Researcher mindful of the literature about the influence of the experience of family members own schooling and the views and outcomes of children  Exploring whether the project has influenced the Carer perspective on school for the girls.  Urm’s and pauses – processing and providing a reflective space.  Providing insight into what is valued and how it impacts the girls for example increased motivation. 130  Outcomes suggested are that the girls have:   1. Settled better in school this year 2. Trying hard to do their best 3. They are more positive towards school with an increased sense of belonging. 4. Gained a sense that Teachers are interested in them   Made academic gain   1. Improved confidence 2. Also see 200   138 - Speech pattern repetition and emphasis  As researcher am I curious to draw on previous knowledge about Carers experience of school? (Reflecting the double hermeneutic of the Researcher ? **ref Langdridge chapter 7)**  The ‘very’ repetition ‘much so, much so’ 143-144  I: curiosity! – did this link with the literature about carer perceptions and school experiences? Was this reflecting the double hermeneutic Langdridge chapter 7? of the Researcher?  No further elaboration of what was better? 158 Perhaps referring to the interest that schools have in the wider context of young people’s lives and needs?  Reflecting the exchange of the Interviewer as listener to enable the narrative to flow rather than interruptive use of prompt – desire to make the research design conversational to ‘hear’ people’s stories. 160 and 161  Reflection of the family work ethic and value on education and the expectation of having to work hard.  Affirmative – use of ‘yes’ emphasising the point about the value of education and the value of family and family expectation 164 – 165.  I: Return to the focus of the research questions and underlying intent to explore the effect of the project and engagement with schools.  180 – Proactive, help self. Taking responsibility and ownership. ‘Yes’ affirmative.  Interesting – change in the Carer perspective? Compared with the response to going to the Lesson opportunity as mentioned earlier. Would the Carer now be more confident to go to something for families related to learning? Has the Carer been empowered?  Use of ‘yes’ again to make the point. 200  Recognition of the school’s efforts.  Red emphasis a ‘sound bite’ for the Project. Emphasising the positive engagement with school through a specific activity.  I: Curiosity creeping in! 202 Thinking that if we know what is off putting to families then logically it can be avoided and what will promote engagement can be created?  204 Reference to increased confidence as an outcome linking with 130 – 144.  Repetition to make the point. Another linguistic example of use of emphasis. 205  I wondered how the same values will reproduce with what is important to the Granddaughters when they are interviewed?  Illustration of the good relationship – ‘the banter’ a connection with something that the Grandparent Carer can relate to. 208  ‘Yes, yes’ repetition and emphasis.  Connection of the Carer with the school to promote engagement in the same way as it is with the cyp. The same values – accessibility, communication, relational approach. 207  The insight provided by this connection? Use of skills for example cooking compared to Maths to encourage families to engage? Cookery could be a way to promote Maths skills too. Different interests for other families could contribute to a ‘bespoke’ approach. |