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| Emergent Themes | Original Transcript | Exploratory Comments |
| Relationships  Friendships  Work ethic  Trying hard  Confidence  Motivation  Confidence  Independence  Responsibility  Fun  Social  Relational  Team work – relationships  Communication  Skills  Definition of how self-perceived changed  Different experiences  Fun  Originality  Team work examples such as Planning  Fun  Self efficacy – in your own hands to change things  Belonging  Identity  Empowerment  Support by people who matter most to them  Wider family network  Achievement  Support  Function and purpose  Sense of belonging and identity  Relationships  Communication  Confidence  Originality  Generational awareness  Confidence  Encouragement  Motivation  Achievement  Subject interest  Teacher characteristics  Responsibility  Self efficacy  Empowerment  Fun  Humour  Communication | I: - Question 1 *Both sisters wanted to be interviewed together*  R A: No been fine.  RB: No been fine.  I: – prompt – What has been fine?  RA: It’s normal – get on with people and friends.  RB: Normal (23:44)  I: to RB: What is normal for you?  – prompts.  RB: Try harder for subjects want to take for options.  RA: subjects such as Art and PE for options  I: Question 2 and Question 3 merged  I: What about The ‘Our Future’ Project  RA: It is different because it has made me build up my confidence because I wasn’t confident. More confident than in Year 7.    RB: to RA: I look back and say you were less confident. (21:30)  I – What has made the difference?  What about the project? (20:59)  RA: Like doing stuff, like doing stuff for myself, instead of the other people in the class, helping. I can do it myself like, I can do it if I try. I can do it myself. (20:40)  I: prompt: Tell me about the project from the beginning.  RB: We didn’t really know what was going on until we went to the meeting  I: (Prompt) were you curious?  RA: Yes.  I: prompt - Were the ideas all from the pupils?  RA: Yes. Everyone wondered what was going on.  Q –Prompt what were the main things about the Project?  RA: At the hotel.  I: prompt – what about being at the hotel?  RA: Day 1 – something to help us plan it all, it was fun meeting new people. New skills.  RB: Making a tee pee out of bamboo sticks  I: Prompt – what was it about making a tee pee?  RB: Working as a team in a group  RA: Taking ideas from other people and using them. (18:18)  I – Did you realise before then how well you would work in a team or make a solution like that or was it new to you that you thought you could do something like that?  RA: When I’m in a group I don’t like speaking or giving my ideas but now I do. (17:58)  RB: Experience about being away from school. (17:25)  I: Would it have been the same being in a school hall?  RA: Different cos like it was more special if it had been done in the hall it would have been more like school. (17:06)  I: Tell me about Day 2  RB: Got what we were going to do.  RA: What we had to plan, the Come Dine with Me what we were doing, what we would be cooking.  RB: More team work – names on a board and know which group you would be in.  I: – How did you know what you would do in the group. How you worked it out amongst yourselves. What jobs you would have?  (15:59  RA: Usually boys do the cooking and girls do setting the table – we thought about swapping it around and that worked.  RB: They cooked chicken and parma ham, salmon. Haven’t cooked these things before.  (14:20 – 14:71)  I: - Do you like cooking?  RB: I do it quite a lot – like pasta and meat balls.  RA: Mmm (*in agreement with sister*)  I: (prompt) How did you decide about who you would invite?  RA: We had two people each and like then make an invite – I invited Form Tutor and Nan  RB: Auntie and someone else.  I: (prompt) – What was the event like? What did you wear for example?  RB: Black and White – that was our theme.  RA: Someone from the 6th form to sing, good voice. Everyone enjoyed.  I: Has it had any effect on how you think about school at all?  RB: School can be fun if you let it. (11:20)  I: (Confirmation) I get the impression that it was a positive experience for you. Would most people say that?  RB: I feel more part of the school. It helps me take part in lessons (12:49)  I: Question 4  I: The support from Nan, people at home or out of school, does that make a difference?  RA: I think it makes a difference on people because they know that they can get support from their families and do what they want if they have that support. (13:05).  I – In what ways are you supported out of school?  RA: Like if I want to do something, I know I will get that support I can ask. Auntie and Uncle would help with homework if we ask.  RB: If not (supported) get lower marks, and be in lower sets. They can get higher with support.  RA: If not (supported) lower mark in exams.  (14:12 – 14:13).  I: (checking) – Are you saying that support out of school is really important to young people?  RA and RB: Mmm (together).  Question 5  RA: Members of staff on the project. Didn’t know them properly but had seen them and knew of their names.  RB: I knew some of them.  I - What about what they did?  RA: Yes, they would help sort things out like a disagreement.  RB: Now speak to us around school, having staff around school, we know a bit better. (15:15)  I: Can you think of other ideas?  RB: Do things for the less confident people (16:18)  I: How would you identify the less confident people?  RB: The people who don’t join in in class.  RA: Put on a performance that would be another project.  I: What about Come Dine with Me if it was repeated?  RB: If you do it again you would know what it would be like, so no point (17:15).  RA: See something new. The performance – parents/carers would come. (17:16)  I: Other suggestions what about Parents or Carers coming to see a lesson such as a Maths group with Parents / Carers sitting by you?  RA: Be unsure, different for them than what they were taught. Some people it might interest but not as much as Come Dine with Me.  I: Teachers what were they like working on the project? Teachers in general – what is helpful to encourage you to be more confident/keen to learn/do your best?  RB: Like help you with stuff, some people aren’t confident to say they want help. Say if in English the teachers would come over. (19:58)  RA: Some people if they are stuck would just sit and talk to other people instead of putting their hand up and saying that they are stuck.  (20:28)  I - You both said about your choices, what is it about them?  RA: I’m just interested in PE but I like the PE. Teachers.  RB: Teachers who make it more interesting anytime.  I: You wouldn’t choose a subject because of the teacher you might get?  RA: Don’t think so – it depends on how you act, how a teacher behaves back to you.  (21:24)  I: What was it about The Project?  RB: The teachers made it fun.  RA: Teachers made it funny Mrs X always like that (fun).  I: Anything else?  RA: Mr X – the activity, for example, making a tee pee out of sticks – he told us what we can and can’t do, he explained it well.  RB: Helps when teachers explain it so you understand it. (23:34)  End of Pupil(s) Family 1 (40 minutes) | *Both girls came to the interview together. Therefore the interview reflects Voices of each girl denoted by RA and RB.*  *RA: - more forthcoming*  *Realised early in the interview that I would need to prompt as both girls quiet.*  **Nb:**  **Could put these as two separate interviews?**  **For – show an additional subject**  **Against – the balance of Carer to CYP reflecting families**.  Relate to systemic questioning – eg circularity, open questions.  23:44 – perception of the norm – friendships and relationships going well.  RA: Trying hard – motivated because for options  RA: Confidence important – a recurring theme can tell the difference from Y 7  Observed by her slightly older sister.  **Explore independence**  **Try – in her power to change something – I can do it myself.**  Clarification and emphasis - I can do it myself  More concrete relating to the project therefore more open?  Closed question but I: working to get the information from the pupils  (rethink from sister affirming she speaks out!) Argue with sister (laughter). Illustration of the rapport between sisters. Laughter like with Grandmother. Relational.  Confirming the change she has recognised in herself. Values - skills  Not the experience from home – Grandma’s interest in cooking and promotion of cookery skills  Different experience to at home  Cooks but not directly answering the question whether this is a liked activity  More descriptive narrative around the project  Sense of own empowerment  Sense of belonging  Identity  Understanding of the place of support awareness  Generational to family Nan supportive but Aunt and Uncle both role models and educated to degree level.  Direct link support to achievement  Both girls agree  Getting to know the wider school community  Role of adults in school  Relational sense of belonging and identity  Reference to self  Identity  Marker by which confidence is measured  Performance – how does this match with perceptions of the confidence identity?  Originality newness reflection of the power of the novel  Bespoke approach (see literature)  Generational reference how this matches Grandparent account  Support a positive experience relates directly to grades and outcomes.  Insightful reference with Grand parent account.  To what extent reflecting inner self?  What is RB’s perception of what lacking confidence looks like therefore the way in which she might think that she is seen / perceived?  Highlights an underlying issue of engagement – novelty 17:15 and 17:16 and originality    View on the role of Teachers  Practical example  Aware of strategies  Aware of what works – clear explanation by teachers |