**Highlighted Process of Interpretation**

Key: Descriptive Comments; Linguistic Comments; Interpretative Comments; Soundbites; Emotional Responses and corresponding sample from the Transcript

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| Original Transcript | Initial Comments |
| 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? (162)  R. Yes, yes, most definitely. (164-165) | 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.  The Building Better Futures Together Project (BBFTP).  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  Prompt on my part to find out more?  Motivation and Personal interest in the individual  Speech pattern and emphasis 143-144 The ‘very’ repetition ‘much so, much so’ 138 This also was said emphatically to convey the importance of the point.  As researcher am I curious to draw on previous knowledge about Carers experience of the school and the difference this has made also her own experience of school 158  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 8:200   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.  162 Emotional response on the part of the I felt that I needed to affirm and reflect that R was being heard.  Affirmative – use of ‘yes’ emphasising the point about the value of education and the value of family and family expectation 164 – 165. |

Process of Interpretation

Participant’s narrative Key: Appreciation; Enjoyment; Empowerment and linked with corresponding interpretative exploratory commentary

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| **Superordinate and Subordinate Themes** | **Transcript** | **Interpretative Comment** |
| **Appreciation**  Support  Recognised and met needs  Relational  **Enjoyment**  Conformity – she did it when previously finds it difficult to engage with school. Also overlaps with empowerment.  Creativity  Positive  Motivated  Relational  **Empowerment**  Disengagement, Dislikes – divergence within Empowerment  Attendance  Confidence  Relational | R: It was alright to be honest because they are pretty good there. Yes they are very good about X (daughter). They put all her stuff into place so that, she wasn’t in school for five days, so she could have a break and then she seemed to like Mrs X as a person, seemed to be a lot better. I think that’s why they did it, because she was slow or disengaged with school. (5.1)  I: The Project?  R: I think she saw it as another activity to do because like she didn’t have to…. It wasn’t a normal lesson for her. She sees it as something different so she could like …… and she is quite creative because she had to create all these different dishes she had, she was quite happy to do that. Urm she did quite enjoy it actually. (5.2)  I: Prompt - Hotel days?  R: No she just went and said nothing about it. | Linguistic – what does this colloquialism suggest?  ‘to be honest’ regularly occurring phrase through the transcript. Emphasising the truth. A desire for the truth? Important for the truth to be told. 5.1 Suggests liking a Teacher is important. Relational aspect to appreciation, enjoyment and empowerment.  School had acted on the needs of the daughter and rated as ‘pretty good’. Perception of the school by the actions to meet need. Suggests appreciation of the school by the Parent.  A divergence of empowerment? To be disengaged is empowering in the sense that it is non- conforming and an individual is doing what they want to. However the BBFTP enabled this Pupil to become engaged.  5.1 – 5.2 Descriptive narrative insight into the family story. A reason why X was involved with the project. Recognising disengagement therefore the Project was an example of how to motivate this pupil to become engaged. ALSO EMPOWERMENT.  Indication that the project was an activity that **didn’t have to be done.** It was enjoyable. Conformity because it was voluntary?  Characteristics of daughter – creative. Practical skills would appeal and suggest enjoyment.  ‘Urm’ – pause for thought.  No drama getting on with it because positive and motivated. |