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Author:	Susan Smith
Thesis title:	Exploring Narratives of llfelong Learning: A Case Study of Two Primary Teacher's Professional Practice in Implementing a Lifelong Learning Project
Qualification:	DEDCPSY

Exploring narratives of lifelong learning: a case study of two primary school teachers' professional practice in implementing a lifelong learning project

Sue C. Smith

Research thesis submitted in part requirement for the Doctor of Educational and Child Psychology of the University of Sheffield

May 2012

Abstract

The aim of this research is to explore the everyday narratives for two year 5 teachers in a primary school when asked to implement a lifelong learning project into their classroom. Teachers have few opportunities to pause and reflect on their professional practice, so the two year 5 teachers were highly motivated to engage with the research given that the Effective Lifelong Learning Inventory (ELLI) was being piloted in their classes. With this purpose, I undertook a narrative approach.

There was also a strong rationale behind providing the teachers with a space in which to have a reflective conversation to allow their narratives to be told. This came from an underlying concept within ELLI, that students have the opportunity to reflect upon their own learning and yet it is not naturally inbuilt for the teachers. The teacher participants constructed a narrative over time as they explored both the negative and positive aspects of implementing a lifelong learning project.

In my analysis I was interested in both the structural element to how the narrative is spoken but also what significant themes are produced across the narratives and the commonalities found. The analysis is a combination of work based on Gee (1991), Mischler (1995) and Riessman (2008) and includes my own part in the co-construction of the narrative.

The narratives allow the teachers to explore their pedagogy and belief system into lifelong learning not only for the children but also for themselves. I identified and interpreted the significant themes from the teachers' narratives, reflecting how they link to the literature review and the identified learning dimensions within ELLI. Although the experience is around the lifelong learning project, the narrative that unfolds goes far beyond this and reflects very much the individual belief systems, ethical viewpoints, experience, culture and pedagogy as teachers.

Key words: narrative, lifelong learning, reflective conversation, ELLI, teachers, professional practice.

Contents

Introduction

My research journey begins with a description of the context where I work as a trainee educational psychologist within which my research is embedded. One of the primary schools I work in within my employing local authority has undertaken the Effective Lifelong Learning Inventory (ELLI), (see Appendix a) project from the University of Bristol by Deakin Crick et al (2004). This comes under the larger project heading of 'Learning How to Learn' or 'Lifelong Learning'. The local authority has a raising achievement strategy, which involves three strands, these are:

- Powerful Learning
- Language for Learning and
- Leadership for Learning

In order to begin to address these areas the local authority has been encouraging all schools to become involved at some level with one or all of the strands. This has either been through further training for school staff or undertaking new projects as a school. In July 2010 at the headteachers' conference, Tim Small from ViTaL Partnerships was invited to present the work on ELLI and how this could be used to support the strand of Powerful Learning. He is the 'front facing' person for ELLI and undertakes the qualitative and evaluative work, nationally and internationally for ELLI. Initially four schools within this authority were offered and accepted the opportunity to pilot ELLI. The pilot project was heavily subsidised by the local authority and each school had to have at least two teachers trained in ELLI, referred to as ELLI champions. The Accelerated Achievement Advisor for the authority helped to support and collaborate the work on ELLI in these four schools.

The two year 5 classes in one of the four local primary schools undertaking the pilot of ELLI, a total of sixty children, completed the ELLI questionnaire and were issued with a learning profile (see Appendix b). Faced with this information the year 5 teachers had many questions including, 'How do we take this information and implement the seven identified learning dimensions of ELLI within the classroom? How do we as teachers support each individual

student to develop in their areas of strengths and weaknesses to become lifelong learners?

These questions above and others made me consider my role in supporting the teachers and students and how this project could be used as the basis for my own piece of research. As the trainee educational psychologist for the school I wanted to offer something significant and tangible to the teachers. I therefore approached Pete (name anonymised), as the lead person within the school implementing ELLI and began to have regular conversations and email exchanges with him from September to December 2010. He informed me that he and Jane (name anonymised) were the two year 5 teachers implementing this as a pilot project within the school. We began to negotiate what would be useful support for them and how this could be developed as a piece of research. As these conversations and negotiations developed, what began to emerge was the need for time to talk and to reflect about ELLI and what together, we understood as lifelong learning. Both teachers were excited by ELLI but also daunted by the task of introducing this into their classroom. They agreed to meet with me regularly over the summer term, specifically to reflect and focus upon ELLI and to tell their narratives about what this meant for them as professional practitioners and what they could learn from the children about how they learn to become lifelong learners.

In further reading around the ELLI project and the larger theme of lifelong learning, I discovered that the present day understanding of lifelong learning had come out of a significant piece of work undertaken by Black et al (2002,2003). This was the King's Medway and Oxfordshire Formative Assessment Project (KMOFAP). As a primary school teacher working in Oxfordshire at the time, I had been part of this project, which looked at the Assessment for Learning (AFL) principles (see Appendix c). As I moved on in my teaching career I worked as a Learning Support Teacher and was privileged in this role to work across many schools and settings. I came across many children for whom learning in our current education system is a real difficulty, not through their inability but through a mismatch of their understanding of learning within such an attainment driven culture. As a

trainee educational psychologist I continue to meet children and students for whom this is also true. I believe that lifelong learning offers a way to address this by giving empowerment to learners. Schools and teachers play a vital role in laying down the opportunities to help develop the attributes of effective learning (Broadfoot, 1998) but it also requires a shift in policy from the government to move from such a 'content curriculum' to a 'learning curriculum' (Claxton and Carr, 2004).

Reflecting on my rationale for this research study is my own experience of lifelong learning through the formal training as an educational psychologist. As I have undertaken this work it has been an interesting journey for myself to consider how I learn and continue to go on learning and the implications this has for me as a person and as a learner. My interest and passion for lifelong learning has been reenergised by working alongside the two teachers involved in this research and my introduction to the ELLI project.

> In times of change learners inherit the earth, while the learned find
> themselves beautifully equipped to deal with a world that no longer
> exists.
> (Hoffer 1973, p.32)

Chapter 1:Critical Literature Review

Introduction

The concept of teaching children how to learn continues to be a growing area of interest. After two decades of government policy to achieve national consistency in what pupils are taught, the emphasis is shifting to the processes of learning and teaching.

> 'Who I am' is a function of 'what I know' and how I communicate it. If it is to mean anything, 'What I Learn' must include 'How I learn' and "Why I learn'.
> (Deakin Crick 2009, p. 76)

Alongside many government led initiatives there has been growing independent research into teaching children how to learn and, in particular, lifelong learning as a way to better equip our children and young people for the future. The terminology within much of the research into teaching children how to learn ranges vastly and can become quite unwieldy, not only with reference to the phrase itself, but also in whether we are exploring skills, facts, knowledge, learning dispositions, processes or competencies. This in itself is a difficulty which some of the research acknowledges, and highlights perhaps that with something so conceptual a shared language is key to our understanding and development in this area. A brief glossary is given (see Appendix c) to highlight the most widely used terms and to provide clarity in the reading of this study. Predominantly throughout this chapter and indeed this research, the phrase 'lifelong learning' is the generic term used. It is by definition learner-centred, it is what learners do. It can also be regarded as the 'practices' to bring about learning. It is a process of learning, which enables the learner to know how best to go about learning other things (James et al 2007). However, with reference to certain studies and also the historical context of the topic other terms will be used and referred to from time to time.

Within this literature review I will analyse some of the research studies in order to highlight the difficulties uncovered in the teaching of lifelong learning and the

continuing issues and areas of tension. In particular this review will focus on one particular tool being used in some parts of England, Europe and South East Asia called the Effective Lifelong Learning Inventory (ELLI), which is described as an instrument for self-assessment in learning and a set of strategies for developing learning capacity. I will consider how the use of such a tool empowers the teacher to implement lifelong learning and look at some of the key psychological theories which underpin effective lifelong learning, including self-efficacy (Bandura 1997) and self-theories (Dweck 1999). Finally, I will show how this study may add to the body of research into lifelong learning and introduce the questions explored through this narrative inquiry.

Background

Lifelong learning is a vast area of study, which spans not only education but also social, economic and political contexts. Research studies into this area have come from a variety of local authorities within England and Scotland but also Europe, South East Asia and Australia (e.g. Deakin Crick 2007, Deakin Crick, McCombs, Haddon, Broadfoot and Tew, 2007, Black, McCormick, James and Pedder ,2006, and Marshall and Drummond 2006). These studies show the difficulty and complexity of unravelling what is understood by lifelong learning and that the language associated with this terminology has to be clearly defined before the research can be understood and its findings given purpose. Black et al (2006) deliberately used 'learning how to learn' as opposed to 'learning to learn', to explore the development of practices, which has implications for the teaching and learning of such development. However in their work they still found the phrase difficult to define and a somewhat contested concept with many subtly different meanings.

The research sits within the present day context but also acknowledges that interest in, and understanding of learning goes back many hundreds of years (James et al 2007). The language used may have changed to fit the present day context both socially and politically but it still seeks to uncover how every individual can become a learner and continue to be a learner in whatever context they may find themselves. The research acknowledges learning as a

process that is not just pertinent for school subjects but can be applied to other forms of knowledge, skills, attitudes and capabilities.

Research has covered small-scale studies involving intensive support to teachers, as in Marshall and Drummond (2006), through to larger more sustained studies across the education system by James et al (2007) using greater numbers of teachers and schools. The research study by Black et al (2006) tries to provide data of a quantitative and generalisable nature to suggest some tangible working practices, which can then be implemented within the education system. However, this research continues to acknowledge that the key aspects of lifelong learning are the learning relationship between the teacher and the pupil and the development of the pupil as autonomous in their learning. This I would consider lends itself to a more qualitative study and would be a piece of research in its own right.

Lifelong learning: The historical journey

Dearden (1976) over thirty years ago discussed and put forward definitions of Learning How to Learn (LH2L). He considers a number of definitions and ideas but holds as a priority, learning autonomy. This is supported by research into the Assessment for Learning principles (AFL) by the Assessment Reform Group (2002) where teachers' views placed learning autonomy as both important but difficult to achieve. The phrase learning autonomy becomes a recurring theme in much of the research into lifelong learning. Ecclestone (2002) defines this as:

> Learners becoming more self-directing; they can make informed
> decisions about their own practice.
> (Ecclestone, 2002, p.173)

In the present day, lifelong learning is presented as if a new phenomenon with which to explore our education, social and political system. Interest in this may be accounted for due to the rapidly changing world in which we now live. The concept of lifelong learning is one which we feel the need to embrace if we are to keep up with the advances in technology and our understanding of

knowledge. The discourse around lifelong learning in articles such as the Leader magazine (2005) includes an acknowledgement that a job for life is a thing of the past. Facts learned at school may become almost irrelevant to most of life's challenges, since technology makes knowledge universal and immediately accessible. It concludes that creativity, rather than simply following procedures, is essential for learning, work, active citizenship and enterprise.

> In this context learning to learn is a quintessential tool for lifelong learning and thus education and training needs to provide the learning environment for the development of this competence for all citizens… throughout the whole lifespan and through different learning environments.
> (Fredriksson and Hoskins 2008, p.11)

LH2L has also been identified as one of eight key competences mentioned in the EU recommendation on key competences for lifelong learning adopted by the Education Council and the European Parliament in December 2006. It is part of a process to establish and monitor the learning processes and outcomes needed to facilitate the development of lifelong learning in Europe. In this context the EU working group identified 'learning to learn, as the ability to pursue and persist in learning ' (Education Council and European Commission, 2006).

Within the education system there has been an acknowledgement that pupils need to be taught a higher level of thinking about how they approach learning or indeed how they learn (Moseley et al 2005). McGuiness's influential, DfES commissioned review of thinking skills interventions, 'From Thinking Skills to Thinking Classrooms' (McGuiness 1999, 2001) outlined a clear edict to focus on the process of learning as well as curriculum content, identifying that a range of thinking skills interventions have an impact upon pupil attainment. This link between increased academic attainments and promoting thinking skills led on to further initiatives including:

- Excellence and Enjoyment (DfES 2004a),
- Teaching and Learning in the Foundation Subjects (DfES 2004b),

- Leading in Learning: Developing Thinking Skills at Key Stage 3 (DfES 2005a),
- Personalised Learning (Pollard and James,TLRP, 2004)
- Social Emotional Aspects of Learning (SEAL), (DfES 2005b) and
- 'Every Child Matters' (DCSF 2004)

The latter two consider an increasing understanding of the social and emotional benefits from engaging children successfully in their own learning. Whilst these are now relatively outdated policies since the new government came to power, they are still influential in the way new policies and initiatives are discussed as Tew and Park (2008) explore further in their study on how schools can shape emotional environments to help students learn more effectively. This is also true in considering the 'personalization' of education (Deakin Crick, 2009). Schools have been and are continuing to be encouraged to have the freedom and flexibility to deliver a bespoke curriculum and education for their specific situation and pupils. In recent years there has been the development of citizenship education, which recognises that pupils need to be active individuals to participate fully in the increasing globalisation of our world through new and advanced network technology.

However, within the research into lifelong learning there is a recognised tension in meeting these broad objectives alongside focusing on basic skills and qualifications. Indeed some would argue that these two sets of outcomes are in conflict (Feinstein 2006) and that our main role in education is to' teach children to think critically, creatively and effectively' (Fisher 2003, p.6). In previous work by Coffield (1997) and Broadfoot (1998), the phrase 'learning society' was coined. Broadfoot's work reflected that for lifelong learning to take precedence there must be a change in how we think about education in relation to the assessment practices presently followed. If there is to be a serious commitment to lifelong learning then, 'assessment has to have as its primary goal the support of learning and the empowerment of learners' (Broadfoot, 1998, p.474).

Prior to this research by Black and William (1998) commissioned by the UK Assessment Reform Group looked at AFL practices and the interventions, which sought to implement these practices. This research showed that AFL is one of the most powerful ways of improving learning and raising standards. Research by James et al (2007) built upon this research to begin to explore lifelong learning practices. They established a hierarchical link from AFL to LH2L through to learning autonomy, as the ultimate goal. They explored the shift from AFL to LH2L as one which is teacher centred to learner centred. They recognised that the AFL principles could provide a foundation upon which to build LH2L and lifelong learning.

The concept of LH2L has recently become prominent in the discourses of educational policy and practice because of its perceived potential to underpin lifelong learning. As knowledge now advances rapidly, raising educational standards means that at school pupils need not only to learn but also, as the phrase lifelong learning implies, to develop those capacities and habits that will enable them to continue learning throughout their adult life. This perception is used as a rationale behind other initiatives such as the Campaign for Learning's 'Learning to Learn' project (Moseley et al, 2005), and the 'Assessing Learning to Learn' project in Finland (Hautamaki et al 2002). It is also behind the European Commission-Education and Training: Lifelong Learning work programme (European Commission 2005) to develop a European Indicator for LH2L skills. However, in all of these initiatives there is little discussion or evidence to show how action on LH2L in school will relate to learning in later life.

In Black et al (2006) the paper looks at how they develop ways of working that might help to improve learning, what they term as working practice rather than exclusively looking at the psychological processes which might underpin such practices. Yet it could be argued that without understanding these psychological processes, and more specifically the psychological process of learning, we will not know what will help to improve learning. Black et al conclude that the best assumption to make about LH2L is to view it in terms of a collection of good learning practices. The commonality that these learning

practices show evidence of, is being able to promote pupils' autonomy in learning. These they claim seem to be the most secure foundation for lifelong learning. But still further is the teachers' capacity to implement and support these learning practices. Osterman (1990) refers to this as the espoused theory to the theory-in-use, ''where our actions are not always consistent with our intent' (Osterman, 1990, p.136) Teachers are themselves also learners and may be considered to be on the journey with the pupils themselves. They therefore need the opportunity to talk and reflect upon their belief system and their understanding of 'learning theory' but then what this actually looks like in practice. Being able to make observations of one another and talk through the difficulties and issues that arise may provide the beginnings for individual action and practice to change.

Lifelong learning: Engaging with the process

Research into lifelong learning has focused on trying to identify the key factors, which enable pupils and their teachers to engage in this process (Marshall and Drummond 2006, Deakin Crick 2007, Deakin Crick et al 2007). These studies all acknowledge that LH2L is the active engagement of going on a journey and that there are many variables which affect and influence both the pupils' and teachers' experiences of this. The data collected has used a range of methodologies and involved quantitative and qualitative data collection in an attempt to hone the key factors that a school, teacher and individual pupil will need to ensure LH2L is taking place in practice.

Marshall and Drummond's evaluative study (2006) looks at how teachers engage with AFL, which as explained on page 15, comes historically as part of the LH2L terminology. It highlights many of the difficulties that are found in the research into lifelong learning, such as the difficulty of capturing exactly what LH2L looks like and the language used in its description. The design was based around the AFL practices which were felt to be significant to pupils becoming more independent learners and therefore central to the LH2L project. It was a study which sat amongst a much larger LH2L project by James et al, (2006a). This study was interested in the connection between formative assessment (questioning, feedback, sharing criteria with the learner,

and peer and self-assessment) and pupil autonomy. The two main areas of data source were video recordings of 27 lessons and interviews with these teachers on their beliefs about learning. The researchers found that the beliefs that teachers hold about learning impacts on the way they apply (in this case) AFL in the classroom. The belief of some teachers sits more readily with what the researchers termed the spirit of AFL. That is the teacher values pupil autonomy and recognises it as part of their goal in teaching but also views the classroom as a site of their own learning. They felt that, 'neither circumstance, or disposition of the pupils were beyond change' (Marshall and Drummond 2006, p.147). However, this statement is interesting because the study did not investigate the pupils' dispositions or circumstances and no mention was made of whether pupils engaged more fully depending on their perceived ability or whether they were dealing with any social, emotional or behavioural issues. The assumption made here is that it is related to with the teachers' beliefs about creating the right learning environment. If this is right then the pupils will engage regardless of the personal circumstances that they may bring into the classroom. Alternatively the teachers who did not engage so readily with the spirit of AFL felt that if pupils were not ready to learn at that level, then there was nothing that they as teachers could do about that.

The researchers identified that even though the teachers may talk about very similar beliefs in their role and their understanding of learning, the delivery in the classroom could be very different. This was closely linked to the nature of the task. Early on in the study they identified that the nature of the tasks played a significant part in how the interaction of the pupil and teacher is executed. However the study compares different lessons and tasks to highlight different aspects of how the teacher engages the pupil in the AFL principles. It is therefore comparing different teachers, teaching different subjects with different tasks. The conclusion drawn is that the teachers' beliefs about learning have the greatest impact on how they deliver a lesson. There seems to be little discussion as to how the teachers' belief system and the tasks generated within the lesson may be linked. This raises the question as to whether different teachers presenting the same lesson and tasks would be

able to deliver a recognisable AFL type lesson if they shared the same belief system.

Many of the research studies discuss a learning environment or learning climate as a key aspect of LH2L and that to identify this, one has to consider many variables. These include:

> The quality of relationships between learners and their teachers; the
> nature of the curriculum; the emotional climate of the classroom; the
> forms of pedagogy engaged in by the teachers and the quality and
> nature of educational leadership in the school.
> (Deakin Crick et al 2007, p.268)

Alongside this is the need for the pupils to have ownership of their own learning and to understand what they mean by this. Deakin Crick (2007a) acknowledges that pupils can often feel that learning is something which is done to them, rather than something they are part of and have responsibility for.

In research by Deakin Crick and Yu (2008), which has explored the factors contributing to lifelong learning or learner centred classrooms, assessment tools used have included Effective Lifelong Learning Inventory (ELLI) (Deakin Crick et al 2004) learning profiles for individual pupils, Assessment of Learner-Centred Practices Surveys (ALCPs) (McCombs 1999) for teachers and their classes and the Emotional Literacy Audit (ELA) (Morris and Scott 2003) for all pupils, teachers and staff. This is quantitative data and is used to explore the relationship between the variables and the relationship between each of the assessment tools. The measure only provides the extent to which these variables identified within the three tools correlate or differ. The research design is therefore limited in that the study does not identify other variables. The assumption is that these tools have already identified the key variables, which impact upon learning.

A further interesting aspect to this research is in the nature of trying to provide quantitative data over LH2L, which seems to be driven by the learning relationship within which the individuals find themselves, particularly between the teacher and the pupil. This relationship is identified as significant in helping a pupil LH2L and could perhaps be better explored through a qualitative study where the dialogue and narrative of this relationship is explored.

A large cross-sectional study by Deakin Crick et al (2007) states that learning is itself a quality or way of being that is inherent in an individual and yet, one of the assessment tools, ELLI, explores the idea that there are dispositions to learning that can be identified and strengthened through the teaching of lifelong learning (i.e. that learning whilst intrinsic can be changed and also taught). It also concludes that the school and classroom climate and the practices that are undertaken within them are significant in developing lifelong learning skills for the pupil. Whilst this research identifies the key variables and characteristics, which facilitate lifelong learning, it still would seem that there is a big jump to be made from identifying, through to implementing within the classroom and perhaps more generally to the community and the world outside of school or education.

A further study by Deakin Crick (2007) looked at the dynamic assessment of learning. It used the learning profiles, which Deakin Crick designed in the ELLI project and has been used on over nine thousand pupils since 2003. This study was more qualitative in its approach and looked at twelve teachers who were provided with learning profiles for their pupils as individuals and whole groups. It was classroom-based research, focusing on classroom practices in which both learners and teachers participated. Teachers met together with a research facilitator twice a term. The teachers would bring with them their own written reflections and examples of pupils' work and learning interventions. The research facilitator helped develop professional reflection and conceptual development, although it is not explained in detail as to what this meant in practice.

The purpose behind the study was to allow the teachers to have a free rein in how they used the information from the ELLI profiles in supporting their pupils in strengthening themselves as learners. The analysis fell into three parts. Firstly, the teachers would provide evidence of activities they had carried out and believed to be successful. This included photographs, recorded conversations and narrative accounts. Secondly the teachers would identify the underlying themes of their particular practices and finally, they completed a questionnaire at the end of the project. The findings showed that teachers clearly recognised the individual pupils within the ELLI learning profiles and also the personality of the class. It resonated with the teachers' own perceptions of the knowledge of the pupils. The underlying themes identified by the teachers were:

- Teacher commitment to learner-centred values and willingness to make professional judgements
- Positive interpersonal relationships that are characterised by trust, affirmation and challenge
- Developing a language of learning, particularly through the use of metaphor, modelling and imitation
- Learning dialogue
- Time for reflection
- Development of learner self-awareness and ownership
- Providing students with choice and the responsibility for making choices
- Sequencing of learning materials-creating challenge through reorganising the content of learning
- A toolkit of skills and strategies for lifelong learning.

The discussion and conclusion of this particular study showed that the ELLI profile is able to reflect back to the individual learner information about themselves in relation to their power to learn. It then also reflects back information to the teacher about the individuals or groups, which can then be used in the developing of the learning process. Finally, it allows the dimensions of learning identified in the ELLI profile to provide a method for scaffolding the way in which each pupil encounters the formal content of the curriculum. The researcher recognises that the sense of ownership and identity is crucial in all

of this process if the individual is to take responsibility for their learning journey. Deakin Crick believes that this approach provides a bottom up model, which begins with the experience and choice of the learner.

The study does not go into detail about the teacher research meetings. It would be helpful to know the outline of such meetings and how else the teachers were able to communicate with each other, if at all, between meetings. One of the underlying themes identified by the teachers was time for reflection within the classroom. The study explains this in terms of reflecting within the classroom, individually, in pairs, small groups or through circle time. Although teachers felt this to be important it was not easy to do and required prioritising over other demands. I was interested to note that it did not include further detail of reflection for the teacher, although this is referred to as part of the teacher research meeting. The research talks about,

> The person of the learner, knowing who I am, where I am coming from, where I am heading and why?
> (Deakin Crick 2007, p. 151)

However, this research is always in the context of the pupil's learning. I would suggest that teachers also needed to be asking this for themselves before they can begin to enable a pupil to embark on the learning journey. This goes back to the belief and pedagogy of the teacher, which previous research in this area has shown to be fundamental to the lifelong learning process. For me the research from Deakin Crick (2007) does not address how one begins to affect this within teachers. The concept of reflection and having time for reflection would seem key in the role of the teacher but, as with all else in implementing this, something else has to give to allow this priority. As the teachers discovered, ensuring time for the pupils to reflect meant prioritising this over other curriculum demands. If this is important for pupils, one might consider asking how much more important is it for the teacher to have reflection time?

Psychological theories of learning

Much of the research considered in this study does not engage sufficiently with the complex task of predicting the psychological impact of these lifelong learning interventions. It would appear that pedagogy still has much to gain from understanding the psychology of effective learning and the ways in which certain psychological theories might enhance pedagogy to help children and adults to learn.

Learning research has developed typically within two separate paradigms, the cognitive psychology paradigm and the social cultural paradigm. The cognitive psychological perspective examines how human beings process information and/or construct new knowledge in terms of internal cognitive, thinking and reasoning processes. Jean Piaget (1967) made an important contribution in the development of the cognitive tradition with his work on the cognitive development of the child. Piaget made clear the concept of 'readiness for learning' based on his work around how children learn and what they can understand determined by their stage of development. Based on this theory, teaching, whether through demonstration or explanation is constrained by the stage of development that a child is at and the learning can only take place if the child is at the point of learning 'readiness'. Some critics as identified by Wood (1998), would argue that Piaget did not take into account language, communication and instruction or the social aspect in his studies on how children learn.

The social cultural perspective, like the cognitive paradigm, also examines how knowledge, skills and attitudes are constructed. However, the difference is that the focus is directed towards the social dynamic of learning rather than the internal cognitive processes. Vygotsky (1962), another influential theorist, believed that learning is embedded within a social context and develops primarily through social interaction thus highlighting the importance of learning relationships, communities of learning and the social production of competences. Within this paradigm, lifelong learning cannot be understood separately from the learning context and the relationship and interaction between the learner and teacher.

More recently there are two significant theories; self efficacy and self theories, which are rooted within social cognitive theory. This concept stems from a social learning theory proposed by Miller and Dollard (1941) and which Bandura (1977) has expanded upon in his work on self-efficacy. The principles of social cognitive theory are based on observational learning and vicarious reinforcement, learning from other people's behaviour. Self-efficacy and self-theories offer the potential framework for promoting a much wider understanding of the psychology of effective learning. These support pedagogical interventions which promote LH2L but also the dispositions and attitudes to academic achievement and to well-being in adulthood.

Self-efficacy and effective learning

Self-efficacy is about peoples' beliefs in their own capabilities to affect control over their own functioning and situations which impact upon their lives. An individual's perceived self-efficacy can enhance or inhibit their interactions within the world. People with a strong self-efficacy are more likely to achieve what they set out to achieve and attribute success to their own efforts (Margolis and McCabe 2006, Pajares 2003, Schunk 1991). They are able to tolerate difficulties or setbacks. In contrast, people with a low sense of self-efficacy will give up quickly when faced with a challenge and are less able to tolerate difficulties or setbacks. Bandura (1990,1997) has demonstrated different ways in which self-efficacy can be developed and this has included a large body of research which considers how self-efficacy develops within children and influences the way in which they experience and respond to life and learning. Bandura (1997) has classified the ways in which an individual's perceived self-efficacy can be enhanced through strategies used by teachers within the classroom. These include structuring of children's learning or mastery experiences, providing verbal feedback or verbal persuasion, encouraging children to set targets or proximal goal setting and the use of examples and demonstrations or vicarious experiences. These are all examples of good teaching practice and if teachers understand the psychological theory behind this practice they may be more likely to use these strategies effectively and in so doing have more impact upon children's sense of self-efficacy.

Self theories: motivation, mastery and performance orientated learning

Dweck (1999) also explores the ways in which an individual's self-beliefs or self-theories are formed through, and impact upon, their interactions within their environment. Her work complements the self-efficacy theories explored above and focuses upon children in school and why some children seem to have what she calls a 'mastery orientated response' to life and learning challenges, while others have a maladaptive 'helpless' response to such challenges. Her research demonstrates how children's views of intelligence affect motivation, the way in which they interpret challenges and make attributions about success and failure. Children who view intelligence as a fixed entity are more likely to demonstrate performance-orientated motivation, seeking favourable judgements about their performance. Children who have an incremental view of intelligence are more likely to adopt a mastery orientation to challenges to increase their sense of competence, Dweck and Leggett (1998). Interventions and teacher pupil interactions which help children to recognise and understand their attitudes to challenge and which model more optimistic, mastery approaches could therefore hold real benefits for children and teachers in the classroom and for lifelong learning.

These two theories offer a way of viewing education and, in particular, lifelong learning from a psychological perspective, which can help children develop a strong sense of self-efficacy and motivation to strive to achieve their potential. To achieve these teachers need to teach children about how their feelings and beliefs about learning can develop and how they impact upon learning (Szente 2007). It is this broadening conceptualisation from teaching a set of skills to learner capabilities, which offers a useful starting point for translating research into practice.

Theoretical Principles of ELLI

Between 2000 and 2003 Dr Ruth Deakin Crick worked with Professors Broadfoot and Claxton to develop the Effective Lifelong Learning Inventory (ELLI) (Deakin Crick et al 2004). The aim of the research project was to identify the characteristics and qualities of effective lifelong learners and to develop

tools and strategies for tracking, evaluating and recording peoples' growth as effective real-life learners. They used the phrase 'learning power', to describe the students' self-awareness and their motivation to learn.

There were two major research strands, a scientific strand concerned with identifying the components of 'learning power' and a dynamic strand concerned with exploring how those (provisional) dimensions of 'learning power' might be useful in teaching and learning in the classroom.

The scientific strand

The development of the questionnaire arose out of an exploratory factor analytic study with two thousand learners (Deakin Crick et al 2004). The item content of the original study derived from a substantial literature review about variables that impact on the individual's capacity and motivation to learn. The study identified four broad categories. These were:

- Learning capacities, that is dispositions, awareness and skills;
- Learning identity which included the beliefs, values and attitudes about learning, self and knowledge held by the learner;
- Learning story, which here means the socio-cultural formation of learners over time;
- Learning relationships, including the quality and substance.

The resulting factor analysis identified seven dimensions of this conglomerate, which was described as 'learning power'.

The dynamic strand

The ELLI learning profile is described by Deakin Crick as 'a form of dynamic assessment with an interactionist orientation' (Deakin Crick 2007, p.142) The school based research entailed teachers working with these learning dimensions in practical ways in order to understand how they may be useful to promote learner self awareness and growth in the classroom. They would use the learning dimensions to decide on new learning interventions that were specifically aimed at nurturing students' learning power. The key themes underpinning the learning interventions were: teacher professional vision and

values, the creation of positive interpersonal relationships which involved trust, affirmation and challenge, quality of dialogue, use of learning language, modelling and imitation and teacher professional judgement. It is recognised that within this there is no single formula for success, but these dimensions appear to be an important part of the ecology of learning. The critical factors are the professional vision of the teacher and the school climate.

The forms of intervention, which the learning power profile leads to, are according to the research, interactionist in nature. That is, they emerge creatively and intuitively from the interactions and relationship between learner and teacher. The pupils move beyond the externally identified strategies for learning and become aware of themselves as learners and take responsibility for their learning process. Deakin Crick (2007) identifies this as becoming 'intentional learners'.

The key pedagogical themes, which emerged from the research around the development of the ELLI profile, were that the assessment of learning power could not be understood in isolation from the many variables that inform and shape the experience and interventions of teachers and learners in particular classrooms.

> The energy and vision of the teacher to engage with the ideas embedded in the learning profile was a critical success factor.
> (Deakin Crick 2007, p.147)

This has become the most significant part of the ELLI research, that teachers themselves are central in helping students develop their seven dimensions of learning power. Surprisingly little attention is given to how the teachers might achieve this.

The Teacher's role in implementing lifelong learning projects

Teachers like to have practical strategies, which they can use and adapt within the classroom yet lifelong learning, whilst it is concerned with the development of learning practices. Small (2010) has produced a handbook of strategies,

which draws on a programme of research and development from January 2004 to February 2010 as a follow on from ELLI. This recognises that within schools, teachers and students have responded enthusiastically to the ELLI profiles but have requested further help to devise activities and strategies to support them. The handbook is a way of supporting this transition from theory into practice, which for many teachers continues to be a significant difficulty. Research studies (James et al 2007) show that teachers who had most success with implementing lifelong learning were those who demonstrated a capacity for strategic thinking and reflective thinking and took responsibility for what happened in their classrooms.

Research suggests that teachers have to become learning mentors, who need to be expert in their own discipline but who are also able to take a step back and understand the pedagogy of lifelong learning. Teachers are required to be an expert in their field or the content taught but also need to have pedagogical knowledge and to combine these two into what Shulman (1987, quoted in James et al 2007, p. 218) referred to as 'pedagogical content knowledge'. Within the classroom the teacher is therefore required to operate on two levels, moving between the learning content and lifelong learning process in pupils. This requires the teacher to provide opportunities for the learning process to happen, therefore moving away from simply giving tasks to explicitly orchestrating the learning. This is asking the teacher to make a significant shift in how they may perceive their role. They are being asked to help regulate the learning process through being watchful, reflective and strategic and in modelling this, allowing pupils to then also become watchful, reflective and strategic.

> Strategic and reflective thinking is seen as having priority as the expression of the meta-cognitive activity and self-regulation that are vital to the development of learning autonomy.
> (James et al 2007, p. 28)

Research by Claxton and Carr (2004) identified that there were four elements to the teacher's role within the classroom. These included:

- Explain- where the teacher would make explicit the learning curriculum.
- Orchestrate- the teacher would provide resources and activities in a way that creates an inviting and promising environment for all the students.
- Commentate- on the learning process as it happens and the product at the end of it. This is a way of scaffolding the individual student's learning.
- Model- the teacher is able to give the responses of an effective learner by showing where and how to find information if you are stuck.

In their conclusion they suggest that in creating learning environments teachers will offer the above four elements within the classroom. It is this being explicit about the value of learning which is going to support and empower the learner and give the teacher effective strategies to implement lifelong learning. However, it does require the teacher to understand the concept of lifelong learning and to see the value in using these four elements as part of their everyday practice.

Concluding thoughts

Much of the research into lifelong learning places the teacher as central to its successful implementation; the values and belief of the teacher are significant and the need for reflection and collaboration are held as key support strategies for teachers. The research does not, however, explore how this might help in the shift from theory to practice. The use of tools to help deliver lifelong learning, whilst recognising that the teacher needs to explicitly understand the LH2L pedagogy and process, does not explore how teachers can ensure that they have this full understanding.

Even when schools and teachers are given a well researched tool such as ELLI to use in helping the lifelong learning concept, there is recognition from the researchers including Deakin Crick (2007) that ELLI's efficacy as an agent of empowerment and change is likely to vary according to how, when, where

and by whom it is used. Small (2010) showed evidence to characterise the aspects of teaching found to be the most effective in developing learning power; the teachers' values and commitment. This was found to be the underlying factor, which had the most impact on learners' learning power.

Within all the research studies the central figure in the success of lifelong learning is the teacher and the learning relationships they are able to establish with their pupils. Whilst many of the studies refer to the importance of supporting teachers in this, there is little within the research to expand upon what this might look like in detail; neither is there much reference to teachers who have been involved in lifelong learning and their experiences and narratives throughout this process and what could be learnt from this.

As lifelong learning is an area of interest within the education system and community and more explicitly within the workplace, the need to understand how we can best prepare learners for being lifelong learners continues to attract research and further understanding. At both a national level and local authority level many schools are interested in developing this aspect within their own school setting. Within my own local authority there has been significant interest in embracing the ELLI project. A number of schools within the authority have received training in the ELLI project, with the anticipation that whilst this will develop lifelong learners it will also raise attainment.

Where I feel research could help and support in this implementation is to look at the teacher's role and perspective, specifically focussing on providing a time and space for reflection and the narrative within this that will undoubtedly take place. I believe that this will provide an opportunity for the teachers to explore their pedagogy and belief system into lifelong learning not only for the children but also for themselves by questioning, challenging and supporting each other in the process. It is my intention to address this through my research and to explore the narratives of two teachers implementing lifelong learning through ELLI into the everyday classroom and consider the following research questions:

- What does a narrative account by two year 5 teachers tell us about how children learn how to learn through the implementation of the ELLI project?

- How does the telling of this narrative enable these two teachers to reflect on their own professional practice, in essence how they learn how to teach?

Chapter 2: Methodology

Overview

Within this chapter I aim to establish my epistemological position in relation to this piece of research, and to explore what is my understanding and working definition of narrative and how narrative can be analysed and interpreted. I look at the reasons why I have chosen narrative as my methodology over a potential alternative method. I illustrate within this case study design how the research has developed, using the pilot study and my own reflections, to shape my rationale in moving towards a reflective conversation as a way of framing the narratives. I consider how the ethical issues are addressed throughout the research and finally give a brief evaluation of using narrative research.

Epistemological position

This is a qualitative piece of research, which sits within a social constructionist paradigm and offers a belief that it is our interactions between each other which help us to gain our own understanding and belief system of the world. I consider that it is this daily interaction and our use of language through which we begin to define who we are and is the reason that as individuals we change and evolve through our experiences and relationships and the context within which we find ourselves (Burr, 1995). With this is mind, I therefore, acknowledge that as a researcher this is also true and that I am not an objective observer uncovering knowledge about the world, but that I am an intrinsic part in this research process and part of the construction of the narrative.

> As researcher we cannot be detached but must examine our subjective involvement because it will help to shape the way in which we interpret the interview data.
>
> (Hollway and Jefferson 2000, p. 33)

My interactions and conversations with the two teachers involved in this research began in my first meeting with them and continued as we met over

many months and constructed together a joint narrative. All three of us went on a journey, not only in the aspect of our everyday lives continuing as such, Clandinin and Connelley (2000) refer to this as being in the midst of stories, but a journey as we reflected together on the implementation of a lifelong learning project within a school setting.

Within this study I have to acknowledge my dual role, that of researcher but also as trainee educational psychologist to the school. As I have already stated the relationships with the two teachers in the research began as I started working in the school. These relationships developed over time and through our interactions with each other around the ELLI project. These conversations allowed for the research to develop in the way that it did and that the use of reflective conversations came out of a natural process, which we had already begun. On reflection I can see that the richness and quality of data and in fact the whole process of the reflective conversation was able to happen due to my role within the school as the educational psychologist.

> Thinking and feeling impacts on others involved in the research through our embodied relation to them.
> (Parker 2005, p. 27)

I also have to acknowledge that the dual role creates conflict, especially in my recording of the events and the narrative that unfolded. My relationship within the school as trainee educational psychologist began before the research and also continued afterwards. I have a continuing professional relationship to maintain and this in turn I would concede impacted upon what I chose to privilege within the narratives from the teachers, especially around areas of conflict and tensions. As just the researcher I may have chosen to explore some of these areas further, being able to create a distance from the setting and the participants. However it could also be argued that I would not have heard some of the narratives from the teachers without having established the relationships as the trainee educational psychologist.

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The position of the researcher is the structurally-constituted research subjectivity that has enabled some things to happen in the research and perhaps close down other things.

(Parker 2005, p.30)

This research aims to give a voice, (Willig 2008) to the teachers who were asked to implement a lifelong learning project within their school. Although the focus of the project both locally and nationally is to improve the learning experience for the children and to measure this in terms of outcomes in attainment, very little attention is given to the teachers' professional practice. The teachers are required to invest not only in time and energy with this lifelong learning project but by doing so bring into question their own core values and beliefs in their understanding of learning and how one continues to be a lifelong learner (Small, 2010).

This research looks at the narratives of these two teachers by offering a reflective space and conversation, regularly, over a period of six months. A reflective conversation seems to sit comfortably as a way of facilitating the construction of the narratives. Through this reflective process a narrative of that journey of experience unfolds. Bolton (2010) suggests that it is through narrative that one can begin to make sense of reflecting personally and professionally and begin to shape the 'story' of one's learning and understanding.

Narrative

We are so adept at narrative that it seems almost as natural as language itself.

(Bruner 2002, p.3)

Before looking in detail at how the data was collected and the type of analysis used, it is important to clarify what I understand and mean by narrative. Narrative has numerous definitions and is used in a variety of ways by differing disciplines (Riessman, 2008). It is therefore difficult to have one clear, simple definition. It would seem that where people come together, narrative can

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always be found (Bruner, 2002). Historically we would recognise narrative as the telling of a 'story', which in its simplest form would connect events into a sequence, but also give an account for what happens when events do not go according to plan. It is this breaking away from the expected which holds and engages an audience. Bruner (2002) defines narrative as offering us a model of the world in which we exist but more significantly a way in which we as humans give it meaning.

> Narrative making is the fundamental human sense-making system.
> (Bolton 2010, p.203)

Narrative has developed to include many different forms, from the telling to the written, through to visual representation (Riessman, 2008). In the highly advanced and technological world in which we now find ourselves, the ways in which we share our narratives have never been so accessible and varied. 'In a word, narrative is everywhere, but not everything is narrative' (Riessman 2008, p.4). Riessman (2008) states that for research purposes narrative has to have some identifiable and defining boundaries within which to work. Salmon (2009) suggests that narrative is about trying to make a shape and give a meaningful pattern to something, which would be otherwise random and disconnected. Riessman (2008) refers to a continuum within research practice of how narrative is interpreted. This moves from Labov's 'discrete unit of discourse', (1972, quoted in Riessman 1993, p. 4) which may be a response given by a research participant to a given question, through to the autobiographical account of the retelling of someone's life story. Riessman (2008) suggests that in psychology and sociology research the working definition for narrative lies somewhere in between. That is that the researcher is interested in looking at personal narratives, which are long sections of talk given in a context which develops over a period of time. A significant aspect to this is that these narratives are constructed through the social interaction of the listener and the narrator (Elliott 2005). Narrative is constructed in a specific time and place, locally, nationally and historically and is socially situated (Chase 2007) and has a specific focus on the stories told by the individuals (Polkinghorne 1998).

Narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions chronologically connected. (Czarniawska 2004, p.17)

Narrative Analysis

Narrative acknowledges an, 'out-there-ness' as Riessman (Riessman, 1993 p. 4) describes it. There is a diversity of interpretations. As many people share an experience there will be as many narratives to describe the experience and many more interpretations to follow. Narratives are by their very nature multi-layered. The narrative is co-constructed and I the researcher place myself within the heart of this piece of research and help to construct this narrative, implying that the narratives I collect would be different from if someone else were collecting them. I am implicated in this research process and recognise and accept this as both a strength and weakness of the research.

In the telling of the narrative, interpretation has already begun from the teller, or in this case the research participant. As the researcher listening to the narrative, interpretation begins to develop within this interaction and will continue to do so through transcription and analysis of the narrative. With the narrative transcribed, interpreted and written, it is also then placed 'out there' for the reader to begin to construct his or her own narrative and interpretation from this. Narrative is often a way of telling an experience, which has formed a significant part of an individual's life. Indeed, much of the research I have reviewed used narratives that explored an experience, which had been traumatic, life changing or had veered away from the expected trajectory of an individual's life journey (Riessman 2008). These included infertility, divorce and living with chronic ill health. The participants would talk about these rather painful experiences, often looking back over many years and in their telling try to make some sense of these experiences. The researcher would typically interview a number of individuals who had similar experiences and look at the different narratives told and how each individual made sense of their experience. Research narratives tend to be collected from in-depth interviews and the transcriptions that follow try to identify and even 'name' the significant 'stories' that are found within the body of the text (Emerson and Frosh 2009).

Depending upon the analysis chosen by the researcher there appears to be a combination of looking at 'what' is being told and 'how' it is being told. A different emphasis of one over the other is given depending on the interpretation from the researcher as well as depending what they are looking for within the narrative.

I was very interested in Riessman's analysis (2008) and how she would take the same text and then analyse it in different ways. This demonstrates how a researcher can reach different interpretations even from the same text, but also gives a broader yet more in-depth view of the same text. It reflects that narratives are multi-layered not only because individuals have differing interpretations of the same experience but that within the same narrative different interpretations can be uncovered depending on 'what' one is looking for and 'how' one is looking for it. For me this reflects the many layers of each individual and that the narratives we tell are complex, even when the story told seems simple at first glance. It also shows that the experiences we have build upon previous experiences and that our telling and our interpretation of our telling is based on many factors including our culture, use of language, identity, ethics and much more.

In my reading, reflecting and developing my own understanding of narrative I am beginning to realise that there are very flexible boundaries around how one can analyse the text of narratives. The boundaries one puts in place as a researcher begin to show how much a part of the construction the researcher plays in what is being told and the interpretation that follows. In many ways it reflects as much about the researcher as the narrator. For these interpretations to be credible and understood it is the role of the researcher to be transparent throughout the analysis and to take the reader on the journey with them. In doing this it also allows the reader to make his or her own interpretation along the way. I consider this to be strength of narrative as it allows a story to be constantly reviewed and seen from a new angle or direction, adding breadth and depth to the story.

Why a narrative methodology?

As this research developed I recognised that I was interested in the narratives developing from two teachers involved in a lifelong learning project. On the surface these are not narratives that explore deeply personal and emotional experiences but are a development of professional narratives that take their place in the world of educational practice. As Bolton states "used wisely, narratives and stories have a powerful role in education and practice". (Bolton 2010, p, 203)

I am interested in the everyday narrative of two teachers when asked to implement a new approach or project into their classroom. I am interested in facilitating a teacher's ability to reflect upon this experience and construct a narrative around this that helps them to make sense of their experience but also to inform others within the setting and further afield. The teacher participants constructed a narrative over time as they have tussled with the negative and positive aspects of implementing a lifelong learning project. They have also begun to explore in depth the underlying concepts beneath this particular project and the journey it has taken them on professionally. As I collected the data and began to transcribe their stories, I realised that although the experience is around the lifelong learning project, the narrative that unfolds goes far beyond this and reflects very much their individual belief systems, ethical viewpoints, experience, culture and pedagogy as teachers.

> Who we are, what we stand for and why, are integrated with how we act. Our actions, deep-seated beliefs, ethics, ethical values, emotions, sense of professional identity, and the way we relate to our political, social and cultural world are all expressed in the stories we tell and write. Relating critically and feelingly to these stories, and those of our peers, society and culture, is a vitally educative process.
> (Bolton, 2010 p.204)

Alternative method

When considering this piece of research I was always interested in the journey taken by the participants as well as myself. This journey seemed to be best

encapsulated within narrative. However, early on in the research when I was beginning to develop the research questions I was clear that it was the experience of the participants that I was interested in and how the concept of sharing narratives with a reflective conversation might enable them to embed a particular project within the school setting whilst simultaneously reflecting on their own developing practice. Because the word experience was significant it felt appropriate to think about Interpretative Phenomenological Analysis (IPA) as a potential alternative methodology.

> IPA is concerned with gaining a better understanding of the quality and texture of individual experiences: that is, it is interested in the nature or essence of phenomena.

(Smith, Flowers and Larkin, 2009 p. 73)

My understanding of IPA is that it is above all about the nature of experience and trying to understand what it is like to be that person, although built into this is an acknowledgement that it is impossible to ever really know what another person thinks and that the researcher can at best only interpret the experience. IPA can answer questions about how people subjectively experience the world and respond to particular issues or transitions. The theoretical underpinnings of IPA are phenomenology, hermeneutics and symbolic-interactionism. Phenomenology originated from Husserl's (1962) attempt to construct a philosophical science of consciousness. It has three aspects to it:

Descriptive: this is the essential element of the experience.
Interpretative: how the researcher interprets the findings.
Narrative: which takes on board the criticisms of experience and phenomenology.

An important aspect of IPA is hermeneutics, which is the theory of interpretation. Smith et al (2009), refers to a concept of 'double hermeneutics' in which he explains this as how a person makes sense of their experience and then how the researcher can make sense of that. IPA is ideographic; it focuses on an individual 's experiences. IPA studies are by their very nature

based on small 'purposively' selected samples from a homogenous group based on what is known about the area under study and what the aims of the study are. IPA focuses on perceptions, how participants perceive and experience the world from their own perspective. The kind of knowledge that IPA aims to produce is an understanding of how participants' view and experience the world; it is an insider account. Peoples' accounts tell us something of their private thoughts and feelings.

I think that I could have used IPA successfully in this research but it would have focussed upon the experience of the participants within a defined context. Instead I chose narrative because there is a sense of a 'story' that runs through this research both for the participants and for me. I am also interested in how a person uses narrative to make sense of their experiences, so it as much about 'how' something is told as 'what' is told. This research has collected data over time. It is not just interested in the interpretation of the experience of the phenomena but that as human beings we tell our experiences through story, a narrative. And perhaps most importantly that this narrative is built upon our past experiences, who we are, how we have been shaped and how we define ourselves and this reflects the 'me of today'. As such, 'who we are' is perceived as a dynamic and ever changing position; narrative gives us the structure to address this and make sense of this constant changing.

For me I think that IPA focuses too closely on the experience and how it has been for that person in the here and now. I feel that narrative allows for a wider picture and context to be considered. It also acknowledges that the narrative is constructed together with the researcher and is an evolving process. It seems IPA fixes an experience in time and that it is predominantly interested in the interpretation of that experience. IPA also suggests that in the interpretation of the experience one can begin to understand what it is like for this person. I think that a considerable learning process for me, in my development as a trainee educational psychologist and as a researcher, is that one can never truly know how anyone else understands the world. Narrative approach to research considers that there are many ways of interpreting the data, that

there are multi-layers for the person telling the narrative, the researcher and the reader and that interpretation is an ongoing process which continually changes. IPA puts rigid boundaries around the analysis of the text being interpreted. Narrative gives the flexibility to these boundaries, some would argue thereby making it less rigorous and more difficult to be useful data. However, I would argue that it acknowledges that the researcher begins analysis and interpretation at the point of putting in the boundaries and that this gives both transparency and recognition of how the researcher is involved in the construction of this data.

Case study

Most narrative projects deal with individuals and small groups, as is the case in this piece of research. This research is by design a case study, as it focuses on the narratives of two year 5 teachers within a primary school implementing a lifelong learning project. With such an intense study, as in all case study research, comes bias and the argument is therefore, that it can only ever be used as an exploratory tool. However there are many strengths of case study, for example, it enables the researcher to gain a holistic view of a certain phenomenon or series of events. Case studies are able to examine contemporary real-life situations and can provide the basis of the application of ideas and extension of methods. Stake (1995) suggests that in looking at a case study there is an emphasis on uniqueness and that implies knowledge of others that the case is different from, but the first emphasis is on understanding the case itself.

> Context dependent knowledge and experience are at the very heart of expert activity. Such knowledge and expertise also lie at the centre of the case study as a research and teaching method or to put it more generally still, as a method of learning.
> (Flyvbjerg, 2006, p.222)

I believe that the implementation of a lifelong learning project in one of the schools I work in as a trainee educational psychologist, presents an ideal opportunity to explore two teachers' narratives around their own professional

learning and development. The sample size has been defined by the unique situation within the school. It is a convenience sample. The two year 5 teachers who were piloting the lifelong learning project were highly motivated to engage with the research as it provided them with an opportunity to pause and reflect on their professional practice and learning. I was interested in providing for the participants the time and space in which to hold a number of reflective conversations, in which together we would construct the narratives around the experience of implementing such a project. As the nature of analysis is in-depth, working with these two teachers was felt to be sufficient for a research project of this size.

Pilot study

In the pilot study I took the opportunity to familiarise myself with the intended methodology of narrative, that is digitally recording the conversation and also to trial a reflective conversation with two teachers. The two teachers chosen for the pilot study were from the same school where the research took place. They were two year 6 teachers who had received the half-day training on the lifelong learning project, the Effective Lifelong Learning Inventory, (ELLI) along with all the staff. My rationale for choosing these two teachers was that there was a strong possibility that they would inherit the current year 5 classes who are engaging in the lifelong learning project and so would need to be able to continue the work started in this academic year into year 6. I chose to elicit the narratives by facilitating a reflective conversation for up to one hour with the year 6 teachers and explored their views and experiences around the implementation of the lifelong learning project. I had some general questions to open the discussion:

- How did you feel about 'learning how to learn' before the ELLI project?
- What have you learnt at this point about ELLI?
- What do you hope for the future in using ELLI?

I digitally voice recorded the session and then transcribed this and analysed the data initially using Labov's framework (1972) and then compared this to using Gee's linguistic analysis (1991). This was a helpful step in beginning to

explore narrative analysis and getting a 'feel' for the data and thinking about the information gained from such analysis. This helped to inform my choice and decision making in the analysis of this research study.

Reflections and implications from the pilot study

Although I had some basic questions to use within this reflective conversation, I was also very keen to be an active listener and to be able to respond and question naturally within the situation (Hollway and Jefferson 2000). This fits within the social constructionist paradigm of allowing the narrative to be constructed together and to take on its own journey. However, the pilot process did make me consider more carefully the concept of this being a reflective space and a reflective conversation. I wanted to consider how this element could be incorporated into the main study at a level that would provide some framework but also allow for flexibility and ownership from the teachers.

I undertook my own written reflections after the reflective conversation, which was very helpful to me in thinking about how the conversation had developed and what I felt I had heard. I decided that for me to reflect at this point would be something that I would like to do after every reflective conversation and that this would allow for another level of reflection to occur. It 'enables the writer to capture reflection-in-action and through this process, provides a means to consciously reflect on tacit practice' (Shepherd 2006, p. 335). I consider this aspect of the research for myself to be imperative in giving me insight and further depth into what is occurring within this reflective conversation and to understand my role and part within it. I also feel that it adds another layer in beginning to analyse the data, it helps to create the 'feel' of the data and creates another way of 'checking out' that the narratives I choose to privilege resonate with the narrator's view and interpretation (Elliott 2005).

The reflective conversation was held between the two teachers and myself together, thereby creating a co-constructed narrative. This can be a really positive experience but when considering narrative I needed to consider if the group situation would mean that the two individuals might not have felt comfortable in sharing their story at the depth that is intended. However, in this

situation, I felt that there was something very powerful between the interactions and reflections of the two teachers that were generated because they were involved in the construction of the narrative together. The teachers themselves also reflected back to me, after the pilot study, how useful it was to spend time talking with each other and having designated time to do this, to hear each other but also to strengthen each others' thoughts, ideas and understanding.

Reflective conversation: co-constructing the narratives

> Reflective practice begins with the self, but it achieves fruition when reflection leads to communication and collaboration.
> (Osterman 1990, p. 144)

Building on the pilot study I could see the benefit of enabling the narrative to be constructed through a series of reflective conversations. For the main study I set out to generate conversations with the two year 5 teachers that would enable them to reflect upon their own learning, as well as the learning taking place by the students within their classes, when implementing a lifelong learning project. With this purpose I took a narrative approach (Riessman 2008). This allows for the narrators or storytellers to have equality within the conversations and to have ownership of what is being told. The situation within which this research took place is unique and has a focus around a particular experience, shared together at a particular point in time. As a result I feel that it already has boundaries in place around the narrative to be told, that is the conversations were driven by the implementation of the lifelong learning project. There was also a strong rationale behind providing the teachers with a reflective space in which to have a reflective conversation to allow the narratives to be told. This came from an underlying concept within this lifelong learning project; that students have the opportunity to reflect upon their own learning.

> Engaging learners in reflection is a quality of effective teaching. Self-awareness is deepened; learning is cemented and made more meaningful; recall and creativity are strengthened, by quiet reflection.
> (Small 2010, p. 63)

My rationale was to then also provide this reflective opportunity for the teachers involved.

> The process of paying attention to the impact of one's behaviour is especially important for those engaged in facilitating the learning and development of others (Shepherd 2006, p. 334).

At this point I felt that there had to be an element in this conversation which shaped it or distinguished it as reflective. Riessman (2008) suggests that storytelling in interviews can occur, even to fixed-response questions. Individuals will develop long accounts when least expected. Riessman (2008) suggests that it is not the specific wording of the question but rather the 'interviewer's emotional attentiveness and engagement and the degree of reciprocity in the conversation' (Riessman 2008, p. 24) that is important. However, it is acknowledged that the more open-ended questions are more likely to open up the narrative accounts.

> It is through reflective conversations that a greater sense of self and professional identity can be brought about.
> (Ghaye and Ghaye 1998, p. 21)

I felt that to have these reflective conversations there was a need for a temporal aspect to them, that is they needed to take place over a period of time, to reflect the ongoing nature of implementing a project and the learning, reflection and then action, that follows on; the journey that takes place. Riessman (2008) suggests that strength within narrative interviews is to be able to collect the narratives over time, rather than just as a one-off interview and I feel that this research reflects this through the six months in which the reflective conversations were held. There is also a suggestion here that the opportunity to develop these relationships and conversations over time provides a more holistic and natural telling of the narratives (Hollway and Jefferson 2000).

The reflective conversation is the name that I gave to the space, which was created for the two teachers to talk about implementing the ELLI project. The title came as I have explained above through my rationale of wanting to use a reflective framework. In reality one might question what this space was used for or became through the course of the research. I might consider that it was not just a reflective conversation but also a learning conversation, a therapeutic conversation or a supervision space. It may have had many different facets to it and served many different purposes for each of us participating. I would reflect that this is perhaps inevitable and also desirable and that providing a 'space' for people is then to allow it to be shaped by the needs of the people involved.

So I was really interested in the concept of using a narrative methodology, which incorporated a reflective conversation over time. Maybe it could be argued that asking participants to tell their story always has an element of reflecting, a looking back to past experience and in re-telling bringing it into the present. However, I wanted to particularly look at how reflecting can bring about action and change so I looked at providing some structure to the reflective conversation. I was particularly drawn to Shepherd's (2006) work in his use of a learning journal to help improve his own professional practice. In this he has devised and used four reflective questions:

- How do I feel about this?
- What do I think about this?
- What have I learned from this?
- What action will I take as a result of my lessons learned?
  (Shepherd 2006, p. 335)

Whilst Shepherd used these questions to respond in a written format to his own professional practice (and I myself have found them useful in my own development as a trainee educational psychologist), I felt that they could also be used to help gain a reflective narrative of the two teachers involved in the research. The questions felt open-ended enough not to restrict the conversation too tightly and yet gave an element of structure that I felt would

capture the reflective conversation. I was particularly struck by the idea of separating thoughts and feelings (Shepherd 2006) and whilst initially I asked the above questions in their simple form, as the reflective conversations developed over time I felt that the questions appeared more naturally in our conversation. It was important that I held in mind the separating of thoughts and feelings but also the importance of what had been learnt and the action that would follow this learning. These key words could then be brought into our conversation in a more naturalistic form.

Taking the narratives back

The transcripts from the first reflective conversations that we had together were taken back to both the teachers. I also gave them my reflections on the transcripts and what I felt that I was hearing from these conversations. For practical reasons the other transcripts were sent to Pete and Jane via email. Both found this a good way to stay in contact and this also gave them time to read the transcripts in their own time and make comments if necessary. They were encouraged to make comments of their own and to add or change anything they did not agree with before I proceeded with further analysis. For me this was also part of the process of on going or 'processual consent' (Willig 2008, p. 20). I had to appreciate that within the narrative methodology the participants are respected by as much or as little as they wish to say (Hollway and Jefferson 2000). Pete and Jane reflected that the transcripts were always 'fine' and that they were more interested in reading my reflections.

Ethical Considerations

I referred to the ethical guidelines within the British Psychological Society (BPS, 2004) and the University of Sheffield when undertaking this piece of research. I received ethical approval from the University of Sheffield in May 2011 and also from my employing authority, where the research was taking place, prior to this study.

From the very beginning of undertaking this piece of research it has been important to me to consider the ethical implications of my work. I would like to think that this is underlying in all my work as a trainee educational psychologist

and that in my meeting and working with adults and children often in very emotive and vulnerable circumstances, that to give them the highest consideration and respect is of utmost priority. In conducting psychological research this becomes even more sharply focussed. Brinkmann and Kvale (2007) discuss this as the behaviour that one shows ethically whilst undertaking research. I am aware that I am indebted to the participants for the time they have freely given but also for allowing me to travel some of their journey with them. Our interactions with each other have undoubtedly led to the research unfolding in the way that it has. This also reflects that in this particular research it is difficult to know from the outset where the research will lead and as such it is important to keep reviewing and checking consent. Willig (2008) refers to this as 'processual consent'. It has therefore been extremely important that at all stages of the research I have been able to check with the participants that they are willing to continue with the work, that it is entirely voluntary and that they are able to ask for clarification at any point within the research process. (See Appendix d and e)

I feel that entering into this narrative piece of research makes the teachers particularly vulnerable as they explore and reflect upon their own experience of implementing a lifelong learning project and that this may mean that they face unexpected issues or emotions.

> Practitioners bring their whole selves to reflective practice; and that whole person has vulnerabilities. Reflective practice does not shy away from emotional realisation of ethical problems.
> (Bolton, 2010 p.60)

The research may challenge the view of the participant as a person and also as a professional practitioner. It may question his or her established or establishing teaching methods and cause him or her to instigate change. Ghaye and Ghaye (1998) refer to an outcome of the reflective conversation as 'It is not always 'safe' but can be threatening as you question your practice' (Ghaye and Ghaye 1998, p. 3). It is hoped that this experience would bring

about change but in a positive way. However it is recognised that any change can be uncomfortable.

With this in mind it was therefore extremely important to create an environment, which was a safe, supportive space for both the participants and myself. This is meant both in terms of the physical space as well as the psychological well-being of each other. It was important that where we met was a comfortable and safe physical space. Within the school setting this was not always easy to achieve but I allowed the teachers to guide me in this, as to where they felt the most comfortable. This also meant that the meeting times had to change to accommodate finding space. Both teachers agreed that an after school slot was often preferable as they themselves were more relaxed and felt more able to reflect, rather than meeting within the school day. Both teachers had a good working relationship with each other and were able to express themselves comfortably, however I also stressed to them the need to have other colleagues with whom they could also talk with if necessary. I had also ensured that the senior management, including the headteacher, knew of the research that was taking place and the level of commitment that was required from the two teachers, so that extra support could be put in place from within the school system, if necessary. I myself was able to access supervision with my research tutor and also my fieldwork supervisor in my place of work to ensure my own psychological wellbeing.

The issue of confidentiality is also one that concerns me within the research process. Hollway and Jefferson (2000) state that the participants have a right to expect that information that is shared during the research will be used in such a way as to be secure and to ensure their anonymity. It is at this point the ethical consideration regarding confidentiality usually ends. It was important to me to share this explicitly with the two teachers. A discussion with them around this issue led to their acknowledgement that they were in a unique situation with regard to the project they were implementing, within the school setting. However they felt that within the authority that they work for there were enough schools participating within this project that would make them difficult to identify. They also acknowledged that much of what they had learnt through

the experience was important to share and be available for other practitioners to identify with and learn from, and that this was an important aspect to them both. They were happy to use pseudonyms, (Pete and Jane) with the knowledge that neither the school nor local authority would be named within the research.

Evaluation

When undertaking a narrative research project, the question to be asked is 'why should we believe it?' Within experimental research the criteria of reliability, validity and ethics are applied to evaluate its effectiveness and generalizability to knowledge. Riessman (2008) reflects that within narrative projects these criteria are not suitable and that to use them in this context does not reveal the depth and breadth and the type of information that narrative offers. Rather, within a narrative research project, the researcher needs to consider the trustworthiness of stories collected and the validity of these stories. The researcher needs to ask if the findings of the study make sense and if they are credible to the individual studied and to others (Lincoln 1995). The narrative researcher needs to show transparency within the process by taking the narratives back to the participants and allowing the reader to understand the interpretations and analysis offered, with allowance for further interpretation and analysis from the reader. Pete and Jane had the opportunity at various points within the research process to look at the transcripts and in particular my reflections upon them. Pete commented that 'it was strange looking back' and that he felt that 'I've moved on since then'. I reflected that this mirrored my own feeling about going on a journey and that a narrative is able to capture elements of this journey but also that in the reflective conversation there was deliberately built in a response or action to the learning that had taken place. I will briefly consider trustworthiness, validity and transparency in relation to this research:

Trustworthiness

In undertaking this narrative research I have had to think consciously and strategically about the trustworthiness of stories I have collected and the analytic stories created from them. I believe that this methodology allows for

individuals to talk openly and freely in a way that is empowering to them. Even within boundaries placed upon the narrative by the context and the situation, individuals are able to speak as little or as much as they feel comfortable with (Elliott 2005). Within the social constructionist paradigm I also acknowledge that the narratives were constructed together within a particular time and place and were told because of our interactions with each other. This then recognises that with another researcher or in a different context the narratives constructed would be entirely different. It is this uniqueness and specificity that interests me. In digitally recording these narratives and in providing the transcripts, this enables the reader to see the context within which they were constructed. I also feel that in giving a pen portrait of the individuals involved (see Appendix f), this allows the reader to have a greater understanding of the participants. The reader can therefore judge for himself or herself, if the narratives constructed fit with the individual portrayed and whether the narratives are plausible, reasonable and convincing (Riessman 2008).

Validity

When undertaking narrative research Riessman (2008), states that the validity of a project should be assessed from within the 'situated perspective' and the traditions that frame it. Narrative research has two levels of validity; that of the story told by a research participant and the analysis or story told by the researcher. One way of giving validity to the narratives in both their story form and their interpretative and analysed form is to bring the reader alongside throughout the journey of the research. The reader can then see how the evidence is collected and critically evaluated and this cumulative evidence engages the reader in the experience of the narrator (Bruner 2002). In this piece of research there is a sense of sequence and structure to the narratives collected of which the reader is made aware. This enables the interpretative account to be understood and respected but also allows for the reader to recognise his or her own interpretation. As the researcher I recognise and acknowledge that the narrative truths are only ever partial and incomplete (Riessman 2008). Throughout the research I place a great emphasis on reflexivity and use this as a tool to strengthen the validity of the data collected. This occurs both within the reflective conversation with the two teachers, as

well as following the conversation and during the analysis and interpretation of the data.

Transparency

I recognise that I will develop the 'story' in a particular way, which will impact on how the reader views the narratives collected. For a reader to be persuaded by this or to hold differing interpretations, the reader needs to 'see' how I have travelled the journey in this research. There needs to be transparency in my work and I aim to achieve this through:

- being explicit in how methodological decisions are made, this will be through keeping a research diary and logging decisions;
- describing how interpretations of the data were produced;
- making primary data available where appropriate;
- taking my work back to the research participants and
- locating myself within the research inquiry by practising reflexively.

Concluding thoughts

If one is to allow a narrative to be told then summarizing this is an almost impossible task and one which tries to reduce the depth and complexity of the case into a single moral, concept or theory. Flyvbjerg (2006) argues that it is this denseness and complexity which case study offers as something different in the world of research. In presenting the case study the reader is allowed to wander through the narrative path, taking from it a different truth and meaning.

'The goal is to allow the study to be different things to different people' (Flyvbjerg, 2006, p. 238).

Finally the researcher needs to know if the conclusions are transferable to other contexts and how far they can be generalized. Willig (2008) states that generalizations from case study research cannot apply to other cases without further exploration. She does recognise, however, that case studies can be used to refine theory and can in some instances begin to give explanations

that will apply to new cases. However, she has a word of caution in that 'case study researchers need to be very careful about the way in which they generalize from their work' (Willig, 2008, p. 86). In Flyvbjerg's paper (2006) having looked in detail at areas of misunderstandings in case study research, he concludes that there is a place for this method of research and that it holds up well when compared to other methods within the social sciences.

Chapter 3: Specific Procedures

Approaching and selecting participants

One of the primary schools I work in within my employing local authority has undertaken the Effective Lifelong Learning Inventory (ELLI) project from the University of Bristol by Deakin Crick et al (2004). This comes under the larger project heading of 'learning how to learn' or 'lifelong learning'.

The two year 5 classes in this local primary school, a total of sixty students, completed the ELLI questionnaire and were issued with a learning profile. Pete and Jane, the two year 5 teachers were leading the implementation of this project within school. Both teachers were excited by the lifelong learning project and both saw a need to have reflective time for them. They were also interested in telling their narrative around this and agreed to take part in this piece of research.

Pen portraits of the participants

Hollway and Jefferson (2000) refer to using pen portraits to give the reader an overall impression of the person involved in the case study. Its aim is to make 'the person come alive for a reader' and will also help support the reader in making his or her own interpretations against the data generated. Detailed pen portraits are given in Appendix f. In summary Pete is the assistant head of this inner city primary school. He is in his mid fifties and has been teaching for over twenty years. Jane is in her early twenties and is recently qualified as a teacher, this is her fourth year of teaching. Sue is a trainee educational psychologist and the researcher of this project.

Reflective conversations

In total we had four reflective conversations, held in, May, June, July and September. In October I conducted a follow-up conversation with each teacher separately, which included a brief resume of their teaching career, background and thoughts around themselves as a teacher. In reality the

four reflective conversations were a mixture of individual and group discussions.

Reflective conversations

May: Pete
June: Pete and Jane
July: Jane
September: Pete and Jane

Follow-up conversation

October: Pete
October: Jane

The above reflects the difficulty within the summer term of this busy primary school. Unfortunately for the first reflective conversation Jane was unable to attend, due to a change in her timetable, at the very last minute. I was unable to accommodate this change and so we agreed to go ahead with just Pete and myself as we felt it was important to start the reflective conversation at this point. In the July conversation, Pete, in his capacity as assistant head, was requested to work in another school for the last three weeks of the term, to cover for a head teacher with a terminal illness. This meant Pete was not available but again, through email contact and negotiation we chose to go ahead with just Jane and myself.

As I outlined earlier in the methodology section, the format of the reflective conversation was loosely built around the four reflective questions from Shepherd (2006):

How do I feel about this?
What do I think about this?
What have I learned from this?
What action will I take as a result of my lessons learned?
(Shepherd 2006, p. 335)

Before the reflective conversations in May 2011, I had emailed both Pete and Jane with these questions so that they had some understanding of the possible reflective conversation structure. We had also previously talked together about our understanding of being a reflective practitioner and I had also sent them some information around this for their own reading. When we met we used the questions loosely to give us a structure but both Pete and Jane were free to take their narratives around the lifelong learning project in whatever way was helpful to them. All our conversations were recorded using a digital voice recorder. After each conversation I made notes and reflected upon the conversation using the same four reflective questions. This helped me to record my thoughts and feelings but also helped to give me learning and action points to build upon for the next reflective conversation.

Following the first three reflective conversations I began to listen to the recordings and make transcripts. In this initial process of analysis I felt that the reflective conversations held rich descriptions around the participants' experiences of implementing a lifelong learning project, however I also began to recognise that their own past experiences, beliefs, values and expectations were a large part of the conversations. I felt that to capture this and to also allow a natural closure to our working research relationships (Emerson and Frosh 2009), a follow-up conversation was entirely appropriate and necessary.

This follow-up conversation was about each participant as an individual and as a teacher. I had the following questions to use as a guide:

- It would be useful to get the background of your teaching. Can you give me a synopsis of your teaching career so far?
- What would you say are your core beliefs and values that you have as a teacher?
- How do you think ELLI sits within your belief system?
- How would you describe this school?

- In all of this research we have had reflective conversations but what is your understanding of being a reflective practitioner?

Analysis

My analysis was based upon the work of Gee (1991), which develops a linguistic approach to narrative, with recourse to micro and macro analytic tools to interpret the participant's meanings of their narratives. I also drew upon the work of Mischler (1997) and Riessman (2008) and Warham (2011) who have further developed Gee's structural approach, especially with regard to the constructing of boundaries around the text. Riessman highlights that whilst it is helpful to construct boundaries particularly within long text, it is highly interpretative. Mischler refers to the 'narrativized self' and that this is continually constructed through our daily storytelling and the context in which we find ourselves, rather than the language we use being a direct reflection of a 'stable' self. So I am interested in this re-telling of the teachers as 'narrativized self' within the reflective conversation and how this is challenged through their experience of implementing a lifelong learning project.

Transcriptions

The narratives that developed within the reflective conversations were constructed between the two teachers, in our joint discussions and interactions and myself. Riessman (2008) extends the use of Gee's structural analysis to include the researcher's part in the co-construction of the narrative rather than to exclude them. I have also shown my part in the transcriptions as this sits within my own social constructionist paradigm of co-constructing the narratives together. The transcriptions therefore in part, reflect the co-construction of the narratives and include this interactional context (see Appendix g). This gives an example of the joint conversation between Pete, Jane and myself. However for analysis purposes I separated the teacher's narratives across the reflective conversations. The purpose of this was to show the development of the teacher's individual narrative over time. I found that the narratives of Pete and Jane whilst part of an

interactive conversation were fairly easy to separate. I felt that this made the project more coherent and easier to read. Whilst it could be argued that something was lost by not analysing each reflective conversation as a whole, I felt much was gained from following the individual narrative.

In order to convert the recordings of the reflective conversations into text I reworked some of the transcription conventions that Riessman (2008), uses based upon Gee's (1991) initial use of poetic line breaks. This involved listening through a number of times to the digital recording and becoming immersed in the narrative. With repeated listening there is a sense of becoming that person and inhabiting them (Hollway and Jefferson 2000). This is really helpful in then learning how a person's speech pitches and glides. Gee's (1991) model of a linguistic approach to narrative requires that you listen and attempt to demonstrate how the narrative is actually spoken by including pauses, emphasis and changes in pitch in order to make interpretations. Gee suggests that this close examination of how a narrative is spoken enables one to identify the 'units', which we all use when telling a narrative. Gee uses the notion that speech can be analysed in micro and macro structures of these 'units'. He goes on to explore that 'units' refer to ideas, lines, stanzas, strophes and parts.

In the micro-analysis the narrative is separated into lines organized around a central idea. This structuring of speech into lines, Gee refers to as 'something like what would show up as a sentence in writing' (Gee 1991, p.22). Gee uses 'subtle shifts in pitch' to help identify lines and I also used pauses, as Riessman (2008) does, as helpful markers to separate the speech. In the macro-analysis, groups of lines with similar content are then put together into what Gee refers to as stanzas. They are typically about four lines but can vary in length. These are 'important prosodic units in Gee's model' (Riessman 2008, p. 93). The narrative lines that make the stanzas are linked by the steady tone used to suggest that this is relaying a small section of the narrative around a single idea or theme. I have put the stanzas in 'poetic' form as observed by Riessman (2008). Riessman includes the use of codas, which I have also used. These are units within the speech that reflect a 'recurrent refrain' already

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identified within a stanza. Two or three stanzas, which are thematically related, are then put together to create strophes and finally thematically related strophes join to make parts. Each stanza, strophe and part is given a title, through a cyclical process of careful listening and reading of the narrative in association with my reflective notes from the conversation.

This overall approach, according to Riessman (2008), helps to 'identify themes' across the narrative, gives 'accomplished data reduction' and 'makes sense of the speech' (Riessman 2008, p. 95). There is however always a caution in the constructing of boundaries from long text as it is highly interpretative and reflects how the participants use speech to construct themselves. 'Interpretation is constrained by the structure of the overall narrative' (Riessman 2008, p. 100).

Micro-analysis

In order to create the transcripts I listened to the digital recordings of each reflective conversation a number of times. I initially wrote down a reflective response to what I thought I was hearing from each conversation. I also used the reflective notes that I wrote after each conversation before beginning to create the raw transcriptions. I concede that at this point the act of transcription is highly interpretative and reflects as much about me, the researcher, as it does about the participants. I also concede that within this interpretation process I also brought my own memories and feelings that I associated with each of the reflective conversations. To ensure that I felt the transcriptions reflected the conversations honestly, I listened to the recordings numerous times while writing and revising the text and reflected throughout this process. I then returned to the transcripts to identify the idea units and line breaks using the transcript conventions below:

Transcript conventions

(.)   Pause less than 1 second
(2)   Number in ( ) indicates approximate length of pause in seconds
[Speakers overlap

[laugh] word in [ ] indicates non-verbal action or event

Italics   word emphasised by the speaker

01   Line number indicates change of tone, or new idea unit

Macro-analysis

Having completed the micro-analysis of each transcription I then returned to listen to the recordings whilst reading the transcripts. This enabled me to further identify the idea units and structure the narrative into stanzas, strophes and parts. Each of these idea units were given an interpretative title based upon where I reflected the emphasis on the spoken words had been. I used the concept of 'in vivo' titles (Creswell 2007); exact words taken from the narrative. This was a straightforward process for giving titles to the stanzas, it became more complex with the strophes and parts, where the titles needed to reflect more information but still be coherent. This took many of stages of listening a number of times to the recordings, reflecting and reworking to check that the titles were the trustworthiest from the data. I used the titles identified from the strophes and parts and summarised them to give an overall pattern of my interpretations of each of the narratives. I used these titles to develop themes, which I interpreted to be recurring or significant themes of the narratives. This process was repeated a number of times and was cyclical in nature, as I moved across the macro-analysis summaries and the complete transcripts. I then felt the next stage was to classify these significant themes into a more manageable number but also those, which in part answered the research questions posed. These could be viewed from the individual narratives but then also considered across the two narratives. This in turn allowed for the storying of the narratives to be told.

The following page shows a step-by-step guide to how the narrative analysis was carried out. Where appropriate there are examples of the way I worked in the Appendix as indicated as well as a copy of the transcripts at the macro level for both Pete and Jane's narratives.

Step-by-step narrative analysis

Reflective/follow-up conversations with Pete and Jane, May to October

↓

Reflective notes on this process following each conversation Appendix h

↓

Initial transcription of digital recordings from the conversation Appendix i

↓

Re-read/re-listen; make notes on initial reflections and significant narratives Appendix j

↓

Micro-analysis of individual narratives based on Gee (1991), Mischler (1995) and Riessman (2008) using transcription conventions Appendix k

↓

Macro-analysis of individual narratives, organised into units Appendix l (1-4) and m (1-4)

Taking the narratives back

1.Stanzas A group of narrative lines relaying similar content around an idea	**2.Strophes** Two or three stanzas thematically related	**3.Parts** Groups of strophes given a larger interpretative title

↓

Summary of significant narrative themes within each individual narrative Appendix n (Pete) and o (Jane)

Chapter 4: Findings, Interpretation and Discussion

Overview

Within this chapter I offer my construction of Pete's and Jane's narratives through discussing my interpretations of the significant themes I identified in my analysis. Many themes were generated within the macro-analysis and then classified into significant themes, which reflect for me the salient aspects of the two narratives. The significant themes within the narratives were intrinsically linked and therefore have only been separated for the purpose of this discussion to give the reader a sense of coherence and one possible narrative of this study. The two narratives are considered separately and at the end of this chapter I reflect some concluding thoughts around these interpretations and illustrate the commonalities identified through the use of a chart. The chart shows how these commonalities give rise to the significant themes further discussed in the following chapter.

The questions being addressed for interpretation and discussion are placed within this chapter followed by the relevant findings from the narratives.

The significant themes for **Pete's** narrative include:

- Implementation of lifelong learning through ELLI
- The children as learners
- Pete's understanding of his own learning
- Time, space and reflection

The significant themes for **Jane's** narrative include:

- Implementation of lifelong learning through ELLI
- The children as learners
- Delivering the curriculum
- Jane's own learning pathway
- Time to think

Pete's Narrative (see Appendix I, transcripts 1-4)

What does a narrative account by two year 5 teachers tell us about how children learn how to learn during the implementation of the ELLI project?

Implementation of lifelong learning through ELLI

'ELLI is a good vehicle to get children to think about a learning language.'

Pete seems to have a real understanding of the possible impact of lifelong learning through ELLI, upon the children. He is very much an advocate for the children and talks positively about them in relation to their own learning. He sees the children as active participants in their own learning.

04. Children are active
05. *not* passive (.)
06.They *think* as learners
(Transcript 1)

The language he uses to describe the children makes me consider that Pete's own understanding and pedagogy of teaching is about engagement and that he sees it as a two-way process. It reveals that from his perspective he is not the one with all the knowledge to impart to the children but that his role is to help to facilitate their learning process.

59. (2) *All* children see themselves as learners.
60. (.) All children can achieve success in their own terms.
61. Children don't need *adults* to tell them that they've achieved something.
62. (.) The *adult* is good to help scaffold the talk
63. get it going
64. (.) give the initial language.
65. (.) Getting language into the heads.
 (Transcript 1)

Pete values teaching children how to become lifelong learners and is interested in this as a process. For Pete, ELLI is a way of promoting this concept but more importantly it also provides a shared learning language and understanding between him and the children and between the children themselves. Having this shared language seems to be a key aspect to his teaching and is a way of enabling the concept of lifelong learning to be incorporated into every aspect of daily classroom life.

01 ELLI is a good vehicle
02 To get children to think about a learning language (.)
03 They talk to each other
(Transcript 1)

Pete reflects about the strategies that he uses which helps to foster and embed the lifelong learning concept. He uses the metaphor of a 'vehicle' to describe ELLI and I think this reflects his understanding of movement and journey with learning and that ELLI as a programme can support this.

77. (3) *Strengths* and where next
78. that's what ELLI is
79. (3) It helps children recreate their journey *all* the time
80. (.) that it's *never* ending
(Transcript 1)

This part of Pete's narrative suggests that learning is a journey that we are all on at any point in our lives rather than a view that learning only takes place within a school setting and ends by a certain age. If we are to embrace this understanding of learning, the concept of lifelong learning suggests there are a set of skills or attributes that can be taught and put in place from an early age in order to give the individual a sense of responsibility to fulfil their own learning potential.

59. (2) *All* children see themselves as learners.

60. (.) All children can achieve success in their own terms.
(Transcript 1)

16 But I want to see the children just to be *talking* about the *skills*
17 and what they're *doing*
(Transcript 3)

Pete recognises that ELLI does have skills that are available to teach the children and that as the children become aware of them and have a shared language to talk about them then the learning takes place.

50. (2) you could develop this approach
51. (.) encourage working partners (.)
52. learning model
53. (.)and develop something unique yourself.
54. Once you've done it a *while* this approach (.) does the ELLI tag disappear?
55. Does it become normal practice?
56. (.) Is that the sign of success for ELLI or failure?
57. Schools are a place *full* of change
(Transcript 1)

Pete's suggestion here is that once one understands the concept of lifelong learning and the required skills needed to access this then it can become part of normal practice. With lifelong learning you can take this underlying concept and build it into your practice across everything that you do rather than it being in addition to the curriculum. Once embedded in your own practice you could lose the defined ELLI tag because it becomes everything that you do. It becomes the tacit learning.

'ELLI is about the profile. It's not a programme.'

Pete has criticisms of ELLI as a way of implementing lifelong learning and although he sees its benefits, he thinks that there is so much more that can be done with the information from the learning profile. The training around ELLI

seems to be focussed upon the production of the learning profile. Each child having completed the online questionnaire receives a learning profile to show his or her strengths and weaknesses as a learner. I think Pete struggles with the product of a learning profile in terms of how it moves the learner on in his or her own learning journey.

12. ELLI *is* the 'profile'
13. and there's no right or wrong way to use profiles (.)
14. *But* I think there are better ways to use them (2)
(Transcript 1)

Pete sees and feels that ELLI is defined by the learning profile and to implement this further requires other skills and strategies, which are perhaps not so clear or easy to put into place. And yet it is this implementation which is going to bring about significant change and impact upon the learner. Within the ELLI package it is the coaching conversation where the emphasis for this next step is placed.

32.The coaching conversation has happened *once* formally (.)
33. looking at how the children achieved their targets (.)
34. you know, *what* they've done in the last few weeks or days.
(Transcript 1)

Pete touches briefly on the coaching conversation he has had once with each of the children, which he describes as 'formally', perhaps insinuating that coaching conversations happen informally at other times. These conversations tend to be tied up with the targets from the child's individual learning profile. It feels to Pete that this has both a positive and negative connotation. Targets related to ELLI appear to be seen positively by the children because they have come from the children and there is a sense of ownership to them. Pete, later on, refers to their academic targets as something which the children are more uncertain about.

06   (.) Only had the opportunity to chat with the kids *once*

07   *Int:* Was that the coaching session?

08   *Yeh*, it's difficult to get *time* in school

09   (2) how does that happen?

10   There's *no* time given for this

11   And *yet* this is a really *important* part

(Transcript 2)

Pete recognised the significance of the coaching conversation and yet this appeared to be a difficulty to achieve within the school setting. Pete links this back to time and this is a recurring theme within many aspects of his narrative. There is a sense that ELLI is to be added into an already very busy timetable without any concession to a part of the curriculum being omitted.

96 whereas we're expected to do ELLI in what (.)

97 Through the curriculum

98 We haven't the time in the curriculum (1)

(Transcript 3)

27. In the *classroom*

28. Like other subjects it has to be timetabled (.)

69. (2) I feel it easy to do

70. to integrate into *normal* practice

(Transcript 1)

I think these are interesting statements because fundamentally Pete's narrative seems to reflect more about how he embraces the concept of lifelong learning through ELLI and yet there is a discrepancy in how he then talks about implementing it into the classroom. The need to timetable it like other subjects is often referred to and yet fundamentally he doesn't see it as a separate subject but a way of learning, a process. I think this juxtaposition is critical in how Pete as a teacher can take something fundamentally conceptual, and turn it into something, which is tangible and has a practical meaning within the classroom. This to me seems a key aspect and critique of lifelong learning

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through ELLI. Here you have a teacher who embraces ELLI and the concept of lifelong learning but is still wrestling with how it is practically delivered for the children to understand. I also think that Pete finds difficulty in having a language to describe how lifelong learning fits into the daily classroom life other than describing it as a subject or a need to be timetabled. Maybe this helps to remind him that he needs to address ELLI on a regular basis. I wonder if I was to observe his classroom teaching whether I would see more of lifelong learning through ELLI happening than he gives himself credit for.

The children as learners
'All children can achieve success in their own terms.'

In the overall feel of Pete's narrative there is a strong sense of him believing in each individual child as a learner. He often refers to children being ready and there is an understanding from him that children learn at different rates.

40 It's like anything really init (.)
41 when a child's *ready* it will take anything in if it's not then (.)
42 it's like doing tests if a child's *ready* then (.)
43 If they're *not* then they won't
(Transcript 3)

200 Because if children are *ready* for it then they'll do *well*
201 if they're *not* ready if they haven't *done* well
202 then it means that they're not at *that* level
(Transcript 4)

This concept of readiness is repeated throughout Pete's narrative. He puts responsibility back to the children, they are the learners and that they need to have a sense for themselves when they have achieved and that they can define their own success rather than just hitting targets. He considers that the adult role is essentially to scaffold this, to initiate and deliver the learning language. Again this reflects his pedagogy of what teaching and learning is about for him.

71

28   (.) I *believe* we'll *see* it in the profile

29   (.) It's about believing in *themselves*

30   (.) *Self*-belief

(Transcript 2)

170 The finished result is like self-awareness

(Transcript 3)

121 To feel *happy* in yourself (.)

122 And be confident (.)

123 And that comes from *adults* really

124 *Telling* you

125 That you're *good* at something

139 But because ideally I'd like children to be *happy and confident*

140 Even if they're not

141 They need to know what they're *good* at (.)

184 what's *important* is that they express themselves

185 using their *own* ideas

186 that's *what's* important

(Transcript 4)

Pete believes that children are active in their learning and that it is in their talking with each other and in their thinking that they learn how to be learners. He encourages a 'no hands up' approach within his classroom to try and embed this. He also links the children's learning with belief in themselves and does not try to separate their learning from who they are as a person. The necessity for children to be happy and confident appear as a central tenet for Pete in how children become successful learners. I think he recognises that for children to achieve this it is about much more than just meeting targets. His understanding of lifelong learning, showing children how they can learn and

become better at learning and keep on learning, seems to address some of these beliefs.

164 *Int:* And how do you think ELLI sits within that (.) within the systems you've described?
165 Erm (.)
166 It *empowers* children
167 Cos instead of relying on adults *all* the time
168 They're sort of (.)
169 They're telling themselves
170 Saying *I'm* good at this
(Transcript 4)

Pete uses the word empowers and I think it conveys a strong and emotive set of feelings. In using this word I think Pete is again shifting responsibility to the children for their own learning but in a way that suggests they are given the tools to manage this. I think Pete believes that there is a self-efficacy built into the lifelong learning concept and approach.

34 Once I know the class *better*
35 Which in January you would (.)
36 And you'd be able to match it to the *needs* of the children (.)
37 And to be able to use it *best* you can
38 (.) It's not going to be *all* the same *all* the time in every school
(Transcript 4)

Pete also refers often to knowing the class and the individual child as a person but also as a learner and that in this development of the relationship between teacher and class and teacher and child, learning can be more carefully matched.

How does the telling of this narrative enable these two teachers to reflect on their own professional practice, in essence how they learn how to teach?

Pete's understanding of his own learning

'You only learn resilience if you fail'

Pete is a very experienced teacher, not only in terms of his length of time as a teacher but also in the breadth of age groups that he has taught. He came to teaching later on in his life, having pursued a variety of other jobs and possible careers before training as a teacher.

41 Because I have done supply across the age groups year 3 and 4 year 1 and 2 and 3 supply

42 Various points between I've done *nursery* to *year 6*

43 There and back again

44 *Int:* (laughs)

45 In *various* guises

(Transcript 4)

I think this teaching experience gives him an insight into the developing child and how learning begins to take place and then continues. His own experience of learning has shown him that school is not in itself an end to learning. With the right motivation and support an individual can take responsibility for their own learning and make changes happen.

58 I sort of left school with very few qualifications (.)

97 And I just I thought I'll do an *access* course to get extra qualifications (.)

(Transcript 4)

I think these two comments say a lot about Pete as a person and as a learner. The first suggesting for him that school was not a place where he was successful as a learner. I think he takes this experience and these feelings and identifies with children in school who find learning difficult or who struggle to fit in to a particular structure or system. The second statement shows real motivation and efficacy in developing his own learning path and yet it is said and delivered in such a nonchalant way. Behind the

statement I feel, lies a huge sense of commitment and self-belief to achieve this. This access qualification is then used as a stepping-stone for him to enter into his career as a teacher. His past experience and history shows a movement and a willingness to change and learn within the different jobs and circumstances he worked in. This movement, reflects back this idea of a lifelong learning journey, as for Pete each job appeared to motivate him on to the next point. It is a way of scaffolding his own learning to bring him to the point of training as a teacher. As a teacher Pete has also shown this movement on and through his career, gathering experience across working with a wide age range of children and in different settings.

113 I didn't really *want* to be a teacher
114 But I just thought
115 I could *probably* do a *better* job than what I was taught
116 Because I felt I *learnt* nothing (laughs)
(Transcript 4)

This reflects another insight into Pete's experience of school. I think it's interesting how he puts the emphasis back onto the teachers and how they taught him, as a reason for him not learning. I think there is a slight hesitancy in Pete using the phrase 'probably do a better job' and yet it is also a huge motivator and reason for him becoming a teacher, there is a real strength of feeling reflected here. In his own experience of teaching he constantly wants to put the responsibility of learning back to the children. Maybe this is because in his own experience he has had to take responsibility for his own learning and gain qualifications outside of school. He wants to equip children to be effective learners so that they can be in control of their own lives and make their own decisions.

71 (.) It would be nice to *network* with other schools
72 (.) to *see* how other people work with ELLI
73 If it's done *differently*
74 that's *ok*
(Transcript 1)

36 (.) It's not going to be *all* the same *all* the time in every school
(Transcript 3)

The need to network and gain support from others is a prominent issue for Pete. I think he is aware that other schools will be interpreting and embedding ELLI in different ways to him and that there is a learning opportunity for himself here. It is recognition that there are times in your own learning that working with others will be more beneficial rather than working on your own. This resonates with one of the seven learning dimensions of ELLI and I wonder if Pete is aware of this.

Time, space and reflection
'So it was good to have a place to take a step away from it'

Pete is very positive about ELLI and even describes being 'enthused' by it but he sites it within the context of the whole of his experience of teaching. He sees it as a more long-term approach, more a way of teaching rather than a separate entity but he also recognises the pressure of teaching it to a specific year group within one academic year and seeing results, particularly in terms of time.

44. I think about it as a more long term
45. an *approach*
46. (.) a part of my teaching practice
47. Having *skills* to use forever.

103 (.) It is hard to make time for this
(Transcript 1)

07 *Yeh* it's difficult to get *time* in school
08 (2) how does this happen?
09 there's *no* time given for this
(Transcript 2)

I think Pete feels caught between accepting it as an approach, a way of setting down learning styles and values and trying to satisfy the external pressures that come from the head teacher and the ELLI advisors who want to see the impact of it in terms of results. In many ways this contradicts what lifelong learning and ELLI stands for and yet it continues to reflect what and how schools are measured.

256 What have you got to *show* (.) what can you *show* us?
257 You know it's like *bang, bang, bang* and it's not (.)
258 To *me* (.) it wasn't really
259 it's I don't find that way (.)
260 I don't find working in that way *empowering*
(Transcript 3)

For Pete much of this tension comes down to time and regardless of how much Pete believes in ELLI or embraces what it can do for the children there still needs to be time allocated for it. I feel that he believes this time element is what has been missing across the year for himself and Jane.

245 Yeh (2)
246 I found it *useful*
247 Erm just because it felt quite *rushed*

263 So it was good to have a place to take a *step away* from it
264 just to *talk* about it (.)
265 *Slowing* everything down (.)
266 then it's not a problem is it?
(Transcript 3)

Pete reflects here about the reflective conversations that we had together and whilst it did not give him the time back in the classroom to embed ELLI, it did give him some personal time and space to talk.

188 *Int:* In all of this we have had reflective conversations but what is your understanding of a reflective practitioner?

189 Well I think it's *somebody* who's always going to *be* (.)

190 *looking* for (.)

191 *Not* looking for *answers*

192 it's *making* sense of *why* things happen

193 And *why* they happen without putting the blame on *anything*

(Transcript 4)

I like Pete's interpretation of a reflective practitioner, particularly the aspect of looking, which I think gives a sense of movement in his narrative but it is also about being active whilst you are reflective. He goes on to explain that it is about making sense of why things happen, because as humans that is what we always try to do with our experiences, we put them into a story, the story that is our life as we have known it and as we live it in the here and now. I think Pete has created a narrative here about lifelong learning and ELLI that reflect as much about this concept as it reflects about himself.

Jane's Narrative (see Appendix m, transcripts 1-4)

What does a narrative account by two year 5 teachers tell us about how children learn how to learn during the implementation of the ELLI project?

Implementation of lifelong learning through ELLI
'Because how often do you get that chance to sit down and speak to the children?'

Jane's narrative focuses on the difficulty of teaching a lifelong learning programme through ELLI to a year 5 class of children. It is a very honest account of the reality of managing a class, developing in the role of being a teacher as well as trying to implement something new and conceptual whilst delivering a national curriculum and ensuring attainment levels are met.

02 It's *hard* to teach ELLI

03 Because it's a bit of *everything*

04   It's about trying to make it obvious for the kids (.)

(Transcript 1)

Her description of ELLI, ' it's a bit of everything' I think reflects her
understanding of lifelong learning as something that runs through and
underlies everything that you teach. She sees part of her role in this as
making ELLI explicit to the children in the daily life of the classroom. Jane
still however reflects an insecurity of what she understands ELLI to be. She
questions whether it is a scheme of work or an approach.

06 It's like is *it* a scheme of work?

07 An *approach*?

62 ELLI is not a *subject* or even a *lesson* (.)

63 You have to try and make *every* lesson an explicit zone

64 An *ELLI* zone (.)

 (Transcript 1)

I think this is a key aspect for Jane personally but also reflects the difficulty with
understanding lifelong learning and how it becomes implemented within the
classroom. It feels that this is an area that requires readdressing time and time
again within her narrative. I think teachers are used to delivering a curriculum
and understand schemes of work but lifelong learning feels more conceptual
and, as in Pete's narrative, I think there is a difficulty with the language used in
trying to explain ELLI. I think Jane understands that ELLI is more than a
scheme of work but with something so conceptual it is hard to make it tangible
and practical to take into the classroom and also to take the children along with
you.

There is a real conflict for Jane between teaching ELLI through what you
already do versus planning and teaching the curriculum through ELLI. This is
quite a subtle difference in approach, which Jane picks up on, for implementing
ELLI. I am not sure she is clear as to which is the best or more appropriate way

but she clearly senses a tension here. Ideally I think she is veering towards being able to plan the curriculum through ELLI because then she knows that she will address every aspect. The drawback to this approach is that this would require more time and probably a rethink in how the curriculum is delivered. This time and space does not seem to be available to Jane.

55 We don't have the *freedom* to be innovative with planning and things
56 We *have* to do it a *certain* way (.)
57 And that doesn't *lend* itself to ELLI
(Transcript 2)

Jane goes on to say that she is 'not giving it justice' and that she is 'not doing it properly'. This feels very negative language but I wonder if it reflects the fact that as a teacher you have to put a lot into lifelong learning in terms of belief. You are asked to invest into a concept and because the rewards for the pupils are more long-term you do not get the immediate feedback as a teacher and therefore it is difficult to assess what influence or impact ELLI is actually having. Without this feedback it is hard to keep investing into the project.

15 It's a slow burner
16 doesn't have the immediate impact (2)
17 sometimes it's trying to *work* out what zone it is (.)
18 I'm *not* giving it justice
(Transcript 1)

223 To get a *way* of like ELLI embedded
224 and then you *see* a difference
225 that just takes *time* (.)

235 Ideas on *how* to develop the activities
236 It's *really* good on identifying strengths and weaknesses
237 But then once you've done *that*
238 How do you sort it out?
(Transcript 2)

There is a real need and desire from Jane to have some practical applications for working in the seven learning dimensions that ELLI identifies. I wonder if there is a striving here for something that will develop more organically over time rather than having it immediately to hand. In the delivering of ELLI Jane is working out the practical application but I wonder if it is coming out in a different format to what she expected. Jane refers a number of times within her narratives to ELLI providing a shared vocabulary.

85 We're *planning* our work today
86 And they *totally* understand that (.)
87 What we *mean* (.)
88 They all (.)
89 We've just *got* the vocabulary

105 It's just kind of a way of *talking* to the children
(Transcript 2)

These I feel are significant claims about ELLI and lifelong learning and if this has been achieved then one may argue that this in itself is a practical application. Maybe as a teacher there is always the need to seek a practical application that looks like a specific task and has an objective and a tangible end result. However, if ELLI is fundamentally conceptual then a shared language, being able to talk about learning, how we learn and what we need to do to get better at it, is sufficient. Shifting the concept of learning from a fixed point to one where you consider learning is like a muscle needing to be exercised, where you have the opportunity to improve and get better at learning is, I would suggest a significant shift.

The children as learners
'You want them to be kind of curious about the world that they live in'

Knowing the cohort of children Jane has in her class and the discourse that surrounds this particular year group and class, she has attempted to provide a different narrative around them.

21 They're a *low ability* group
22 we've had to prioritise with the basic subjects this year (.)
23 They've all made progress
24 but *not* at national levels
25 You *know* they haven't reached the expected national levels (.)
(Transcript 1)

50 I want them *to see* that they can achieve
51 Cos they *have* improved academically
52 But they sometimes don't realise it (.)
53 its 'mind over matter' (.)
54 If you think yourself as a learner (2)
(Transcript 1)

Within this part of the narrative there is a sense of action and being creative, a sense of the individual being in charge of their learning and being able to influence and change this, an element of self-belief and self-efficacy. Jane talks about the children re-doing their ELLI profiles at the end of the academic year. This is important to Jane as she wants the children to recognise their achievements and perhaps it will also give her the feedback from ELLI about the impact it has had. There is a need for the children to see their own improvement and achievement, although I am not sure they need the profile to recognise this. Jane reinforces that they have improved academically 'but they sometimes don't realise it'. Perhaps this is because their national curriculum levels do not reflect this progress. There seems to me to be a contradiction here in that the teacher recognises they have made progress but the assessments do not show that. I wonder what the ELLI profile will show, as this is not about academic ability but more about an approach to learning. Jane confirms this by saying 'it's important to think as a learner'. Conceptually this is what ELLI is about and what as a teacher and learner you have to believe in,

yet it still sits I feel within a framework and structure that is trying to measure something else.

90 So *many* targets for all curriculum subjects

91 They're *targeted* out

93 Well (.) the more *open* ended the curriculum (.) task

94 Each child can work *more* independently

95 And then work to their *own* target

(Transcript 1)

123 But because *they* picked their ELLI target

124 And we *had* a little meeting about it

125 They can tell you *exactly* what their ELLI target is

(Transcript 2)

The ELLI target for each individual was built around a conversation between the child and the teacher, looking together at their learning profile. Jane acknowledges how valuable this conversation was and having time with each child.

146 Int: It seems to me that it is a critical aspect of it?

147 Valuable (.) yeah

148 I spent like *10 or 15* minutes probably with each child

194 because how *often* do you get the chance to sit down and *speak* to the children?

195 It's *crazy* isn't

196 You're with them all day but you (.)

197 Very rare that you have a *quality* conversation with a child

(Transcript 2)

There is an emphasis and value put on this focused, quality time and conversation with each child. This is a central aspect within the materials of

ELLI but I would also reflect that it is a key aspect to teaching and the relationship that forms between pupil and teacher.

201 That's *really* valuable and important
202 That they get *time* to sit down and tell you stuff (3)
(Transcript 2)

62 and that (2) children
63 *should* sort of *talk* about things a lot
64 while they're *doing* it
65 and if they can *talk* about it
66 and *explain* it to somebody else
67 then it *really* shows
68 a *deep* understanding (2)
(Transcript 4)

An opportunity for children to talk seems such a pivotal point within ELLI and also within Jane's understanding of how children learn.

69 I don't *like* my classroom to be *silent*
70 I get *worried* when they're all very quiet
71 because it means no-body *understands* it
(Transcript 4)

83 and I think that's kind of quite *powerful* about ELLI (2)
84 it gives kids that (1)
85 so they don't *feel* like they've *failed*
86 because that's *dangerous* (2)
(Transcript 3)

Jane does not want the children to feel like failures, which is a strong word and reflects a strong emotion. There seems to be a conflict in how the national curriculum makes the children feel and how Jane values them individually. Jane emphasises the need to take time to embed the lifelong

learning principles and to understand them. The reflection of ELLI as a slow burner and also those children work at different pace and will often need the principles repeated many times. The children need to learn through the opportunity of doing and talking.

153   but *most* of them
154   it *took* most of the year
155   to *just* be like (1)
156   oh *that's* the team zone (1)
157   without having to t*hink* about it (1)
158   they *just* knew (2)
(Transcript 3)

Jane refers to ELLI as a positive tool, I wonder if in particular this is a direct link to the profile, which is a key aspect of ELLI. She feels that this has a big impact on the children. Certainly, having spoken with the children, Jane feels they use the idea of identifying both their own strengths and weaknesses with regard to learning as positives. It is almost like holding two sides of the same coin; they can see how using this information helps them to move on in their learning. I think the insight from Jane, noticing the impact of the profiles on the children is important, shows her awareness of how it affects them but that it is also feedback to her as the teacher that ELLI is having some impact.

How does the telling of this narrative enable these two teachers to reflect on their own professional practice, in essence how they learn how to teach?

Delivering the curriculum
'There's a lot of pressure on me as a teacher'

Even though ELLI is conceptual, a philosophy, a language and a way of sharing with the children how they learn, it is also seen as a tool to improve levels and performance. This constant pressure does not go away for Jane. She is aware that this cohort has not made the progress expected by national standards. This is perhaps linked to the reasoning behind why the

head teacher and the senior management wanted to introduce ELLI into the school, which was to improve the levels and the progress of the children and specifically the year 5 cohort.

43 You know (.) *Especially* with the cohort I've got (.)
44 There's a lot of *pressure* on me as a teacher
45 To get those kids to make *two* sublevels progress *or more*
(Transcript 2)

There is a significant section of talk where Jane describes the cohort of children and how the priority for the year has been on getting the basics taught by which she means literacy and numeracy skills. Many of the children have not reached the expected national curriculum levels even though she states 'they've all made progress'. I feel this part of the conversation reflects a lot of where Jane's stress comes from, this need to get the children up to the national levels but there is a frustration here because she knows they have made progress.

23   They've all made progress
24   but *not* at national levels
25   You *know* they haven't reached the expected national levels (.)
(Transcript 1)

However, if Jane believes in ELLI and its concept, she believes that this offers a more fundamental way of learning than just reaching national curriculum levels. There is an issue here of time and how much of the week is taken up by ELLI or the more core subjects. The wider context of setting targets, national curriculum levels means that this external pressure can be so great that it feels like it is the bigger discourse and knocks away the conceptual value of lifelong learning because the results of ELLI are not immediate but more long-term. It feels like this issue for Jane comes back to whether she wants to teach children how to learn and become lifelong learners or teach a curriculum to meet certain criteria. I think lifelong

learning sits at the heart of this conflict and causes Jane to be pulled in different directions.

30   You have to be brave to be teaching something that's obviously not academic
31   Int: What do you mean?
32   Well you have to be able justify it to the inspectors (.)
33   Anyone who walks into the classroom
34   who sees you doing other types of work rather than the national curriculum
(Transcript 1)

Jane expresses her emotions honestly in talking about the delivery of ELLI. She uses, 'scary' and 'brave', which I feel are quite strong emotions. I push her a little on both these words and she is able to reflect that lifelong learning appears as different to teaching the national curriculum and therefore you have to be able to justify it to inspectors or anyone coming into the classroom. To me this reflects that Jane is not only very aware of external pressures but also these are very real on a day-to-day basis. She has an underlying feeling of being watched or monitored and I wonder if this reflects how the school operates as well as the stage that she is at in her teaching career. Jane feels that she needs to be seen to be doing the right thing in terms of her teaching and delivering of the curriculum, especially if the children are not reaching the right national curriculum levels. To teach and deliver lifelong learning it seems as if you have to be prepared to step out of the traditional mould and expectations of a teacher. Although the head teacher and the school have embraced ELLI and are committed to implementing it, there is an impression from this conversation that Jane does not always feel supported or that ELLI is thoroughly understood by her colleagues.

140   ELLI is a *slow* burner (1)
141   It's *not* a quick fix (1)
142   It's *not* covering over the cracks (2)

143   It's a *real* slow (1)

144   building it up (2)

145   Yeh (1)

(Transcript 3)

Jane recognises that ELLI is a more long-term approach. The phrase, 'slow-burner' reflects from Jane the need to put ELLI in very slowly, carefully and methodically but it is also a metaphor for the sense of movement, the idea that it will grow into something bigger. It may not be obvious to see but there is something happening and changing which will eventually manifest itself, hopefully within each child as a lifelong learner. Jane recognises that the results are not immediate. I think this is a central aspect to the understanding of lifelong learning and maybe as a teacher is something difficult to wrestle with, as part of the teacher's role is about being able to measure progress and getting results and knowing that you have been a part of that process. ELLI is about beginning a lifelong process and therefore immediate feedback is limited. Seeing the fruition of this work in each child or student may only be apparent in years to come. This is in sharp contrast to the systems of external pressure, whereby the head teacher, the government led national curriculum and even the ELLI trainers, all want to see results by the end of just one academic year of ELLI input, by seeing improvement in the curriculum attainment levels as well as within the learning profiles.

Jane's own learning pathway
'I'm always trying to think about how I get it across to the kids'

Jane has always wanted to be a teacher. Both her parents were teachers and she is now in her fourth year of teaching.

23 I've *always* wanted to be a teacher

24 since I was about 8

25 and *here* I *am*

27 I can't *imagine* doing anything else

28 It's a *really* hard job

29 and it *drives* you up the wall

(Transcript 4)

Her own learning pathway to get to this point appears fairly predictable but I would also reflect that she has experienced success as a learner within the school system and has had positive learning relationships. She has also had a long-term goal from a young age and has been able to fulfil this.

91 and just sort of *better* at planning lessons (1)

92 getting better at *knowing*

93 what's going to work

94 and *what's* not

95 I think yeh (1)

96 I'm *still* learning

97 I hope I'll always be still learning (laughs) (2)

98 I might get it *right* one of these days

(Transcript 4)

104 Some days it just doesn't work

105 and you learn from that

106 sometimes more than from a perfect lesson

109 a bad lesson

110 you sit back down don't you

111 and think

112 now what did I do wrong there de da de da de da

113 and you learn from it

(Transcript 4)

I think this part of Jane's narrative gives a real insight into how Jane views learning and how she approaches learning herself. It shows resilience and a way of viewing herself as a teacher. I think it also reflects the way in which she approaches ELLI both in how she has gone about implementing it into her own class but also the learning opportunity it has provided her with.

There is in Jane's narrative an overriding sense of a conflict and tension, which is real and tangible to her as the teacher. Discourse around teachers can often be related to pressure and stress and here within this narrative we begin to see how this plays out through being asked to implement ELLI into the classroom.

55 We don't have the *freedom* to be innovative with planning and things
56 We *have* to do it a *certain* way (.)
(Transcript 2)

93 Well (.) the more open ended the curriculum (.) task
94 Each child can work more independently
(Transcript 1)

As a teacher Jane feels restricted by the national curriculum and the requirement of ensuring the children progress two sub levels per year. Yet Jane's understanding of lifelong learning is that her planning and delivery of a curriculum needs to be more imaginative and creative to allow children to experience the full benefits.

38 we've had to *set* the two classes for literacy and numeracy
39 with a third teacher
40 and she has a *different* approach (.)
41 she's *not* a cross curricular teacher
42 she *doesn't* have an understanding of ELLI (.)
43 but it's also *difficult* to do ELLI in these groups
(Transcript 1)

I feel that this is an interesting comment in how it makes Jane feel that she is unable to deliver ELLI within these sessions. There is also recognition here from Jane that teachers have different styles and ways of working. Maybe in recognising this, Jane is establishing her own way of working and teaching.

27 Can *relate* it to what you're teaching

28 Rather than the *other* way round

105 It's just a kind of a way of *talking* to the children
(Transcript 2)

These extracts are taken from the conversations during the summer term. In the final reflective conversation Jane is able to talk about it more clearly in terms of the language, ELLI gives the children.

76 It gives them a way to rationalise a *failure*
77 that they're *not just* rubbish
78 and they need to go and *throw* themselves off a bridge (2)
79 That the *reason* they didn't get it is
80 because *they've* got *this* problem (1)
81 which needs to be *sorted* out in *this* way
82 and then they *can move* on with their l*earning*
(Transcript 3)

I think this reflects a learning process for Jane. In the spring and summer term she was clearly grappling with the understanding and the language of ELLI herself and seeking to find a practical application. As she got on and did it and began to see the impact of ELLI on the children and perhaps more importantly hear the impact on the children, her way of talking about ELLI shifts.

72 I *didn't* get the Maths today
73 because it's meaning making
74 and I'm not *strong* at meaning making
(Transcript 3)

In this final reflective conversation Jane is able to look back and understand how the terminology of ELLI has given the children a way of explaining their learning process. But I also think that this is mirrored with Jane's own learning.

44 I would like to introduce the *terminology*

91

(Transcript 3)

It is as if Jane begins to accept that this language and terminology of ELLI is the practical application and outworking of the concept of lifelong learning. It is the terminology which she talks about as something she would take with her. Jane talks about taking it with her to the Year 3 class in the next academic year. She is looking forward to this, getting another chance to implement ELLI. She also uses the word, 'embed' as if with the younger ones more time is available. This goes back to her theory and understanding of ELLI as a 'slow burner'.

118 I *know* I was quite happy to be moved (1)
119 *I* actually said when G said does anybody *want* to be moved next year
120 I actually said *yes* I do (2)
121 Because I *think* for my own *professional* development as a teacher (1)
122 just teaching year 5 is *great* and *fine*
123 but if I haven't *taught* further down the school (1)
124 how do *I know* where they're coming from (1)
125 *how* can I bring them on
126 and *again* if you're teaching *down* in year 1 and 2
127 if you *know* where you're *trying* to get to higher up (2)
(Transcript 3)

There is a desire and a commitment to embrace change and learning and for Jane to put herself in uncomfortable positions, knowing that this is where learning can take place and also knowing that she continues to learn over time. I think this reflects a person who knows herself well and who is also able to risk-take in her learning.

Time to think
'It gives you a chance to step back and think'

Throughout Jane's narrative there is a continuing theme of time, both time to plan and implement ELLI as well as time to think and reflect about ELLI.

Jane talks about herself as someone who is always busy and always doing. She enjoys and thrives on working like this and yet I think she shows a real understanding here that to be working effectively there has to be time to think, especially with something new but I would also suggest especially with lifelong learning concepts which appear to contrast with the teaching of the national curriculum.

02 Yeh because I feel I haven't done that good a job with it as I could have done (.)
03 because you're never given that *time* are you to *think* (.)
04 right how can I *plan* my lessons through ELLI?

62 You'd end up doing your *planning* twice
63 and *no-ones* got time to do that (.)

164 you *can't* give up all your PPA for it
165 because there's a *million* and one other things to do
(Transcript 2)

Jane links the need for time to the understanding that if she is given allocated time to a specific task then she knows that she can work on it effectively. Without this designated time there is a sense of being ineffective and a high chance that the project or task will fail. Jane is also working with the continued tension in school of there always being so much to do that a teacher's time and commitment is pulled in many different directions. As a teacher you have to learn to prioritise but external pressures often determine these areas of priorities.

204 More time for the conversations
205 to be able to find a way of slotting that in somehow (.)
(Transcript 2)

93 you're just thinking
94 how am I going to get *ELLI* into everything (1)

95 *now* (1)
96 *again* (1)
97 *this* year (2)
(Transcript 3)

Jane identifies a priority, as Pete did, regarding the conversations with each child. There is something really significant about these conversations that helps to cement ELLI for the child and the teacher alongside helping to address the next steps in the learning. However, they require a significant amount of time and again this is the element, which seems to be so difficult to find within the day to day of the classroom.

294 it has been *quite* useful
295 cos *you just* get to *think* just about ELLI

316 because you've got *chance* to *talk* about it
317 you think *actually* I could do that (1)
318 Yeh
319 It's having that *space* (2)
(Transcript 3)

Jane is referring above to the reflective conversations that we have had together over the time of this study, giving her the time and space to completely focus upon ELLI. In many ways it is the mirroring of what Jane has done with each of the children in their individual conversations. Time to focus and to think just about ELLI, to look at what we know at this point and to plan the next steps and think about what the future could offer with the lifelong learning concepts.

Concluding thoughts

Both Pete and Jane have many similar significant themes, which have been drawn out of their narratives. This in itself is not surprising as many of the conversations were held jointly and for both teachers the conversation was focused around implementing lifelong learning through ELLI. I also

acknowledge that there are some significant themes, which have not been brought to this chapter but are legitimate and would be worth considering in a further study. These include the aspect of training and the need for a project such as ELLI to be introduced as a whole school approach with all staff fully trained. Implementing a pilot study is about identifying the weaknesses and strengths of a project and considering whether to then take it further across the whole school, however a significant difficulty for Pete and Jane in implementing the pilot seemed to be the lack of understanding from other staff and whilst this could be said to be true of any pilot project I think it was particularly pertinent with such a conceptual project. They both also acknowledged that ELLI was a secondary based project and as such they found any support materials particularly difficult to use and adapt within a primary school setting.

In my own analysing and reflecting on the two narratives I am constantly brought back to a theme that appears to run centrally for both Pete and Jane and this is one of 'talk'. As I state in my opening paragraph for this chapter the significant themes have only been separated for the purpose of this discussion, however, the significant narrative theme of talk is one which permeates all aspects and is difficult to isolate. It is, however, of significance and I would suggest central to the aspect of this study and one which I explore further in the next chapter. Within ELLI itself there is the need for a conversation between each child and teacher to identify strengths and weakness in the learning profile and to look at the next stages within learning. There are the conversations, which then take place in the classroom around ELLI; this is mirrored in the teacher's own conversations with each other and in the reflective conversations we held together. Overriding all of this around ELLI is the central pedagogy, which comes from both Pete's and Jane's narratives about talk being central to learning, for both the children as learners and themselves as teachers. This stresses the importance of the need for talk to help embed understanding of new ideas and concepts and to be used as a way of exploring difficulties and differences within the classroom but also as tool for lifelong learning. The talk between teacher and child and teacher and teacher needs to be empowering, non-judgemental and promote the idea of

continuous learning rather than 'putting the blame on anything' (line 193 transcript 4, Pete) which conversely implies a failure to meet externally imposed targets.

Below is a chart to summarise how the significant narratives from Pete and Jane address the two research questions. This also shows how my thinking developed further in leading into the areas of commonality and therefore the significant narratives to privilege in the following chapter.

What does a narrative account by two year 5 teachers tell us about how children learn how to learn during the implementation of the ELLI project?		
Pete	**Jane**	**Commonality of significant themes**
Implementation of lifelong learning through ELLI	Implementation of lifelong learning through ELLI	Implementation: Being explicit
The children as learners	The children as learners	Learning autonomy
How does the telling of this narrative enable these two teachers to reflect on their own professional practice, in essence how they learn how to teach?		
	Delivering the curriculum	
Pete's understanding of his own learning	Jane's own learning pathway	Learning relationships
Time, space and reflection	Time to think	Reflective conversations

Language and talk

Chapter 5: Further discussion and conclusions

Overview

Within this chapter I consider in more detail the significant themes that have emerged from Pete and Jane's narratives and how they reflect back to the aim and questions of my study. I also consider the limitations and cautions of such a study through my own reflections and the further areas of research and possibilities. Finally, I look at the implications from this study on my own practice and for that of the profession.

Introduction

Pete and Jane come from very varied experiences of learning; they are at different stages both in their teaching careers and their lives. However, in many respects what I discovered when being with them both in the reflective conversations, and as my work as a trainee educational psychologist within the school, is that they shared many similar views and beliefs around learning, how children learn and how they see themselves as learners and teachers. For the academic year that they worked together as two year 5 teachers they were able to be effective in their working practices and support each other in the implementation of ELLI. Although very different in character, as can be seen in their pen portraits (see Appendix f), they both had many similarities in their pedagogy, which were uncovered through their narratives. It is these similarities and commonalities around learning, which I view as interesting in beginning to address the aims of my study and the two research questions posed. In this further discussion I hope to show how the research questions can be addressed in an integrated way by considering the significant themes identified from across both narratives and how these link to the research and theory around lifelong learning.

Further discussions

What does a narrative account by two year 5 teachers tell us about how children learn how to learn through the implementation of the ELLI project?

How does the telling of this narrative enable these two teachers to reflect on their own professional practice, in essence, how they learn how to teach?

Learning autonomy

Pete refers to children as being active not passive around their own learning and Jane talks about children having a curiosity and thinking of themselves as learners. Both these narratives move away from the traditional thinking of teaching and learning being something, which is done by teachers to pupils.

> Too many young people are still taught to behave as passive recipients
> or consumers of education, rather than developing the confidence and
> responsibility to become active agents in their own learning.
> (Deakin Crick, 2009 p.76)

Both teachers embrace the idea of action and agency of learning that comes from within the child, referred to in research as learning autonomy. This thinking about learning autonomy is a central tenet within lifelong learning and specifically within the LH2L project of Black et al (2006). It is a recurring theme, which stems from research by Dearden (1976) and is placed as the ultimate goal in learning theory. However, it is also recognised that it cannot be seen as a separate entity from the learning of skills or completing tasks within a topic or subject. It is about providing pupils with the opportunity to engage in their own thinking about how they operate as a learner and being intentional about their learning, that is they take responsibility for their own learning. Black et al (2006) suggests that this happens when teachers provide an environment for students where being able to think strategically, and reflect upon their learning is encouraged. Within ELLI, strategic awareness is one of the seven recognised dimensions and engaging learners in reflection is a strong theme that is

acknowledged as being effective in developing lifelong learning (Small, 2010). Jane refers specifically to both these areas. Jane acknowledges that the class of children she has worked with on ELLI are particularly weak in strategic awareness and she makes a link here to children's responsibility for their own learning. In her narrative she reflects that this group of children do not take responsibility, not only in their learning but also in other aspects of their lives. She considers their experience within their families and culture and the narrative around them, which suggests they have everything done for them, and that it is this attitude, which transfers directly into the classroom. The children she believes, therefore, are unsure of how to take responsibility for their learning. For Jane there is a discrepancy between her understanding of how children learn through being intentional learners or having learning autonomy and the lived experience that the children bring into the classrooms. Being able to bridge this gap is a difficult and Jane also acknowledges that as a teacher she at times focuses more on the end product and therefore does not allow the child to learn through the process of making mistakes or creating a mess. This links to the concept within reflective practice by Osterman (1990) of the contradiction that practitioners have between what they consider to be their own beliefs, that is their espoused theory and in reality how they practice, that is their theory-in-use. Jane knows what she believes but in practice she acknowledges this is not always how she behaves as a teacher in helping the children to take responsibility for their own learning. I think being able to acknowledge this is a significant learning point for Jane.

Pete develops his thinking of children as active learners around two key elements which are firstly, children seeing success for themselves and secondly children being ready to learn. Pete talks about children being able to see success for themselves and not needing attainment in tests or teacher affirmation to show that they have achieved. This links to Dweck's (1999), theory around self-theory, of understanding learning as incremental versus fixed. If a learner believes they will more likely to be motivated to develop their own competence about a challenge and this will give the individual learner the feedback that they need. For Pete, this is a real

challenge and there is a tension between him understanding this and providing an environment where children can experience their own success against what the children, the school and he as a teacher are measured against, which is attainment of tests and national curriculum levels. Secondly, Pete has a strong theme of readiness, which runs through his narrative and he believes that when a child is ready then they will be able to take the next step in their learning. This relates back to Piaget's (1967) learning theory and the idea that a child progresses through developmental stages in their learning, consisting of four stages: concrete experiences, observation and reflection, formation of abstract concepts or generalizations, and active experimentation. However, I think there is a passiveness to this idea; as a teacher one could feel helpless to affect or change learning capability if there is a sense of waiting for a child to enter the next stage of readiness. Piaget's theory of developmental stages suggests that learning is linear but perhaps it is better considered as cyclical, whereby we revisit those stages time and time again as we face new learning challenges. Within Pete's narrative this readiness for learning appears to be specifically linked to the curriculum and the expected attainments children have to reach by a certain chronological age and stage. I think he sits more comfortably with the lifelong learning strategies as tools that Deakin Crick et al (2007) identify which help children to become ready for learning. These are strategies which Pete can affect through teaching and thereby help the children to develop this learning autonomy.

Implementation: Being explicit

Pete and Jane have throughout this research study embraced the concept of lifelong learning and the values and principles it reflects. Within both their narratives they use metaphor to describe lifelong learning concepts, referring to the sense of 'journey and movement', that it is a 'slow-burner 'and can be used as a 'vehicle' to help implement change. As Bolton (2010) states in her work on reflective practice, metaphor is a very powerful framework and a way of giving meaning and making sense of the world in a culturally acceptable way. It can also be used to critically explore accepted

values and attitudes. I think for Pete and Jane metaphor is a useful way for them to define and talk about ELLI especially in the early stages of implementation when they were both unsure what it was they were describing. Pete and Jane also suggest that lifelong learning requires a careful and methodical approach in the way that it needs to be implemented. They both acknowledge that starting at an earlier age with children to encourage them to think about their learning and how they learn would be beneficial and that the rewards for doing this would enable the shared language and vocabulary to become part of everything that is approached within the classroom. This for me reflects that they both consider the lifelong learning dimensions from ELLI, as strategies to be taught and suggests that they embrace the theories of Bandura (1997) and Dweck (1999), which considers that these dispositions to learning can be affected and made stronger for individual learners. The idea that learning is not a fixed entity but one can learn how to become better at the process of learning. Black et al (2006) refer to this as:

> Pupils' learning is more productive if it is reflective, intentional and collaborative, practices which may not come naturally but which can be taught and can lead to pupils taking responsibility for their learning. (Black et al 2006 p. 126)

For Pete, he is able to take the learning dimensions of ELLI and use them as a backdrop to his teaching practice. There is a sense from him that once these concepts are understood then they permeate every aspect of the teaching of the curriculum. However, Pete admits to having a real difficulty in practice in implementing ELLI because he identifies that it needs timetabling into the week just like other subjects. Jane mirrors this idea and also talks about ELLI being part of everything one does within the classroom but in the practical delivery within the classroom she talks about the need to be explicit so that the children can understand this. She is often throughout her narrative seeking for the practical ways in which she can implement ELLI. Black et al (2006) support this as they suggest that further research is required into teachers' capacity to implement and support

learning practices within LH2L. The difficulty within LH2L projects has highlighted the question as to whether it is the underlying principles of lifelong learning shared by teachers that can effect change within the classroom or whether it is about altering classroom practice. Earlier work by Black and Williams (1998) stated:

> Teachers will not take up attractive sounding ideas, albeit based on extensive research, if they are presented as general principles, which leave entirely to them the task of translating them into everyday practice. (Black and William, 1998, p.15)

I think the narratives of Pete and Jane highlight this point exactly and it is the critique they themselves give of ELLI. I would suggest that for the lifelong learning dimensions to be implemented there has to be both an understanding of the underlying principles but this has to be married with practical, explicit and tangible classroom practice. This is true for the teachers trying to teach but also as Jane highlights, the children also need some practical examples and outworking of this. I think this also takes learning from being a belief that it is something you either can or cannot do to understanding that learning can be developed through identified strategies. Marshall and Drummond (2006) concluded in their research around AFL principles that it is only when teachers engage in debate about learning as well as using practical advice that change can actually happen. I think Pete and Jane's narrative highlight this element of debate and how important as teachers it is to have this collaborative dialogue because without this opportunity it is difficult to marry the concepts with the practical outworking.

Language and talk

Central to the implementation of ELLI is the 'coaching conversation', where the teacher and the learner will look together at the learner's profile. They will identify strengths and weaknesses in the learning and then plan together the next steps and the strategies needed to get there.

One of the most significant uses of the tool, however, has been in the creation of a language with which to talk about the personal qualities, which are necessary for learning.
(Deakin Crick and Yu, 2008, p.390)

Pete and Jane talk constructively about these 'coaching conversations', both acknowledging the time required to carry them out but also how pivotal they were within the year of implementing ELLI. Jane talks particularly about the value of them not only in relation to the learning for the child but also in the development of the relationship between teacher and child and the quality of the conversation.

Quality of dialogue: this is about remembering that learning is a 'two-way process' and learners usually learn more by formulating their own ideas, finding their own words for them and trying out aloud than they do by just listening to teacher.
(Small, 2010, p.62)

Pete continues this in talking about children needing to be told that they are good at something so that they can believe in themselves. Linked to Bandura's (1997) theory about self-efficacy, the learning profiles would be about showing the child that they can become better at learning, by working hard at a particular dimension and gaining mastery opportunities. This opportunity is also needed for teachers, to enable them to link their pedagogy to the theory of psychological learning and thereby make this an even more empowering conversation, but also to help provide better learning opportunities and experiences within the classroom.

Pete and Jane also have within their narratives the theme of talk, specifically in relation to learning and the way that children learn. This links back to the Vygotsky (1962) principle of social learning and that talk and language are part of this process. Jane recognises that there is a level of understanding, which occurs through talk that cannot be gained in other ways; she refers to this as a 'depth of understanding'. For a child to be able

to explain something to another she believes shows a deep understanding of that knowledge. This is also mirrored in Osterman (1990) where she talks about being able to articulate tacit knowledge, where one can reflect and talk about how one knows what one knows, the tacit learning explained. In that process of explaining, further opportunity for learning and understanding is made available. Jane also suggests that talk is important within the classroom for learning to take place and that for the most part her classroom is noisy as children talk to each other about what they are doing, rather than being quiet. Pete reflects that using ELLI gives the children a way of telling themselves that they are good at something, they are not waiting for an adult to confirm this, they have a tangible way to express their own learning development. This ties in with the strategies of ELLI by Deakin Crick at al (2007) that refer to ELLI as a way of providing a shared language and vocabulary around how one learns.

> One of the most widely reported benefits is of learners and teachers becoming confident with a whole new language for learning.
> (Small, 2010, p.9)

Pete believes that a key role for him as a teacher is to provide the children with this language and that a significant part of lifelong learning is the shared vocabulary, which means that learning can be talked about in a way, which is meaningful. The children can talk and think as learners and in this process then learn how to be learners.

I think the above shows how language and talk is an intricate thread throughout the process of learning and specifically in relation to lifelong learning. There is the element of a shared language being taught and used within the implementation of ELLI but there is also this need for talk, which provides an opportunity for learning to take place within a social context. As Pete and Jane's narrative develops over the six months of this study, they illustrate their greater understanding of the shared language but also that in talking and reflecting with each other they are learning how to learn.

Learning relationships

Pete and Jane have worked effectively together over the past year as the two year 5 teachers. They have developed a professional relationship, which is both supportive and challenging to each other. One aspect, which is not so forthcoming in the transcripts, is the interaction that occurred between the two of them during the reflective conversations. They were very comfortable to talk with each other, at times finishing words for each other or overlapping in what was said. What was also interesting was how each other sparked off a train of thought or idea with something the other had said. For me as part of that conversation but also as the researcher, and then having the privilege of listening back over the narratives many times, I could also identify that learning was taking place within this conversation. They were able to challenge what each other said, offer agreement and examples as well as debate what they both meant over certain aspects of ELLI or underlying concepts and ideas. The relationship and the space provided felt safe and open enough to deal with many of their frustrations, doubts and disappointments in what they were trying to do as well as recognising where they had been successful or where they began to identify exactly what they felt ELLI brought to the classroom and to the children. I believe the professional relationship they had at this point in implementing ELLI was particularly significant to them, as they felt isolated from other staff within the school who did not have this same understanding. Jane also particularly referred to talk as a way of learning not only for the children but also for her and Pete.

Within Jane's narrative she explored the implicit learning that occurred within the staffroom in sharing one's experiences and gaining ideas from each other. She acknowledges that like the children she felt that she learnt best from her peers rather than from an authority figure telling her what to do. Both Pete and Jane explored the idea of talk as a way of helping them in their learning. Schön (1987) refers to this as the tacit learning made explicit, that skilled practitioners develop their knowledge-in-action by putting a language to what they are doing and reflect how this links to their 'theories-in-action'. This then enables a way of sharing this learning

experience but also explores what we know, how we know it, and how to move and shape this into the future. There is action and agency that comes from reflecting and talking in this way. Pete also explores the idea of knowing when and how it is best to work on your own and when you need to network or collaborate with others. This is identified within ELLI as learning relationships, another one of the recognised seven dimensions. There was a sense within Pete's narrative especially around the implementing of ELLI that sharing the experience and talking with others about the difficulties as well as the successes were really important to him. Talking for him, he explains is a way of 'slowing things down', enabling him to look at a problem and then talk through a solution. I think this acknowledges and recognises that this process of talking within a supportive learning relationship is where learning has the opportunity to take place. It is this theme of learning relationship, which is significant here, not just the talking and also being able to identify when as a learner you need this and when it is better to work alone. This ability to move in and out of both is key and links with the idea of learning autonomy. I think Pete and Jane address it with the children in terms of providing opportunities for the team and group working but it requires further modelling to understand the full picture.

Reflective conversations

At the heart of this study was the opportunity to provide the two year 5 teachers with time to reflect upon implementing the ELLI project and for them to tell their story and in that telling begin to explore their own understanding about learning, for each other and for the children they teach. For both Pete and Jane there was a recurring significant theme of needing time to think about ELLI and to having the time to implement it properly. When asked specifically about the reflective conversations we had together, both felt that they had been a useful opportunity to focus just on ELLI, to have some space and time to talk together and that this was a learning point in itself.

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The reflective conversation is a medium through which we are able to learn from our teaching experience and question the educational values that give a shape, form and purpose to what we do.
(Ghaye and Ghaye, 1998, p.19)

Within all the literature that I considered around lifelong learning and LH2L there is a significant reference to reflection, (James et al 2007, Black et al 2006, Deakin Crick 2007, Dearden 1976, Marshall and Drummond 2006) most obviously to the learner or pupil. However, it is noted that the teacher is also a learner (Deakin Crick 2007) and if we are to embrace the lifelong learning concept, the teacher or adult will continue to be a learner. It is; therefore, appropriate to consider that the strategies we need to apply to learners within the classroom need to apply to all, and particularly for teachers when implementing lifelong learning. Megginson (2001, p.6) suggests strongly that, 'if we can't understand or make sense of ourselves then we can hardly hope to make sense of anyone else'. We need to have a sense of mirroring what we want in the classroom for the learners, we also want in practice for the teachers themselves. The difficulty of implementing ELLI that Jane and Pete identified came under the significant theme of time, but I would suggest in looking more closely at their narratives that it was more complex than this. The shift in implementing lifelong learning is one of pedagogy for the teacher and whilst Pete and Jane embraced this, they did so in isolation within the school setting. Although originally support from the head teacher and the senior management had been encouraging, particularly around providing time for reflective conversations, in reality this proved to be a real difficulty. The two teachers found that they had to find the time themselves after school to have the reflective conversations and whilst they were willing to do so, this reflected to them that this process was not given prominence within the school or that what they were doing was seen as important. I think that there were many messages being sent to Pete and Jane which reinforced the view that actually what they were trying to do whilst in value terms was commendable, actually in educational terms was not considered beneficial or going to have an impact on the considered

'real' aspect of education which is teaching the curriculum and ultimately attainment.

> Engaging learners in reflection: is a quality of effective teaching that can be eroded by over-emphasis on pace and structure. Self-awareness is deepened; learning is cemented and made more meaningful; recall and creativity are strengthened by quiet reflection.
> (Small, 201, p. 63)

I think for Pete and Jane this was then also mirrored back in the classroom where they found less and less time available to provide reflective time and space for the children. It comes back to the contradiction between espoused theories and theory-in-action (Osterman, 1990).

> While experience may serve as the stimulus for learning, reflection is the essential part of the process that makes it possible to learn from experience.
> (Osterman, 1990, p. 135)

I think from both Pete's and Jane's narratives there is a very tangible sense of unrelenting pressure both in terms of pace within a school and classroom and the demands and expectations placed upon them in relation to the children's attainment. Whilst they both acknowledge this and seek to articulate it and work it out in different ways within their teaching practice, it is a contributing factor to the tension in finding time and space to reflect. Even within their acknowledgement of finding time to reflect as being useful and positive they still require reflection to be active and to see how it has a tangible bearing upon what they do in the classroom.

Concluding thoughts

The above significant themes are identified in Pete and Jane's narratives to reflect what they believe to be important in how children learn how to learn and how they as teachers learn how to teach. I think what is interesting about these themes is how they are mirrored from the children to Pete's and

Jane's own experience of learning not just through ELLI but their own personal learning experiences. Pete and Jane have both shown they are 'intentional learners', that is they have learning autonomy and seek to provide and nurture this in the children they teach. In implementing ELLI, Pete and Jane have referred to tangible working practices or having something 'concrete' and 'practical', which I think is explored in the theme of 'being explicit'. They have sought how to be explicit in putting across the lifelong learning dimensions from ELLI but have also required it for themselves from the ELLI training and resources. Language and talk have been central to their own learning. As they recognise the importance of this for the children, so they have recognised it for themselves. There is strength in having a language to use in talking about lifelong learning but also an opportunity to talk with each other and that in this talking with each other there is a vital learning opportunity. The significant theme of language and talk is then further developed under learning relationships and how as a learner, one seeks out to learn in and from our interactions with another. Pete and Jane have gained in their professional relationship with each other through sharing and talking but also in continuing to seek support from others who are implementing the ELLI project in other schools.

And finally to the significant theme of reflecting; I acknowledge as the researcher my rationale from the beginning was to incorporate this into the study, so reflection could be classed as deductive rather than inductive as I directly asked Pete and Jane to respond to their experience of reflective conversations. However, Pete and Jane both refer to needing time and space to think and talk about ELLI and both acknowledge a benefit in using the reflective conversation. I think this research has shown that a reflective conversation provides an opportunity for dialogue and debate around the issue of lifelong learning and is a way of exploring the pedagogy and belief system of teachers in a safe way. In its most powerful form reflexivity gives rise to response and action back in the classroom. That is when teachers are able to engage in this way then the exploration of deep-seated views and beliefs are given a voice but also have the potential to be changed into tangible working practices, that is when the espoused theory is talked about

it challenges the theory-in-action. I think Pete's and Jane's narratives show a development and a movement over the months of implementing ELLI in their own understanding of how children learn how to learn as well as how they learn how to teach. I would like to consider that the reflective conversations we had together played a significant part in this journey.

Finally, I would like to acknowledge that as I summarise and conclude upon the themes highlighted above I am drawn to how closely they link with the seven dimensions of ELLI. Whilst I would hope that this research shows that I did not set out to evaluate ELLI or to seek out the identified dimensions of ELLI as the themes for Pete and Jane's narratives, the dimensions are reflected within their narratives. It is interesting although perhaps not surprising, that these well researched dimensions of ELLI that are associated with lifelong learning can be seen in this way.

The seven dimensions of ELLI and their opposite poles, that were reflected as tensions in the narratives in terms of; a belief in and implementation of the principles of ELLI versus the 'strict' pedagogy related to traditional ways of teaching the National Curriculum for the purpose of meeting attainment targets.

Dimension	Opposite pole
Changing and learning	Being static and stuck
Critical curiosity	Passivity
Meaning making	Data accumulation
Creativity	Being rule bound
Positive learning relationships	Isolation and dependence
Strategic awareness	Being robotic
Resilience	Fragility

The subheadings in this chapter, which relate to the significant themes across both narratives, can be seen here and the explicit links made to the seven learning dimensions of ELLI. 'Learning autonomy' shares resonance with critical curiosity, which refers to ownership of one's own learning. 'Implementation: being explicit', can be seen in meaning making, where

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making connections and building links to make sense of learning is crucial. 'Language and talk' and 'learning relationships' can be seen with the ELLI dimension identified as positive learning relationships, where there is recognised value in learning from others and especially peers as well as understanding when it is best to work alone. And finally 'reflective conversations' has links with strategic awareness which highlights the need to reflect and self-evaluate but also to be able to talk about learning and understand ones self as a learner.

Narrative resonance

Pete and Jane have shared within this research study a significant experience in their professional teaching lives. Over six months of meeting together for a reflective conversation their stories have unfolded as they have implemented the ELLI project.

> We organise our experience and our memory of human happenings mainly in the form of narrative-stories, excuses, myths, reasons for doing and not doing and so on.
> (Bruner, 1991, p.4)

I have taken these narratives and from them interpreted significant themes that resonate with me as researcher and also with the dominant narratives within published literature around lifelong learning. The methodological approach of narrative has enabled a telling of real life experience to be captured in time and place and in the analysis to discover a complexity to these stories that would otherwise be lost. From the reading of the key literature around lifelong learning and the implementation of projects about this field there is the recurring figure of the teacher (e.g. Deakin Crick 2004, Small 2010). The teacher is placed as central to the success or failure of such implementation, both in their pedagogy and their relationship with the child. However, I felt that what was often missing within prior research was hearing the teacher's voice when asked to implement such a project and how their pedagogy and belief system could be explored, challenged and developed to understand their own learning process as well as that of the

children. Whilst much research focused on what the learning process looked like in the classroom very little focused on what this was like for the teacher. I believe that using a reflective conversation to gain the teacher's narrative is one way in which to begin to address this and should be a significant part in the implementation of any project but particularly that of lifelong learning.

Reflections on this study

In reflecting on this particular study and this methodology I am drawn not only to the strengths of using narrative but also aware that it has limits in how it is used. For me to understand my own part within this study and the explanation and story I have constructed I have to acknowledge and explore these limitations. The narratives that make up this study have been situated at a particular point in time and within the context of this piece of research. I am aware that if this study were to be repeated using the same process with either a different researcher, or myself, the narrative would also be different.

In the methodology section I reflected briefly upon the nature of the reflective conversations and whether they became different or more than just this. I would hope that if the space was truly a reflective conversation then it should by its very nature be a place of learning. As I have previously discussed reflexivity requires an action in response to what one has learnt. I also believe that as people come together in a safe space where one is asked to reflect, to think and to feel that there is a therapeutic element. Within my own reflections from the reflective conversations I note how emotionally drained I sometimes felt coming away from those sessions. I recognise this as part of containing the emotions that the two teachers were experiencing and that this was a space where they could express these and also explore what they were and what they meant. Some of their comments within their narratives also note a 'moving on' and a' taking with them' something to try back in the classroom. I therefore have to acknowledge that within these reflective conversations my role was not just one of researcher or educational psychologist but moved between the two and

required active listening but also reflecting back to them what I thought I was hearing as well as encouraging and hopefully empowering them to keep on with the implementation of such a project.

As I look back over the transcripts I can see and hear my own questions and responses to Pete and Jane. I recognise our co-construction and in re-reading the transcripts I acknowledge that I have my own memories and associations of those conversations. I know that these stories that I have helped to construct and the interpretive writings offered have as White and Epston (1990) acknowledge, been determined by my own understanding of the world.

> Humans, however open about themselves and their practice, can only perceive and understand from their own viewpoint, broad and empathic and professional as that might be. 'We don't see things as they are, we see them as we are' (Nin, quoted in Epstein 1999, p. 834).
> (Bolton, 2010, p.16)

The narratives I have heard and chosen to select have been influenced by my own life as lived, through my experience within the university course, my understanding of psychology and the professional culture within which I work. As Emerson and Frosh (2009) state that within critical narrative analysis it is accepted that there is subjective interpretation. This inevitably puts limitations upon what I have chosen to privilege within the narratives. I also reflect that Pete and Jane exercised an element of caution in the context of the reflective conversation. Whilst the space was created to be 'safe', Pete and Jane would be choosing what they wanted to say and how it would be said, in a sense already putting their own interpretation upon the narrative. Where there were issues of conflict within the school as a result of ELLI, Pete and Jane were careful in how this was portrayed. I feel that this is in part a result of their dual role here; they are participants within the research but also teachers within the school. This in some way mirrors my own dual role as educational psychologist and researcher within the school. This allows that some aspects of the narrative came about therefore

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because of the development of that relationship and not just as researcher. There is perhaps some caution in my re-telling and interpretations of the narratives because of the ongoing nature of the relationship. If I had just been the researcher I might have been at greater liberty to explore further or privilege in a different way some of the conflicting issues, alternatively I might never have heard those narratives in the first place.

However, I would hope that this study reflects a transparency through detailing the methodological choices I have made and the ethical considerations explored, so that the reader can follow the interpretations I have made. The decision to include the full transcripts is also a reflection of this transparency. Narrative analysis is always partial and incomplete (Polkinghorne 1988, Riesman 2008) and each reader will continue to make his or her own further and alternative interpretations of this study. The interpretations I make now are, therefore, provisional and incomplete; there is no end to the interpretative process. "Interpretations are tentative, inconclusive and questioning" (Creswell, 2007, p. 152). Andrews (2009) talks about how we continuously re-script the past to make sense of our present and reflects this as strength of narrative, suggesting that more layers of meaning are able to emerge over time and through different readings. However, I am also aware that whilst attempting to give a coherent summary and a re-storying of the story of the participants, there is a danger that this process removes the complexities of details. Both teachers had the opportunity to review and comment upon the analysis of their narratives at different points as well as to read my reflections upon the process and the transcriptions. This enabled them to respond to the significant narratives that I was interpreting and to question where necessary the overall process of analysis.

I acknowledge that the number of participants in this study is limited. Two teachers were selected and this was due to their specific involvement in the ELLI project. Flyvberg (2009) refers to a small-scale study such as this as being context specific. He argues that it is this detail that the researcher is interested in and whilst not generalisable, it helps to focus and give a better

understanding of the situation and can lead to improvements in practice. I hope that this study reflects this argument and can contribute in the further implementation of lifelong learning projects such as ELLI.

Future possibilities

A study such as this is only one small part of the research into such a large area around lifelong learning. There are many possibilities and further ways in which this research could be continued and expanded. Taking a narrative approach with teachers has I feel shown a depth and insight into the complexity of teaching and learning. I think there is scope here to continue to extend the collecting of teachers' narratives to include those teachers implementing new projects into school, or those for whom ELLI or other such lifelong learning projects are well embedded as well as to return to these two teachers from this study, in the future, to see how their narrative has developed. I would also be interested in further work around teachers' pedagogy and belief systems and what we understand by this. In much of the research around lifelong learning, teachers' pedagogy is referred to many times but it is not explored further. It would be interesting to gather teachers together through a focus group and to hear their views around pedagogy and how this impacts upon or influences their teaching practice. In working closely with these two teachers there was the development, albeit briefly of creating a reflective space. I would like to consider how a reflective space could be inbuilt regularly into a teachers professional development and practice and the impact this could have on their teaching and learning. I think there is reference in the narratives to the implementing of a project into school and interesting insights into what needs to be in place for this to work most effectively.

Implications for my practice and the profession

Using a narrative methodology has helped me to develop and reflect as a trainee educational psychologist. It has made me consider what each of us brings to a situation, a conversation, and how these are built upon who we are, our previous experiences and how we view the world. As educational psychologists, we enter into people's lives when there is often stress,

uncertainty, confusion and at times, what feels like hopeless futures. We attend meetings with a variety of professionals, where hidden agendas are at play and power differentials are being acted out. In essence, the messiness of lives is what we are invited to be part of, to sit within the discomfort and pain of another and the sense of uncertainty. We offer a way of containment for the emotions that can be prevalent in our interactions with another, be it professional, parent or child.

> Yet when we learn to listen in an emotionally attentive and engaged way, we expose ourselves and enter the unknown with 'new' possibilities and frameworks of meaning.
> (Riessman, 2008, p. 26)

To do this interaction well, takes time, skill and practice and as educational psychologists we are asked to be comfortable in the unknown. We have to be willing to hear the stories that we are told and to be part of the co-construction of those realities but also to question the interpretations given. As part of good practice I would hope that there is a process of listening and engaging with people, interpreting what I hear but also a questioning of what I hear and that which is left unsaid. I acknowledge that this is a cyclical process and requires me to continually critique my work in this way.

The use of a reflective conversation has been particularly important within this study. I have appreciated using the questions from Shepherd (2006) as a framework, not only within this piece of research but also for myself as a developing practitioner. Reflective practice is a particularly important tool in helping one engage and think about one's own learning. I find it motivating and pro-active and it helps me to bring about change within my thinking and then with my actions. I also believe that it is a really important tool to offer to other professionals with whom we work and especially teachers. I think it can often be considered as self indulgent or that it is worthwhile in theory but in practice becomes lost amongst the business of doing. I think as educational psychologists we are in a prime position to take reflective practice into schools, to model it and to show teachers what an amazing

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resource it is for themselves and for the children they teach. It enables all practitioners to move from our espoused theory to theory-in-action.

Working alongside teachers is always, I consider, a real privilege. To be invited to enter into their classroom environment and to observe, acknowledge and admire much of the work they do brings a responsibility to me, in how I respond to this. I think as educational psychologists it is always good to be reminded of the pressures that teachers are put under, from within their schools and also from government expectations. To work effectively with teachers we have to journey alongside them, modelling and reflecting to them, much of what they do for their students in class. I am aware that within my consultations or report writing around individual children, there are often a variety of different recommendations helping to address the needs of the child. I think it is always worth considering with the teacher what are realistic expectations about what can be addressed within the busy classroom and what we want to see together as progress or success. Being able to scaffold this process for the teacher is important as it relies upon their pedagogy and belief system. Beginning to recognise a teacher's values and belief systems is a good starting point in consultation and in supporting them to bring about change for the student within the classroom.

The journey into lifelong learning continues to be one that fascinates me. I believe as educational psychologists we have a significant role to play in helping teachers and other professionals move from the lifelong learning research and theory, to putting it into practice. As educational psychologists we are best placed to take a proactive role in translating research, psychology and lifelong learning into a more tangible framework of practice through which teachers can implement teaching and learning, to shift pedagogical practices towards all children and adults believing in themselves as lifelong learners. The exploring of narratives within a reflective space is an effective and rigorous starting point in allowing teachers' belief system and pedagogy to be challenged and developed and to gain greater understanding of how children and adults learn.

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Appendices

The Effective Lifelong Learning Inventory (ELLI)

The Effective Lifelong Learning inventory (ELLI) is, in its simplest form, a learning evaluation tool. It consists of a self-report questionnaire designed to find out how learners perceive themselves in relation to the key dimensions of learning power. Learning power refers to the qualities and dispositions that enable students to learn and continue learning throughout their lives. It provides feedback to learners and their teachers in the form of a personal learning profile.

The ELLI profile sets out to provide information about how a learner or a group of learners are doing on the seven dimensions of learning power. These dimensions have been identified as:

- Changing and Learning- a sense of oneself as someone who learns and changes over time;
- Meaning Making- making connections and seeing that learning 'matters to me';
- Critical curiosity- an orientation to want to 'get beneath surface';
- Creativity- risk-taking, playfulness, imagination and intuition;
- Learning Relationships- learning with and from others and also being able to learn alone;
- Strategic Awareness- being aware of my thoughts, feelings and actions as a learner and able to use that awareness to plan and manage learning processes;
- Resilience- the readiness to persevere in the development of one's own learning power and relish challenge.

The rationale behind the ELLI profile is that the process of completing it is a learning experience in itself. The aim is that it will challenge the learner to think about a broad range of learning, which they may or may not have been aware of before. It is designed to be introduced to learners only as part of a more

general focus on becoming better at learning. The learner and the teacher can then use the ELLI profile, once generated by the students, diagnostically. The aim is that it will help both focus on areas for development and change. The feedback to the learner is in the form of a profile that indicates a pattern of strengths and development areas for individual students and whole groups of students.

The ELLI project is deemed appropriate for age seven through to adulthood. Research by Deakin Crick (2007) however predominantly reports in the over 11 age group. Criticism of some schools using this with younger children is that the language used in the questionnaire is at times abstract and of higher order thinking. Teachers of younger children may find that they have to read and interpret the questionnaire for the pupils and therefore potentially influence or change the meaning.

Some schools when undertaking the project develop and use icons to represent the seven dimensions of learning power. This has been further developed to think about the dimensions as learning zones. In the handbook by Small (2010) the use of the well-known family of the Simpsons' has been used to create 'The Simpsons' Zones'. (Small 2010, p.31). In the school where I was carrying out my research they had developed their own zones:

- Morphing zone (Changing and learning)
- Jigsaw zone (meaning making)
- Detective zone (Critical curiosity)
- Springboard zone(Creativity)
- Team zone (Learning relationships)
- Pilot zone (Strategic awareness)
- Gritty zone (resilience)

In some of the transcripts the two participants make reference to these named zones.

The ELLI profile

Available online, ELLI instantly produces a profile of each learner, in the form of a 7-spoked spider diagram.

Changing & Learning

Critical Curiosity

Learning Relationships

Meaning Making
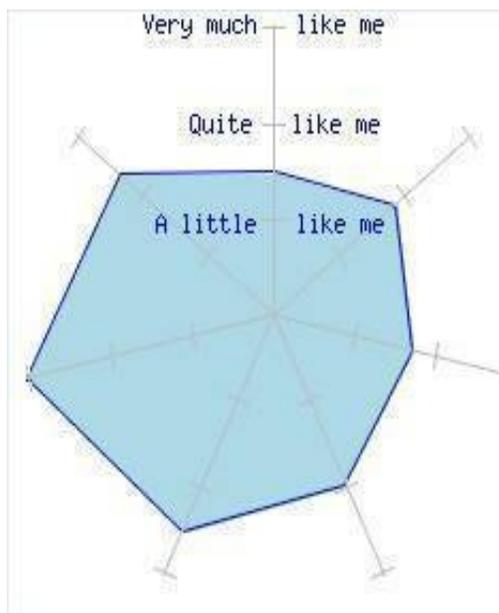
Strategic Awareness

Creativity

Resilience

Glossary of terms

Assessment for Learning (AFL)

AFL is all about finding out what children are learning, how they are learning it and utilising this information to plan the next steps for learning. It is an ongoing process, which highlights a child's strengths, needs and potential.

Learning How to Learn (LH2L)

LH2L is by definition learner-centred, it is what learners do. It can also be regarded as the 'practices' to bring about learning. It is a process of learning, which enables the learner to know how best to go about learning other things (James et al 2007).

Lifelong learning

Lifelong learning is the ability to pursue and persist in learning throughout ones life, which includes developing knowledge, skills, attitudes and capabilities. (Education Council and European Commission, 2006)

Information sheet about the doctoral research project for teachers

> **Exploring narratives of lifelong learning: a case study of two primary school teachers' professional practice.**

You are being invited to take part in a doctoral research project. Before you decide whether or not to take part, it is important for you to read the following and understand why the research is being done and what it will involve.

Who is the researcher?

I am an educational psychologist in doctoral training. I am employed by _____ Local Authority, to work with children and young people, teachers and parents/carers. I use psychology to help children and young people with their learning, behaviour, friendships and feelings. I am also a year 2 doctoral student at The University of Sheffield.

What is the research about?

For my research project, I am finding out about the narrative of lifelong learning for the teacher when implementing and using a 'learning how to learn' programme such as ELLI. I would like to discover how the telling of this narrative and reflecting upon ones own learning supports and impacts upon a professional practitioner.

Why have I been chosen to take part?

This research is particularly interested in the role of the teacher in implementing the ELLI project. In your school you are one of three teachers piloting the project and therefore I am interested in your narrative whilst implementing the ELLI project.

What will happen during the research?

The data collection stage of the research will take place mainly during the summer term of 2011. I will plan with yourself and another teacher, three sessions over the summer term when we can meet to have a reflective conversation up to one hour each. I will also arrange a follow-up conversation in the autumn term, where I can discuss my analysis with you and gain your views on this. All the sessions will be digitally recorded.

How will the ethical issues be addressed?

This research project has been ethically approved via The University of Sheffield School of Education's ethics review procedure in April 2011. Dr Kathryn Pomerantz, a university tutor, at The University of Sheffield, supervises the research.

What about confidentiality and how will the information be used?

The digitally recorded sessions that are obtained during the research project will be kept strictly secure and confidential. All data will be anonymous and destroyed after the project is complete. The results of this study will be used for a thesis, a report to the local authority and/or school and possibly a journal article and presentations for example in school training.

Consent

You are free to choose not to take part now or at any stage in the future. You do not have to give a reason. If you choose not to take part at any stage, any written information will be deleted or destroyed.

If you choose to take part, please sign both of the attached forms. One is for you to keep and the other is for my records.

Thank you for reading this information. Please do not hesitate to contact me if you would like further information about this research.

Yours sincerely
Sue Smith
Trainee Educational Psychologist/ Contact details

Letter of informed consent for teachers in the doctoral research:

Exploring narratives of lifelong learning: a case study of two primary school teachers' professional practice.

I have read the information sheet about the research (dated --/--/--) and have had the opportunity to ask questions. I give permission for digital recordings to be made during the reflective conversations and the follow-up conversation between Sue Smith, a teaching colleague and myself as part of this doctorate at The University of Sheffield 2009-2012.

I understand that all details will be kept confidential and anonymous. I understand that in addition to the final thesis, fully anonymous excerpts from the research may be used in other ways, for example in training courses.

I understand that I can withdraw consent from this research at any point during the research, without giving a reason. This will not affect any other process.

I understand that if I need any further information about the research, I can contact Sue.

I agree to take part in this research project.

Signed   *Date*

Contact details
Sue Smith

Pen Portraits

Pete

Pete is a male teacher in his mid fifties. He has been working at his current primary school for approximately six years. He qualified as a teacher in 1984 and reports that he 'went into it late'. Prior to this he had worked in a residential setting with adults with learning disabilities and before this as an accounts clerk. He had initially considered a career in social work but was unable to get onto any of the relevant training courses. Having completed an access course he went on to a one-year course for teacher training. His experience in teaching covers working from nursery right through to Year 6. He has taught for a number of years in nursery and foundation stage and has also done supply teaching across the primary school age range. He has also spent time working in a special school and a resource base for Emotional and Behavioural Difficulties. At his current school Pete has predominantly taught Year 6, with last year teaching Year 5 and this year in Year 1. He has previously had responsibility for the role of P.E. Co-ordinator, Science co-ordinator and Curriculum Development. He is presently the Assistant Headteacher.

Pete told me that he never wanted to be a teacher when he was growing up. He left school with few qualifications but went straight into a job as an accounts clerk. He is good with numbers and so in many ways he describes this as the perfect job for him. However he moved suddenly out of this job as he decided that he wanted to work with people. Whilst considering training as a social worker he put himself through an access course to gain further qualifications. During the 1980s Pete describes getting onto social work courses as incredibly difficult and very competitive and he himself was unsuccessful, so as a result he turned to teacher training where he was accepted on a number of courses that he applied for. His rationale behind this was that he decided that he "could probably do a better job than how I was taught."

Pete is a mild mannered, softly spoken man. He appears to think deeply before responding to any questions asked of him. He works at his own pace and often

describes the speed and demands within school as 'fast and frenetic'. He believes that for children to learn well they need to feel happy and confident and that adults have an important role in telling children that they are good at something. It's also about trust and Pete feels that children should be able to trust the adults they come into contact with.

Jane

Jane is a female teacher in her early twenties. This is her fourth year working in this primary school and it is the first school that she has worked in since starting her teaching career. She qualified in 2008 having completed a Postgraduate Certificate in Education following on from a degree in Classical Studies. Both her parents worked as teachers and for as long as she can remember she has wanted to be a teacher. As a result of this long standing desire to teach, her mum would take her into work and let her work with groups of children, quite 'hard' children with the intention of putting her off teaching. However it had the opposite effect and convinced Jane that this is what she wanted to do and she says that she can't imagine doing any other job. She feels it is a very hard job and as hard as she expected but likes the satisfaction when you get that 'light bulb' moment from a child because they have suddenly 'got it' and you know that you've played a part in that process.

Jane feels that a core belief for her as a teacher is that the children feel able to make a mistake and that they are not focussed on ensuring that everything is perfect all of the time. She likes to have a fairly 'noisy' classroom because she believes that when children are talking to each other then there's learning taking place. She wants children to have a curiosity about their learning and to take responsibility for their own learning. She feels that children learn best from each other and that this is also true for her as an adult.

For her personally she feels that she has developed as a teacher in her own confidence, particularly in classroom management and the managing of the behaviour of more challenging pupils. She also feels that she is learning to manage the other adults in the classroom better, such as the teaching assistants, and is better at understanding how to use them effectively. She is

developing her skills at differentiating the work for such a spread of needs within her class and this is coming through in her planning of lessons and being able to plan more effectively for those children with more complex needs. However she feels that she is continuing to learn and will always be learning. Advice that she has taken from her dad, who has taught for forty years, is that you can still have a bad lesson, even after all that experience but it is what you learn from that which is important. In many ways you can learn more from the lesson that goes wrong than the 'perfect' lesson because you sit and analyse and ask yourself questions about why the lesson went wrong.

Jane doesn't consider herself a very reflective practitioner or person. She feels that to be reflective one asks themselves questions after something has happened and although she would like to do this she feels that this doesn't always happen. She thinks this is probably because she is a busy person both inside and out of school. She always likes to have things to do and seems to live her life at a very fast pace with little 'headspace' for reflection. She gives the impression of someone who thrives on doing and being active.

Jane is a very engaging person to spend time with. She is very conversational and will talk at length about the issues that concern her. She will often use metaphor to give a description of what she means. She is passionate about her role and job and feels that this is her vocation. Eventually she would like to work more specifically with children with special educational needs and possibly or as well go on to train other teachers.

Sue
Sue is in her early forties and is in training as an educational psychologist, she is also the researcher for this project. Sue trained as a teacher in the late 1980s with a combined education and psychology degree with consideration to working with children with special needs or educational psychology. Sue had always wanted to be a teacher and having been successful in her school education went straight to university.

On qualifying as a teacher Sue had a variety of teaching experiences, working for a number of different authorities including Essex, Oxfordshire and Buckinghamshire. Her experience included teaching children from Year 2 through to Year 7 as a class teacher and then more specifically as an SEN teacher in a large middle school with a department for children with physical difficulties. During this latter experience Sue came into contact and liaised with many outside agencies including Learning Support teachers and Educational Psychologists and this made her consider the type of work she enjoyed doing.

Sue had the opportunity in 2003 to work for the Learning Support Service in Buckinghamshire and then subsequently in North Yorkshire. During her time working in North Yorkshire, Sue worked closely with Educational Psychologists and began to consider this is a significant way forward for her own career development. With the change of the training for Educational Psychologists to the doctoral course, from a financial and practical view point this became a realistic option. Sue applied for the course and on her second application was accepted onto the Sheffield course. The Sheffield course was Sue's first choice and appealed because of the emphasis on the adult learning model and the acknowledgement of individuals bringing a wealth of experience with them onto the course.

Sue has a keen interest in learning and the learning environment and has often worked with pupils for whom learning has not always been a pleasant or successful experience. Sue is interested in ensuring learning is available for everyone in a variety of ways and to be enjoyed as well as to appeal to many different learning styles. She herself has developed in her own learning and is aware that her experience of going back to university to learn a new profession is very different from her experience of training as a teacher.

Sue is quietly spoken, thoughtful practitioner who has developed an interest in the area of reflective practice. She considers herself to always have been reflective in her work as a teacher but has begun to consider this an area to be developed further as she has retrained as an educational psychologist. Her training has given her more background in this area and has given her an

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understanding of reflective practice as being an active process and one that can inform ones own development as a learner and a practitioner. Sue was keen to use some aspect of this within her research and to also begin to offer it as a tool to the other professionals such as teachers.

Reflective Conversation –Joint transcript of Pete and Jane 21.06.11
(links to Pete's transcript 2 and Jane's transcript 1)

Int: **How do you feel about ELLI?**

J: It's hard to teach ELLI because it's a bit of everything.
It's about trying to make it obvious for the kids – (pause)
this is the zone you're working in.

It's like is it a scheme of work?
An approach?
The training- you're given the book but it's come from a secondary
school/College setting.

*Int:***Is that the book from Tim Small?**

J: Mmm, yeh
It's left to the individual to deliver- it leaves the book redundant.
It's a slow burner- doesn't have immediate impact.

P: Yeh, it might be a couple of years before the impact on those
children.
ELLI is about the profile.
It's not a programme.
But it is worthwhile.
Only had the opportunity to chat with the kids once.

Int:Was that the coaching session?

P: Yeh, it's difficult to get time in school- how does that happen?
There's no time given for this
 and yet this is a really important part.

J: Sometimes it's trying to work out what zone it is.
I'm not giving it justice.
 It's annoying- I'm not doing it properly.
They're a low ability group- we've had to prioritise with the basic
subjects this year.
They've all made progress but not at national levels,
you know they haven't reached the expected national levels.
The head has been panicking about that and wishing we could keep
some of the levels quiet.
Some children have stuck at the same level they were at last year.

P: Doing ELLI with a different cohort would not have been the same experience.
I might not have felt so pressured with a more able group of students.

J: It's scary.
You have to be brave to be teaching something that's obviously not academic.

Int: What do you mean?

J: Well you have to be able justify it to the inspectors
or anyone who walks into the classroom
who sees you doing other types of work
rather than the national curriculum.

Int: Is it not part of what you do in every lesson?

J: Erm, I don't have the headspace to put it into other lessons.
I'm always trying to think about how I get it across to the kids.

P: We've had to set the two classes for Literacy and Numeracy with a third teacher.

J: Yeh and she has a different approach,
she's not a cross curricular teacher
and she doesn't have an understanding of ELLI.
But it's also difficult to do ELLI in these groups.

P: Yeh, you tend to find that the logistics get in the way.
We've talked about getting the children to do their second profile before the end of the year.

J: Yeh, cos we wondered about leaving it until September but we decided it would be good to do now.

P: Yeh. It will be good because we will be able to see our influence or impact

J: What do they give after… how they see themselves at the end of year 5.
I want them to see that they can achieve.

P: If they are more positive about themselves as individuals and as a year group that would be great.

J: Cos they have improved academically but they sometimes don't realise it.

P: I believe we'll see it in the profile.

P: yeh it's 'mind over matter'- if you think yourself as a learner…

J: It's about believing in themselves- self belief.

Int: What do you think about ELLI?

J: It's a very positive tool

P: It motivates kids

J: It focuses on the learning
it's not wishy washy.

P: No, it's concrete
the seven zones are ..
well it's a sort of measure.
You know instead of the learning style stuff,
it was VAK…

Int: You mean visual, auditory and kinaesthetic learning styles?

P:Yeh, which was more about the delivery of the curriculum.
As a teacher you would plan lessons to include these styles
cos it makes it more interesting for you and the kids
and the idea was that the kids would respond to the bits they learnt from.
But this is about shifting the responsibility to the kids
they have to put some effort in.

Int: Is that hard for them culturally?

J: Well, they rote learn at the mosque…

P: In Pakistan it is a basic education.
But these children embrace and adapt.
They know there are different rules in different environments.

P: And seeing the ELLI profile has a big impact on the kids.
You can see them 'puffing' up as they saw it.

Int: What have you learnt from doing ELLI?

J: ELLI is not a subject or even a lesson….
You have to try and make every lesson an explicit zone, an ELLI zone.
I guess over a week you try to pick up on every zone.
Some zones are easier to do than others,
like the resilience..

P: Well, this cohort are resilient. They've had more knocks.

Int: What do you mean by that?

P: Well, they've come through the school with a label,
not a good one and well..
they 're resilient.
It's sort of been expected that they'd fail
but they're resilient
and there are some nice kids
which are teachable.

J: And when I'm in Y3 there won't be the urgency,
not like this.
I think I'll have the opportunity to embed it in Y3/4 which will help with
going into Y5/6.

What action will you take from what you've learnt?

J: I need to talk more about the zones
it doesn't always occur,
I mean it's not second nature.
I have to think about it consciously.

P: We need to have an ELLI week
a chance to focus..

J: Have an overview on the planning
you know a chance to think about it.

Step-by-step narrative analysis

My reflections on conversation 1 with Pete

What do I think about this?

It was good to have the structure of the four questions. This made me feel safe, more secure. I wasn't sure what I would get. It hadn't turned out as expected. Jane was unable to join us. She didn't have Planning Preparation and Assessment (PPA) time. I have concerns over priority from headteacher giving time and space to this yet she would like results.

Pete is a reflective person, thoughtful, uses words carefully, thinks deeply. He already comes with ideas and acknowledgements of how ELLI has impacted on the children, he is aware of its positives and negatives.

I thought being 1:1 might be more difficult but I actually think this was helpful to 'hear' Pete's voice. I'm now thinking that this would be good to do with Jane, as an initial session. I also thought that the noise of the class using the computers within the library might be a distraction but both Pete and I seemed to be able to zone that out and focus on the task in hand.

I had bought some prepared sheets from 'Reflective Practice', on how to write a journal. I really want to encourage Pete and Jane to get into the journal writing. I want to inspire them as I have been and yet I am aware that they have full busy days, with so much else as a priority. (Initially journal writing was considered by all three of us as a way of reflecting. On discussion with Pete and Jane they had agreed to 'have a go', however it quickly became apparent that for Pete and Jane reflecting occurred through talking together not through writing and as a result the journal idea was 'shelved' and the transcriptions of the reflective conversations became the data.) Yet my reading of Reflective Practice (RP) is in a small way helping me to understand it more but also the significant part that it plays. Time has to be found for it and it given a raised profile. It feels a bit like a catch 22. It is also why it is important to see action/change from it, not a navel gazing exercise.

I think as a teacher that I didn't understand it fully and have much more sense of it now. I want to impact what I know and understand about it onto Pete and

Jane but actually they need to find their own path with this. All I can do is provide the opportunity.

How do I feel about this?

I felt very anxious yesterday when Pete emailed to say they both couldn't make the reflective conversation. It made me wonder if I was doing the right thing, I went into panic mode. However I gave myself time, space and reflection.

I began to think creatively about a way round this difficulty.

I felt unsure and nervous about how this session would go. Once there, I was aware of the level of stress and demands Pete was under. We covered housekeeping stuff first and identified better times in which to meet i.e. after school.

What have I learned from this?

Even out of a squeezed time and space you can still collect valuable information.

This is the reality of research, constant change and flexibility.

 The Need to adapt but also it helps to focus the centrality of the research.

What are the key components, which I can't and won't let go of?

To push and pursue the need for 'reflective space' with Pete and Jane.

The need, significance and importance of reflective space

To have some structure is good but to allow flexibility is essential.

I can't import all my knowledge, learning, inspiration and enthusiasm for RP quickly and succinctly onto Pete and Jane. This is not my role.

I need to give them the opportunity to find this for themselves but I can offer 'space' possibly and a framework, maybe this can be further developed?

Looking back through Pete's conversation, his natural use of metaphor, a powerful imagery.

What action will I take as a result of my lessons learned?

- Email to Pete and Jane weekly with quotes/phrases/ideas to feed the RP idea and to support them in this way.
- Email or speak to headteacher about giving 'reflective space' a priority.
- Plan 1:1 session with Jane.

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- To continue my own reading/development of RP but continue to evolve how best to draw this out of others and support teachers in RP.
- To use metaphor more myself, especially in RP writing.

Step-by-step narrative analysis

Initial transcript of conversation 1 with Pete

Int: What are your thoughts about ELLI?

ELLI is a good vehicle to get children to think about a learning language.

They talk to each other.

Children are active not passive.

They think as learners. Not hands up' to leave certain ones to answer the questions. I'm continually developing strategies to move away from 'hands up', use of talking partners.

It's frustrating in the way the training is delivered.

ELLI is the 'profile' and there's no right or wrong way to use profiles. But I think there are better ways to use them.

I keep being reminded by the Head, that there is a lot of funding to pay for the training. But it is geared to secondary students. The majority of schools latching on are primary schools. It would be good to have a primary school angle. It seems to be just piloted in primary rather than being a primary school project.

It will be different from Secondary.

It's adaptable. Primary school teachers are good at that, it's not a problem adapting new ideas. But it would be good to have an ELLI coming from the primary school angle as a resource.

In the classroom, like other subjects it has to be timetabled.

The nature of ELLI is that some zones are more vocal than others. In some zones it is hard for children to know, to identify targets and setting targets.

The 'coaching conversation' has happened once formally, looking at how the children achieved their targets. You know, what they've done in last few weeks or days.

Int: How do you feel about ELLI?

Not sure

I can think about impact on learning and standards, hopefully they improve.

But it is cohort specific.

I'm enthused when delivering it.

I don't think I've done enough of ELLI.

Don't know.

Been teaching a while. I think about it as a more long term, an approach, a part of my teaching practice. Having skills to use forever. But with delivering it to this cohort of Y5 it is time limited.

It has changed the way I think about general learning patterns.

You could develop this approach, encourage working partners, learning model and develop something unique yourself. Once you've done it a while this approach, does the ELLI tag disappear? Does it become normal practice?

Is that the sign of success for ELLI or failure?

Schools are a place full of change.

Int: What have you learned from this?

All children see themselves as learners.

All children can achieve success in their own terms.

Children don't need adults to tell them that they've achieved something.

The adult is good to help scaffold the talk, get it going, give the initial language.

Getting language into the heads.

Children don't learn from being bombarded with questions.

Children are always thinking about what they have learned.

Int: What have you learnt about delivering the programme?

I feel it easy to do, to integrate into normal classroom practice.

It would be nice to network with other schools to see how other people work with ELLI. If it's done differently that's ok.

If it becomes part of normal practice, it's not ELLI

Strengths and where next, that's what ELLI is. It helps children recreate their journey all the time, that it's never ending

Whether children can do that independently, that's a different matter.

Are there people taking control of it in Y7/8 to help these children continue with it.

After the summer hols children do remember certain aspects.

Do they see ELLI as a skill?

Int: What action will you take from what you've learnt?

Train new Y5 teachers and Y6.

Train is the wrong word, familiarise themselves.

Int: Is that doable?

Erh, yeh,quite easy.

Get the kids to explain it, using their profiles.

Targets that are transferable to Y6, make it achievable but challenging put in place for Y6

ELLI targets, kids know ELLI target but not their academic targets because it comes from them.

Int: What's your ELLI target?

To discuss with Jane, it is hard to make time for this.

We are going in different directions next year, Jane to Y4, Me to Y1.

We will need to plan transition for next year.

In Y1 I will be able to take it and hopefully embed it with the younger children.

Step-by step narrative analysis

Reflections: significant narratives on transcript 1 with Pete

Pete seems to have a real understanding of the impact of ELLI upon the children.

He is very much an advocate for the children. He talks positively about them in relation to their learning. He sees them as active in their own learning. The language he uses to describe them makes me consider that his understanding and pedagogy of teaching is about engagement and that it is two-way. It feels that it reflects from him that he is not the one with all the knowledge to impart to the children but that he helps to facilitate the learning process. He values teaching children to become learners for themselves and is interested in this process rather than about the content of what he may teach.

He reflects about the strategies that he uses which helps to foster and embed the ELLI concept. He uses the metaphor of ELLI as a 'vehicle' and I think this reflects his understanding of movement and journey and that ELLI can support this. I feel that the underlying concept of ELLI is something that Pete completely embraces and matches with his own philosophy in what teaching is about.

He is critical of ELLI and although he sees its benefits, it feels like he thinks that there is so much more that can be done. The training to him seems to be focussed upon the production of the 'profile', which each child receives about themselves as a learner. I think he struggles with this product in terms of how it moves the learner on and he appears to reflect that more can be done with this. I think he wants to be able to do more with this but that he is unsure what this might be. He sees and feels that ELLI is defined by the profile and to implement this further requires other skills and strategies, which are perhaps not so clear or easy to put into place.

The issue of it being a secondary based project comes up although Pete recognises the adaptability of primary school teachers and doesn't overall see

it as a barrier. It does however reflect where he thinks the emphasis for ELLI lies and I think he links the production of the 'profile' back to the secondary way of working. He also refers to it being a pilot study in primary schools rather than a project. I think this reflects a pressure for him that he feels and recognises. In having it as a pilot within the school it gives the feeling that whether it becomes something the whole school does rests on how successful this pilot is seen to be and that in turn reflects back on him.

He talks about how ELLI provides a language for children but then he seems to contradict himself by saying that it still needs to be timetabled like other subjects. I think this is an interesting statement because fundamentally Pete's conversation seems to reflect more about how he embraces the concept of ELLI and yet there is a discrepancy in how he then talks about implementing it into the classroom. The idea of needing more resources from ELLI and the need to timetable it like other subjects and yet fundamentally he doesn't see it as a separate subject but a way of learning, a process. I think this juxtaposition is critical in how Pete as a teacher can take something, which is fundamentally conceptual, and turn it into something, which is tangible within the classroom. This to me seems a key aspect and critique of ELLI. Here you have a teacher who embraces ELLI but is still wrestling with how it is delivered. I also think that he doesn't have a language to describe how it fits into the daily classroom life other than describing it as a 'subject' or a need to be timetabled. Maybe it also helps to remind him that he needs to address it on a regular basis. I wonder if I was to observe his classroom teaching whether I would see more of ELLI happening than he gives credit for.

Pete identifies that some ELLI zones are more difficult than others for the children to understand. He uses the metaphor 'vocal' which I think reflects the prominence that some zones have and are perhaps more accessible for children and teachers to engage in. I wonder if these then become dominant within the classroom because they resonate with what happens in the classroom already. It would be interesting to define with Pete, which he considers are the more 'vocal'. I didn't follow this up in this conversation or even notice it until after transcription.

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Pete wants to be able to monitor or keep track of what the children are doing week by week with ELLI. He touches briefly on the coaching conversation, which has happened with each of the children, which he describes as 'formally' perhaps insinuating that coaching conversations happen informally at other times. These conversations tend to be tied up with the targets. This feels that the conversation has both a positive and negative connotation. Targets related to ELLI appear to be seen positively because the children know what they are because they have come from them, there is a sense of ownership whereas later on Pete refers to their academic targets as something, which the children are unsure of.

He is very positive about ELLI and even describes being 'enthused' by it but he sites it within the context of the whole of his experience of teaching. He sees it as a more long-term approach, more a way of teaching rather than a separate entity but he also recognises the pressure of teaching it to a specific year group within one academic year and seeing results. I think he feels caught between accepting it as an approach, a way of setting down learning styles and values and trying to satisfy the external pressures that come from the headteacher and the ELLI advisors who want to see the impact of it in terms of results. There seems to me to be a mismatch here in what the concept of ELLI is about and how it will be measured in outcome. I sense a real tension here as Pete tries to portray this.

He considers that the approach once embedded in your own practice could lose the defined ELLI tag because it becomes everything that you do. It becomes the tacit learning. He appears to sit comfortably with this but then moves in to schools being a place of change as if he's suggesting that there will always be new things but that you can take from this underlying concept and add it to your practice. I wonder if he feels that once ELLI does become embedded then there will be something else new to be working on and implementing. There is a transitory element to it perhaps suggesting that this is an approach but not 'the' approach.

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He puts responsibility back to the children, they are the learners and that they have a sense for themselves when they've achieved and that they can define their own success, rather than just hitting targets. He considers that the adult role is essentially to scaffold this, to get it going, initiate and deliver the learning language. Again this reflects his pedagogy of what teaching and learning is about. This seems to be a deep seated, core value for Pete that recurs many times within his narrative.

He talks about the 'journey' and seems to accept that this is ongoing; there isn't an end point. This journey metaphor comes up a number of times.

The need to network and gain support from others is a prominent issue for Pete. I think he is aware that other schools will be interpreting and embedding ELLI in different ways to him and that there is a learning opportunity for himself here. It is recognition that there are times in your own learning that working with others will be more beneficial rather than working on your own. This resonates with one of the ELLI zones and I wonder if Pete is aware of this.

Pete identifies an action for himself as looking at the next steps, looking forward for the children and the staff into the new academic year. However he also turns this responsibility back onto the children and feels that they are the best advocates in sharing this with the new teachers. I do feel though that there is an underlying unease here because the teachers that these children will move up to have not had the ELLI training. I think Pete is holding two futures together here, one for the children as they move up and one for himself as he takes it with him to a new class and year group. There is a sense of anticipation about taking ELLI down to a year 1 class and the potential here for influencing children at a much younger age.

Step-by-step narrative analysis

Micro analysis Pete Transcript 1

01.*Int:* **What are your thoughts about ELLI?**

02. (3) ELLI is a good *vehicle*

03. to get children to think about a learning language (.)

04. They *talk* to each other (2)

05. Children are active

06. *not* passive (.)

07.They *think* as learners

08. Not '*hands up'* to leave certain ones to answer the questions (2)

09. I'm continually developing strategies to move away from '*hands up'* (.)

10. use of talking partners.

11. It's *frustrating* in the way the training is delivered (.)

12. ELLI *is* the 'profile'

13. and there's no right or wrong way to use profiles (.)

14. *But* I think there are better ways to use them (2)

15. I keep being reminded by the Head

16. that there is a lot of funding to pay for the training

17. *but* it is geared to secondary students (.)

18. The majority of schools latching on are *Primary* schools

19. It would be good to have a Primary school angle (2)

20. It seems to be just *piloted* in Primary

21. rather than being a Primary school project.

22. It will be different from Secondary (.)

23. It's *adaptable*

24. Primary school teachers are good at that

25. it's not a problem adapting new ideas

26. *But* it would be good to have an ELLI coming from the Primary school angle as a resource

27.In the *classroom*

28. like other subjects it has to be timetabled(.)

29.The nature of ELLI is that *some* zones are more vocal than others

30. In some zones it is hard for children to *know* (.)

31. to identify targets and setting targets

32.The 'coaching conversation' has happened *once* formally(.)

33. looking at how the children achieved their targets (.)

34. you know(.) *what* they've done in the last few weeks or days.

35. *Int:* **How do you feel about ELLI?**

36. (.) Not sure

37. I can think about *impact* on learning and standards

38. *hopefully* they improve.

39. But it is cohort specific.

40. I'm *enthused* when delivering it.

41. I don't think I've done enough of ELLI.

42. (2)Don't know.

43. (2)Been teaching a while.

44. I think about it as a more long term

45. an approach

46. (.) a part of my teaching practice

47. Having skills to use forever.

48. (.) But with delivering it to this cohort of Y5 it is time limited.

49. It *has* changed the way I think about general learning patterns.

50. (2)You could develop this approach

51. (.) encourage working partners,

52. learning model

53. (.)and develop something unique yourself.

54. Once you've done it a *while* this approach, does the ELLI tag disappear?

55. Does it become normal practice?

56. (.) Is that the sign of success for ELLI or failure?

57. Schools are a place *full* of change.

58. *Int:* **What have you learnt from this?**

59. (2) *All* children see themselves as learners.

60. (.) All children can achieve success in their own terms.

61. Children don't need *adults* to tell them that they've achieved something.

62. (.) The *adult* is good to help scaffold the talk

63. get it going

64. (.) give the initial language.

65. (.) Getting language into the heads.

66. Children *don't* learn from being bombarded with questions.

67. Children are *always* thinking about what they have learned.

68. *Int:* **What have you learnt about delivering the programme?**

69. (2) I feel it easy to do

70. to integrate into *normal* classroom practice.

71. (.) It would be nice to network with other schools

72. 9.) to see how other people work with ELLI

74. If it's done differently that's ok.

75. If it becomes part of normal practice,

76. it's *not* ELLI

77. (3) *Strengths* and where next

78. that's what ELLI is

79. (3) It helps children recreate their journey *all* the time

80. (.) that it's *never* ending

81. Whether children can do that independently

82. (.) *that's* a different matter.

83. Are there people taking control of it in Y7 and 8 to help these children continue with it? (3)

84. After the summer hols children do *remember* certain aspects.

85. Do they see ELLI *as* a skill?

86. Int: **What action will you take from what you've learnt?**

87. Train new Y5 teachers and Y6.

88. (.) *Train* is the wrong word, *familiarise* themselves.

89. *Int:* Is that doable?

90. Erh yeh, *quite* easy.

91. (.) Get the kids to explain it

92. using their profiles.

93. Targets that are transferable to Y6

94. make it *achievable*

95. *but* challenging

96. (.) put in place for Y6

97. (2) ELLI targets

98. kids *know* ELLI target but not their academic targets

100. (.) because it comes from them.

101. *Int:* **What's your ELLI target?**

102. To discuss with Jane

103. (.) It is hard to make time for this.

104. (2) We are going in different directions next year

105. Jane to Y4

106. Me to Y1.

107. We will need *to plan* transition for next year.

108. In Y1 I will be able to take it

109. and hopefully embed it with the younger children.

Macro analysis Pete Transcript 1

Part 1: Thoughts about ELLI

Strophe 1: Children talking and thinking

Talk

Int: What are your thoughts about ELLI?

0*1.Dan:* (3) ELLI is a good *vehicle*

02. to get children to think about a learning language (.)

03. They *talk* to each other (2)

Stanza 1

Think

04. Children are active

05. *not* passive (.)

06.They *think* as learners

Stanza 2

Hands up

07. Not '*hands up'* to leave certain ones to answer the questions (2)

08. I'm continually developing strategies to move away from '*hands up'* (.)

09. use of talking partners

Stanza 3

Strophe 2: Training and profiles of ELLI

Profiles

10. It's *frustrating* in the way the training is delivered (.)

11. ELLI *is* the 'profile'

12. and there's no right or wrong way to use profiles (.)

13. *But* I think there are better ways to use them (2)

Stanza 4

Training

14. I keep being reminded by the Head

15. that there is a lot of funding to pay for the training

16. *but* it is geared to secondary students (.)

Stanza 5

Strophe 3: Adaptation from a Secondary to Primary resource

Primary

17. The majority of schools latching on are *Primary* schools

18. It would be good to have a Primary school angle (2)

19. It seems to be just *piloted* in Primary

20. rather than being a Primary school project

Stanza 6

Adaptable

21. It will be different from Secondary (.)

22. It's *adaptable*

23. Primary school teachers are good at that

24. it's not a problem adapting new ideas

Stanza 7

 Resource

25. *But* it would be good to have an ELLI coming from the Primary school angle as a resource

26.In the *classroom*

27. like other subjects it has to be timetabled(.)

Stanza 8

Strophe 4: ELLI zones and coaching conversation

Zones

28.The nature of ELLI is that *some* zones are more vocal than others

29. In some zones it is hard for children to *know* (.)

30. to identify targets and setting targets

Stanza 9

Coaching conversation

31.The 'coaching conversation' has happened *once* formally(.)

32. looking at how the children achieved their targets (.)

33. you know, *what* they've done in the last few weeks or days

Stanza 10

Part 2: Feelings about ELLI

Strophe 5: Impact of delivering this approach

Impact

Int: How do you feel about ELLI?

36. (.) Not sure

37. I can think about *impact* on learning and standards

38. *hopefully* they improve.

39. But it is cohort specific

Stanza 11

Delivering

40. I'm *enthused* when delivering it.

41. I don't think I've done enough of ELLI.

42. (2)Don't know.

43. (2)Been teaching a while.

Stanza 12

Approach

44. I think about it as a more long term

45. an approach

46. (.) a part of my teaching practice

47. Having skills to use forever.

48. (.) But with delivering it to this cohort of Y5 it is time limited.

Stanza 13

Strophe 6: Learning within normal practice

Learning

49. It *has* changed the way I think about general learning patterns.

50. (2)You could develop this approach

51. (.) encourage working partners,

52. learning model

53. (.)and develop something unique yourself.

Stanza 14

Normal practice

54. Once you've done it a *while* this approach, does the ELLI tag disappear?

55. Does it become normal practice?

56. (.) Is that the sign of success for ELLI or failure?

57. Schools are a place *full* of change.

Stanza 15

Part 3: Learnt about the programme

Strophe 7: Children as learners

Achieve

Int: What have you learned from this?

59. (2) *All* children see themselves as learners.

60. (.) All children can achieve success in their own terms.

61. Children don't need *adults* to tell them that they've achieved something.

Stanza 16

Language

62. (.) The *adult* is good to help scaffold the talk

63. get it going

64. (.) give the initial language.

65. (.) Getting language into the heads.

Stanza 17

Learn

66. Children *don't* learn from being bombarded with questions.

67. Children are *always* thinking about what they have learned.

Stanza 18

Coda

Int: What have you learned from delivering the programme?

69. (2) I feel it easy to do

70. to integrate into *normal* classroom practice.

Strophe 8: ELLI as a journey

Network

71. (.) It would be nice to network with other schools

72. 9.) to see how other people work with ELLI

74. If it's done differently that's ok.

75. If it becomes part of normal practice,

76. it's *not* ELLI

Stanza 19

Journey

77. (3) *Strengths* and where next

78. that's what ELLI is

79. (3) It helps children recreate their journey *all* the time

80. (.) that it's *never* ending

Stanza 20

Independence

81. Whether children can do that independently

82. (.) *that's* a different matter.

83. Are there people taking control of it in Y7 and 8 to help these children continue with it? (3)

84. After the summer hols children do *remember* certain aspects.

85. Do they see ELLI *as* a skill?

Stanza 21

Part 4: Action taken from what you've learnt

Strophe 9: Familiarisation and targets for new year

Familiarise

Int: What action will you take from what you've learnt?

87. Train new Y5 teachers and Y6.

88. (.) *Train* is the wrong word, *familiarise* themselves.

89. *Int:* Is that doable?

90. Erh yeh, *quite* easy.

91. (.) Get the kids to explain it

92. using their profiles.

Stanza 22

Targets

93. Targets that are transferable to Y6

94. make it *achievable*

95. *but* challenging

96. (.) put in place for Y6

97. (2) ELLI targets

98. kids *know* ELLI target but not their academic targets

100. (.) because it comes from them.

Stanza 23

Strophe 10: Discussion and direction with each other
Discuss

Int: What's your ELLI target?

101. To discuss with Rachel

102. (.) It is hard to make time for this.

Stanza 24

Directions

103 (2) We are going in different directions next year

104. Rachel to Y4

105. Me to Y1.

106. We will need *to plan* transition for next year.

Stanza 25

Coda

107. In Y1 I will be able to take it

108. and hopefully embed it with the younger children.

Macro analysis Pete Transcript 2

<u>Part 1: Feelings about ELLI</u>

Strophe 1: Time and logistics for students to do the profile

Profile

Int: How do you feel about ELLI?

01 ELLI is about *the* profile

02 (.) It's *not* a programme

03 But it *is* worthwhile

04 It might be a couple of *years* before the *impact* on those children

Stanza 1

Time

05 (.) Only had the opportunity to chat with the kids *once*

06 *Int:* Was that the coaching session?

07 *Yeh*, it's difficult to get *time* in school

08 (2)How does that happen?

09 There's *no* time given for this

10 And *yet* this is a really *important* part

Stanza 2

Students

11 Doing *ELLI* with a *different* cohort

12 Would *not* have been the same experience

13 (.) I might not have *felt* so pressured

14 With a more *able* group of students

Stanza 3

Logistics

15 (2) We've had to *set* the two classes for literacy and numeracy

16 (.) with a *third* teacher

17 92) Yeh, you tend *to find* that logistics get in the way

Stanza 4

Strophe 2: The impact on children in terms of being positive and their self-belief

Impact

18 (.) We've *talked* about getting the children to do their second profile

19 *Before* the end of the year

20 (.) It will be *good*

21 Because we will be able *to see* our influence

22 (.) Or *impact*

Stanza 5

Positive

23 *If* they are more *positive*

24 About themselves *as* individuals

25 And as a *year* group

26 That *would* be great

Stanza 6

Self-belief

27 (.) I *believe* we'll *see* it in the profile

28 (.) It's about believing in *themselves*

29 (.) *Self*-belief

Stanza 7

Part 2: Thoughts about ELLI

Strophe 3: Used as a measure rather than a VAK style of learning

Measure

Int: What do you think about ELLI?

30 (2) It *motivates* kids

31 *It's* concrete

32 The *seven* zones are

33 (.) Well it's a *sort* of measure

Stanza 8

VAK

34   You know (.) i*nstead* of the learning style stuff

35   It was *VAK*

36   *Int:* You mean visual, auditory and kinaesthetic learning styles?

37   Yeh

38   (.) Which was more about the *delivery* of the curriculum

Stanza 9

Style

39   (.) As a *teacher* you would *plan* lessons to include these styles

40   Cos it makes it more *interesting* for you and the kids

41   And the idea was that the *kids* would respond to the *bits* they learnt from

42   (.) But this is about *shifting* the responsibility *to* the kids

Stanza 10

Adapt

43   They *have* to put some effort in

44   *Int:* Is that hard for them culturally?

45   (.) In Pakistan it *is* a basic education

46   But these children *embrace* and *adapt*

47   They *know* there are *different* rules in *different* environments

Stanza 11

Strophe 4: Children are resilient to knocks

Knocks

Int: What have you learnt from doing ELLI?

48   (2) Well, this cohort are r*esilient*

49   They've had *more* knocks

50   *Int:* What do you mean by that?

51   Well (.) they've come through *the* school with a *label*

52   *Not* a *good* one and *well*

Stanza 12

Resilient

53   (.)They're *resilient*

54   (.) It's sort of *been* expected that they'd *fail*

55   *But* they're *resilient*

56   (.) And there are some *nice* kids which are teachable

Stanza 13

Part 3: Action from ELLI

Strophe 5: An ELLI focus and presentation

Focus

Int: What action will you take from what you've learnt?

57   (2) We *need* to have an *ELLI* week

58   (.) A chance to *focus*

59   (2) We've got a *visit* from Y and T on 13 July

60   And we've been *told* we've got to have the *profiles* done for then

61   (.) It's hard when you're *told* to have something done (3)

Stanza 14

Presentation

62   We *did* an ELLI assembly to the Year 3 and 4's

63   We used the animal story from *the* book

64   And so we *gave* a presentation linked to *this*

Stanza 15

Strophe 6: Parent response was low

Parents

65   (.) It went *okay*

66   Although we didn't get *many* parents

67   (.) There were *some* of the parents of other children

68   Not just *those* performing

Stanza 16

Response

69   *But* the head was disappointed with the turnout

173

70   *Int:* Oh dear

71   (.) The *kids* were *very* excited

72   (.) They *liked* doing it

Stanza 17

Part 4: Moving into year 6

Strophe 7: Children's chosen ELLI target

Target

73   (2) I've *updated* their ELLI targets

74   *Target* (.) *ha* (.)

75   *Wish* there was *another* word we could use

76   (.) It needs to be what *they've* achieved in *each* zone

Stanza 18

Chosen

77   (.) Kids *remember* their ELLI target

78   Because *they've* chosen it

79   You know (.)

80   Perhaps they just need *one* target for everything

Stanza 19

Strophe 8: Next year with the Year 6 teachers

Next year

81   (2) We were instructed to '*gap fill*'

82   Sort of make them *more* year 6 working

83   (.) I have concerns for them *next* year

84   Cos of the change of *staff*

Stanza 20

Year 6 teachers

85   (.) They did their *own* profile

86   But that *was back* in September

87   (.) And it doesn't make sense

88   Without being able to then (.) *work* it out

89   And give *it* more meaning

Stanza 21

Coda

90   (2) Two *key* areas that need to be worked out

91   Are *timing* and *organisation*

Macro analysis Pete Transcript 3

Part 1: Taking ELLI to year 1

Strophe 1: Year 1 class being settled

Settled

01 *Int: Mmm and so this year has anything happened with ELLI in your new classes?*

02 Haven't done anything yet (.)

03 Erm because it's year 1

04 I'm not going to start introducing *any* ELLI until January

05 When the class are *settled*

Stanza 1

Strophe 2: Children talking about skills rather than animals or characters

Animals

06 Well I know that year 1 last year they went *down* a very similar route to year 5

07 The children were saying that you know

08 (.)I will be looking at the animals

09 and relating themselves to an animal

10 Yeh and that's the *danger* of doing the animals approach

Stanza 2

Characters

11 (1) but so I'm not sure

12 Obviously if I'm going to use the *characters* (.)

13 Which then I'll probably be *very* careful how I'm using them

14 *Don't* want the children saying

15 I don't want children saying (2) you know

Stanza 3

Skills

16 But I want to see the children just to be *talking* about the *skills*

17 and what they're *doing*

18 rather than *what* they are

19 I'm using teamwork rather than *I'm an ant*

20 That's how you do teamwork

Stanza 4

Strophe 3: Year 1 are too young and find every day so long

Too young for year 1

21 (2) Because we can't do the profiles

22 (.) We could do a simplified profile.

23 We could have a *class* focus

24 Yeh but I'm not sure if it's too young for year 1

25 Yeh we *could* do a class focus

Stanza 5

Every day so long

26 Lifelong for year 1 is probably as high as year 2 init?

27 They can't imagine life after next *week*

28 you know what I mean

29 (.) Every day seems so long

Stanza 6

Strophe 4: Once you know the children better you can best match their needs and if they are ready they will take it in

Knowing the class better

30 *Int: So its the language you're using and how you adapt that language?*

31 Yeh I'm *sure* there are ways to do it (.)

32 Once I know the class *better*

33 Which in January you would(.)

Stanza 7

Needs of the children

34 And you'd be able to match it to the *needs* of the children(.)

35 And to be able to use it *best* you can

36 (.) It's not going to be *all* the same *all* the time in every school
Stanza 8

When a child's ready
37 *Int: So having done a year what do you think of ELLI?*
38 It's like anything really init (.)
39 when a child's *ready* it will take anything in if it's not then (.)
40 it's like doing tests if a child's *ready* then (.)
41 If they're *not* then they won't
42 (1) I like the ethos behind it (1)
Stanza 9

Part 2: Training and a consistent approach
Strophe 5: The trainers will see you at the end of the year but I wasn't there
See you at the end of the year
43 *Int: You were piloting it how did that make you feel?*
44 (2) I would like to have seen personally more *input* from the trainers
45 I felt that there was *right* here's the training(.)
46 You've *done* the training and now see you later
47 and we'll see you at the end of the year
Stanza 10

I wasn't there
48 And that's fine
49 but as you *know* I wasn't (.)
50 as you found out
51 *there* at the end of the year
Stanza 11

Strophe 6: Schools are not consistent but a place of change
Consistent
53 and you *know* it's not if (1)
54 If you have a change of staff

178

55 it could have died (.)

56 Yeh and you're relying on a lot of things to be *consistent*

Stanza 12

Changing

57 Schools *don't* have that all the time

58 *Staff* are changing (.)

59 Schools are *changing* all the time (1)

Stanza 13

Strophe 7: The whole school to be trained but its about money

Whole school

60 So as a whole school approach (.)

61 I think it would kind of fit the *whole* school

62 So the *whole* school having training would benefit

Stanza 14

Money

63 As for piloting a particular year group (.)

64 I'm not *sure* that's the best way of going round it

65 Cos I think it's unknown about *money* at the end of the day(.)

66 and that's why I think you get round it by piloting *year* groups

Stanza 15

Strophe 8: X amount of teachers get trained but you want everybody to be on board not just to pilot it to a particular year group

X amount of teachers

67 because that means that the only x amount of teachers need to go on the training (2)

68 *But* if it's about money then there's something *wrong* with it

69 Because on the face of it

70 it looks to me that the actual *ELLI* training part of it shouldn't really cost that much you know (.)

Stanza 16

179

Everybody to be on board

71 It's one of those things like with any training

72 that you want people to *buy* it and want to *sell* it to as many people as you can but (.)

73 I'm not sure (.) I don't know where they get the prices from

74 Possibly it defeats the object because *ideally* you want everybody to be on board

Stanza 17

Pilot

75 So just to pilot it at a particular year group (.) well that's fine but (2)

76 So I think that's what *I'd* like to see

77 if it was done again

Stanza 18

Strophe 9: Not going to work unless everybody is on board; a whole school approach

Everybody

78 yeh I'd say

79 I'd like to *see* everybody

80 It's not going to work unless everybody (.)

81 So much more helpful

Stanza 19

Year 6

82 But *now* the year 5 are in year 6(.)

83 and the *year 6* teachers are probably in a bit of limbo

84 because they're not sure what's going on (.)

Stanza 20

Whole school

85 So it's just another (.)

86 it's just another case for whole school approaches

87 That's what I mean as an ethos

88 It's good because it opens boxes that haven't been open before (2)

Stanza 21

Part 3: Circumstances for implementing and training of ELLI

Strophe 9: It doesn't get easier but it's different in secondary schools because they have the time

Doesn't get easier

89 *Int: In terms of your feelings about it from last year, how has it left you feeling about it?*

90 Erm

91 No it doesn't (get easier)

Stanza 22

Different

92 (2) You see I'm *assuming* that if they do it in secondary school

93 then it'll be slightly different

94 in that they'll be doing an *actual* ELLI focussed task

95 because they've got time to do that

Stanza 23

Time

96 whereas we're expected to do ELLI in what (.)

97 Through the curriculum

98 We haven't the time in the curriculum (1)

Stanza 24

Strophe 10: Stay in year group and know where they are going to be

Stay in year group

99 Then again in quite a lot of schools (.)

100 people *tend* to stay in the same year group (.)

101 they tend to stay as a year 4 teacher

102 For example in B_____ school (.)

103 the year 3 teacher will always be the year 3 teacher
Stanza 25

Know where they're going to be
104 Whereas here (.) people change around
105 They seem to be quite happy because they know where they're going to be
106 *Int: Do you think that would make a difference to the delivery of ELLI?*
107 Yeh (.) ELLI would work better in that situation
Stanza 26

Strophe 11: Nothing has been said in senior management, talked about training year 5 and 6 then why not train everyone
Nothing said
108 *Int: Future, further training, whole staff. Has anything developed out of that?*
109 I don't know (.) nothing's been said
110 We've just had senior management and *nothing* was said about ELLI
111 Talking about getting year 5 trained up and year 6 trained up
Stanza 27

Train everyone
112 But if that's the case(.) then why not train e*veryone*
113 Because I think power is dangerous
114 just a few people knowing how to do it
Stanza 28

Strophe 12: No-one knows what the hell you're going on about
No-one knows
115 *Int: How did it make you feel as the people doing the pilot?*
116 (2) It felt quite exciting at first.
117 But then you're thinking no-one knows what the hell you're going on about
118 Yeh and it defeats the object
Stanza 29

Part 4: Long term impact of ELLI

Strophe 13: The impact is cohort specific because it was a weak cohort ability wise and so you're not going to see the impact straight away

Cohort specific

119 (.) Impact.

120 It depends on (.)

121 it's *cohort* specific

Stanza 30

Weak cohort

122 The reason for doing ELLI in the first place

123 was because that it was a *weak* cohort (.)

124 ability wise

Stanza 31

Impact

125 So the impact of it (.)

126 you're not going to find through ability

127 Not straight away (.)

128 But you'll not see that until these people are grown up

129 *That's* the impact of ELLI

Stanza 32

Strophe 14: Use this through my schooling and career; the impact is longevity

School and career

130 It's like someone says something to you (.)

131 I wish we'd been told about this from when we started school

132 Now what they're saying is

133 I'm *using* this as I go through my schooling and secondary school

134 *starting* my working career

Stanza 33

Longevity

135 and *this* is what I'll be thinking about

136 (.)That's the impact of it (.) longevity

137 It's *not* a case of one year

Stanza 34

Strophe 15: I'm surprised at the one year impact thing because that doesn't make sense to me

Surprised

138 (.) I'm quite surprised at that

139 I don't know if you spoke to XX and XX

140 but I was surprised at that one year impact thing (.)

Stanza 35

Doesn't make sense to me

141 bearing in mind that you know

142 I thought the ethos of it was *lifelong* learning

143 and it sort of doesn't make sense to me (2)

Stanza 36

Strophe 16: I like to work independently and on my own and I can because of the job I'm doing now

Independently

144 *Int: Mmm, I wondered what impact if any it's had on the two of you in terms of your own learning?*

145 Mmm (2)

146 I still ask questions a lot

147 It's just that erm I like to work independently(.)

Stanza 37

Job I'm doing now

148 But I can because of the job I'm doing

149 but it *depends* on what you're doing doesn't it?

150 The job I'm doing now

151 I'm *separate* from a lot of people as I'm out of class

Stanza 38

Usually I work on my own

152 but if I'm planning (2)

153 To me it's a strength

154 but I don't have to (.) usually I work on my own

155 Not everything I do *involves* other people

156 It's more specific to my role (.)

Stanza 39

Part 5: Learning dimensions of ELLI

Strophe 17: You can devise your own lifelong learning programme with more or less 7 areas and tailor it to the needs of the children

Your own lifelong programme

157 *Int: Anything you would take or have learnt from last year?*

158 I think you can use (.)

159 I think you can devise your *own* lifelong learning programme

160 based on principles

Stanza 40

More or less than 7 areas

161 I'm *sure* if you delve into it

162 I'm sure you could find *more* than 7

163 or *less* than 7 areas you know

164 I'm sure you could find more or less

Stanza 41

Tailor

165 and then *tailor* it

166 (.)Tailor it to the needs of the children

167 depending on (1)

Stanza 42

Strophe 18: The finished result is self-awareness and we have strategic awareness in the planning but how do Year 1 understand that?

Self-awareness

168 plus you're not going to have probably 7 aspects of learning in Year 1

169 They're not going to be able to *see* that

170 The finished result is like self-awareness

Stanza 44

Strategic awareness

171 If we've got strategic awareness in our planning (.)

172 how are children in *year 1* able to understand strategic awareness?

173 the difference is being able to *use* the language

Stanza 45

Coda

174 and the work they're going to be doing is *skill* base

175 You're only going to get very few children that (.)

176 you might not have seven areas(2)

Stanza 46

Strophe 20: The training is secondary based and all they gave us was the story which is not going to sustain you for the year

Secondary based

178 On the training

179 it's secondary based

180 and all they gave *us* as an example was *the* story

Stanza 47

Story

181 It's just to *me*

182 it's just though a story (.)

183 it's a good story (.)

184 It's not going to sustain you for the year (.)

Stanza 48

Strophe 21: How are you going to use it and use not the profiles but the aspect of learning in the class room?

How are you going to use it?

185 and this is why (.)

186 and this is why when they got us into *groups* and said

187 how are you going to use it (.)you know

Stanza 49

Profile

188 But then what I would have *liked* to do in training is look at profiles

189 how can you use the profiles in the classroom (.)

190 But we didn't do that

Stanza 50

Classroom

191 (.) How can we use the different areas of learning in the classroom

192   which is like saying

193 how can you use one aspect in the classroom

Stanza 51

Strophe 22: Some zones are stronger than others because they are easier to relate to like team zone because children are with their friends in school

Stronger than others

194 Yeh this is what we found out

195 We're always using all 7 zones at all times (.)

196 but some are stronger than others.

197 The stronger than others are the overriding ones (2)

Stanza 52

Relate

198 *Int: You've both mentioned before about some zones being stronger or easier than others. Do you have any thoughts about why that is?*

187

199 (2) It's easier to relate to (team zone)

200 Mmm I think it's because they relate to working with *friends*

201 At primary school (.)

Stanza 53

School

202 that *is* what primary school is for them

203 It's why they come to *school*

204 The children *enjoy* school don't they?(.)

205 They're with their friends (2)

Stanza 54

Part 6: Process versus product

Strophe 23: Books are very tidy but when you put something in it's a mess; what's wrong with that? I don't care if things are sticking out

Very tidy

206 I think though *everything* is linear and nice and neat (.)

207 like *books* for example(.)

208 with lines in *all* nice and neat (.)

209 very tidy

210 Open it up and it's *very* tidy (.)

Stanza 55

It's a mess

211 as soon as you put something in it it's a mess

212 And that's sort of *telling* the children and then you go

213 you don't have to *say* anything

214 because the *look* sometimes is bad enough

Stanza 56

What's wrong with that?

215 especially like you say if you've got things sticking out of it (.)

216 Cos as a teacher you're thinking oh *record* it

217 as a child you're thinking that's *really* good work
Stanza 57

Sticking out
219 They don't see it as a bit sticking out (.)
220 This presentation is a problem
221 because I don't really care if things are sticking out as long as (2)
Stanza 58

Strophe 24: It's important to make a mess, that's resilience; doing things wrong
Resilience
222 *Int: There's a conflict between finished outcome and the process?*
223 It's important to *make* a mess
224 They need to *know*
225 That's resilience isn't it?
Stanza 59

Do things wrong
226 to do things wrong
227 That's resilience doing things wrong
228 To *not* be allowed to do things wrong (.)
Stanza 60

Coda
229 they're never ever going to be able to build the resilience
230 You only learn resilience *if* you *fail*

Strophe 25: There's no urgency until Year 6
Year 6
231 (2) They're used to someone doing it for them
232 There's no *urgency* until children get to year 5 and 6
233 *Especially* Year 6

189

234 parents are more aware if they're not that resilient at home

Stanza 61

Urgency

235 They know that if they're not at this level

236 they're not going to get level 4 and you don't (.)

237 You don't get that urgency further down

238 Which *you* should (2)

Stanza 62

Strophe 26: There's lots of talk

Lots of talk

239 *Int: Is there any actions that you're taking on into this year?*

240 Well there's lots of talk (.)

241 but I'm hoping that year 5 and 6 will go on the ELLI training

242 I'm not sure (.)

243 *We* had to do it (2)

Stanza 63

Part 7: Stepping back and talking

Strophe 27: I found it useful to take a step back

Useful

244 *Int: Thank you. Just a last comment. if the whole school were doing ELLI or were trying to carry on doing it. Is having this reflective space something you would consider building in?*

245 Yeh (2)

246 I found it *useful*

247 Erm just because it felt quite *rushed*

Stanza 64

Step back

248 and erm it was good just to take a *step* back

249 and think exactly what was going on (.)

250 cos it's been quite rushed

Stanza 65

Strophe 28: You need maximum results what have you got to show us?
Maximum results

251 To me it felt like erm you *had* the training (.)

252 you've *used* it (.)

253 *done* it in the classroom (.)

254 you need maximum *results*

Stanza 66

What have you got to show us?

256 What have you got to *show* (.) what can you *show* us?

257 You know it's like *bang, bang, bang* and it's not (.)

258 To *me* (.) it wasn't really

259 it's I don't find that way(.)

Stanza 67

Strophe 29: I don't find working in that way empowering so it was good
to have a place to take a step away from it and just talk about it
I don't find working in that way empowering

260 I don't find working in that way *empowering*

261 (.)some people do

262 I don't think it's the *best* way of getting the best out of children (.)

Stanza 68

To talk about it

263 So it was good to have a place to take a *step away* from it

264 just to *talk* about it (.)

265 *Slowing* everything down(.)

266 then it's not a problem is it?

Stanza 69

Macro analysis Pete Transcript 4

<u>Part 1: Early teaching experience</u>

Strophe 1: Qualified as a teacher in '84 and started in a nursery class but left and went to work in a special school

Qualified in '84

01 *Int:* It would be useful to get the background of your teaching. Can you give me a synopsis of your teaching career so far?

02 I don't know where to *start.*

03 *Int:* (laughs) How long have you been a teacher?

04 Erm, qualified in '*84* (.)

05 been teaching since then (.)

Stanza 1

Started in a nursery class

06 so I went into *it late*

07 So I started off in a nursery class.

08 So I taught Nursery (.) *did* that for just over the year.

09 I left it because I didn't get on with the Head

Stanza 2

Special school

10 And then I went into *a special* school

11 And tried that for about eighteen months

12 Then I worked as an EBD teacher for behaviour

13 And I did a *generic* qualification in special needs

Stanza 3

Strophe 2: Resource based teacher until the resource closed due to funding

Resource-based teacher

14 And after that

15 Then after that I went to an EBD Resource as a resource based teacher

16 Just *helping* in schools

17 Supporting the other teachers

Stanza 4

Resource closed

18 Did that for about a year in the same school

19 Erm kind of *got* promoted

20 But the resource closed due to funding

Stanza 5

Strophe 3: In charge of foundation stage and then as a science co-ordinator

In charge of foundation stage

21 So I was like (.) changed job within the school

22 So I was foundation stage

23 I was in *charge* of foundation stage

24 Which was nursery and reception

Stanza 6

Science co-ordinator

25 Did that for about three or four years

26 Erm (.)

27 After that I worked as science coordinator

28 Did that for a few years erm (.)

Stanza 7

Part 2: Teaching experience within present school

Strophe 4: Came here and worked in year 5 and 6 and then year 1; have done nursery to year 6

Came here

29 Came here

30 Sure I've missed bits out

31 *Came here*

32 Started off in supply but I got a job

Stanza 8

Year 5 and 6

33 Er so year 5 and 6 (.)

34 Year 5 for two terms

35 Year 6 for four years

Stanza 9

Year 1

36 And then year 1 this year (.)

37 Although year 5 last year

38 Y1 this year

39 So mostly erm (1)

Stanza 10

Nursery to year 6

40 I have missed things out

41 Because I have done supply across the age groups year 3 and 4 year 1 and 2 and 3 supply

42 Various points between I've done *nursery* to *year 6*

Stanza 11

Strophe 5: Assistant head having done other things; a chequered history

Assistant head

43 There and back again

44 *Int:* (laughs)

45 In *various* guises

46 Erm I'm now *assistant* head here (.)

Stanza 12

Assistant head

47 Erm started *doing P.E.* coordinator

48 Then I was *science* coordinator later

49 And then I was erm chivvie for curriculum

50 And now I'm assistant head, yeh

Stanza 13

Coda

51 *Int*: A chequered history

52 (laughs) yeh (.)

Part 3: Own learning and initial job experiences

Strophe 6: Last thing I wanted to be was a teacher; left school with few qualifications but got a job straightaway

Last thing I wanted to be

53 *Int:* Fantastic. What moved you into teaching?

54 *Default* I think

55 I'm not sure (.)

56 It's *the last* thing I wanted to be was a teacher from when I was growing up and

Stanza 14

Left school with few qualifications

57 Erm (.)

58 I sort of left school with very few qualifications(.)

59 Erm

60 But I *got a job* more or less straightaway really

Stanza 15

Strophe 7: I was an accounts clerk crunching numbers all day; the perfect job for about 3 years then I left

Accounts clerk

61 In accounts

62 I was an *accounts* clerk

63 I was pretty good with *numbers*

64 So that was quite the *perfect job* for me

Stanza 16

Perfect job

65 Just crunching numbers all day

66 In the days when (.)

67 before computers (.)

68 the *perfect* job

Stanza 17

3 years

69 Adding up money (.)

70 Accounts for insurance purposes

71 I did that for about three years

72 Then I *suddenly* left (.)

Stanza 18

Strophe 8: Wanted to work with people and went into residential and crèche work and work with people with learning disabilities

Work with people

73 I decided that I wanted to do *something* else

74 And work with *people*

75 So I packed it all in

76 I did paid voluntary work

77 Where I *worked with people* with physical difficulties

Stanza 19

Residential work

78 Did that for a year cos only voluntary paid

79 But it didn't pay very much (.)

80 After I did that I came(.)

81 I did some residential work(.)

Stanza 20

Creche work

82 And crèche work

83 *Crèche* work first for about two years(.)

84 And then I did *residential* work

Stanza 21

Working with people with learning disabilities

85 Working with people with learning disabilities

86 For about *three* years

87 Then I started my training at --------------

88 So (.) I didn't answer your question(.)

Stanza 22

<u>**Part 4: Training opportunities and further qualifications**</u>

Strophe 9: Really wanted to be a social worker and so whilst I was

working I took an access course which meant I could go to uni

Social Worker

89 So I *really* wanted to be a social worker

90 But for some reason at the end of the 80s

91 Erm it was *quite* competitive to get into social work in the 80s

92 I *had no* chance

Stanza 23

Working

93 Erm so I thought *right*

94 While I was working(.)

95 I was working just before I went to uni

96 And I was working in Morrisons part-time

Stanza 24

Access course

97 And I just I thought I'll do an *access* course to get extra qualifications(.)

98 So I did an access course at -------------

99 That *was just* a year

Stanza 25

Meant I could go to uni

100 Cos I got that (.)

101 Which meant I could go to uni

102 Which was probably just as *well*

Stanza 26

Strophe 10: Forgot about social work and applied to teacher training colleges and got a place at every one I applied for but wanted to go to London

Forgot about social work

103 So I sort of *forgot* about the social work

104 Even though I was applying for social work jobs throughout that year

105 I just wasn't getting *any* breaks

106 I don't know why(.)

107 Never got feedback then

Stanza 27

Teacher training colleges

108 And then I got *into*(.)

109 Applied to a few teacher training colleges

110 And got a *place* at everyone I applied for

Stanza 28

Coda

111 But I wanted to go to *London*

112 So that's why I went to --------------(.)

Part 5: Reason to become a teacher

Strophe 11: I didn't want to be a teacher but thought I could do a better job than I'd been taught; I think its about being happy and confident

Didn't want to be a teacher

113 I didn't really *want* to be a teacher

114 But I just thought

115 I could *probably* do a *better* job than what I was taught

116 Because I felt I *learnt* nothing (laughs)

117 So

Stanza 29

Happy and confident

118 *Int:* What do you think then are your core values and beliefs as a teacher?

119 Er that number one to learn you've got to be *happy*(.)

120 *Confident*

121To feel *happy* in yourself(.)

122 And be confident(.)

Stanza 30

Strophe 12: Adults need to tell you that You're good at something otherwise you become self-critical

Telling you

123 And that comes from *adults* really

124 *Telling* you

125 That you're *good* at something

Stanza 31

Self critical

126 So if *no-one tells* you that

127 Then really(.)

128 You sort of walk around

129 Being *self critical*

Stanza 32

Strophe 13: You develop introvertly and the successful people are always extroverts

Develop introvertly

130 And you never ever develop

131 What you do (.)

132 You develop *introvertly*

133 But not *extrovertly*

Stanza 33

Successful people are extroverts

134 And that's you know in school the *successful* people who get the breaks

135 In school

136 Are *always* extroverts

137 The people who *stand out* like sore thumbs and they get the breaks

Stanza 34

Part 6: Children happy and confident and trusting adults

Strophe 14: I'd like children to be happy and confident and know that there is a person in school who smiles at them

Happy and confident

138 Which is a bit of a sad case of affairs really(.)

139 But because ideally I'd like children to be *happy and confident*

140 Even if they're not

141 They need to know what they're *good* at (.)

Stanza 35

This person smiles at me

142 If the home life's poor

143 *At least* when they come in school

144 They can think oh well *this* person smiles at me

145 This person erm (.)

Stanza 36

Strophe 14: Trusting adults is a big thing and it worries me that children think of teachers as people who shout and then think of the negatives

Trusting

146 I know *I'm good* at this

147 Therefore I'm happy (.) at that point

148 (.) I think it's about *trusting* as well

149 Trusting

Stanza 37

Trusting adults

150 Children *trusting* adults is a *big* thing

151 Erm you know(.)

152 Rather than *just* seeing them as you know(.)

Stanza 38

People who shout

153 It's worrying to me when children *just* see adults (.) teachers

154 *just* as people who *shout*

155 And that's *it*

156 And *not* about the other things(.)

157 There's something *wrong* there

158 If that's it

Stanza 39

Think of the negatives

159 As a *child* sometimes all you think about when you don't see that person

160 You *always think* of the negatives

161 Don't you?

162 As teachers the worst aspects(.)

163 So yeh I don't really want to be like that (2)

Stanza 40

Part 7: Children being empowered

Strophe 15: ELLI empowers children and they can tell themselves they are good at it and that is a powerful thing

Empowers children

164 *Int*: And how do you think ELLI sits within that, within the systems you've described?

165 Erm (.)

166 *It empowers* children
Stanza 41

I'm good at it
167 Cos instead of relying on adults *all* the time
168 They're sort (.)
169 They're telling themselves
170 Saying *I'm good* at this
Stanza 42

Powerful
171 I am good *at teamwork* or *resilience*
172 That's quite a *powerful* thing for ELLI
173 If you're good at *resilience (.)*
Stanza 43

Strophe 16: Children misunderstand the teacher's representations and I don't know where that's come from because what's important is that the children express themselves
Misunderstand representations
174 To *me* that's the problem of starting ELLI *halfway* through the school year
175 You know(.)
176 It's sort *of fighting* against the fact that you've started the school year
177 Children v*ery* quickly(.)
178 Erm they sort of misunderstand representations
179 They *think* that they have to give *perfect* representations of what the teacher has to do
Stanza 44

Coming from somewhere
180 Now *I don't* know where that's come from
181 It's coming from somewhere
182 The children don't just start doing it

183 The children realise that's *not* important
Stanza 45

Express themselves
184 What's *important* is that they express themselves
185 Using their *own* ideas
186 That's *what's important*
187 And that's *what* teacher's *want (2)*
Stanza 46

Part 8: Being reflective; why things happen
Strophe 17: A reflective practitioner is not looking for answers but to make sense of why things happen and get away from blaming
Not looking for answers
188 *Int*: In all of this we have had reflective conversations. But what is your understanding of a reflective practitioner?
189 Well I think it's *somebody* who's always going to *be (.)*
190 *looking* for (.)
191 *Not* looking for *answers*
Stanza 47

Making sense of why things happen
192 It's *making* sense of *why* things happen.
193 And *why* they happen without putting the blame on *anything*
194 You know(.)
Stanza 48

Blaming
195 It's *getting* away from that *test*-driven culture
196 Which is brought in to *scape*-goat
197 *Blaming*
198 Oh this happened because(.)
199 I *hate* that
Stanza 49

Strophe 18: If children are ready they will do well, some schools have good cohorts and they are lucky but that's just the way it is, there are other factors involved

If children are ready

200 Because if children are *ready* for it then they'll do *well*

201 if they're *not* ready if they haven't *done* well

202 then it means that they're not at *that* level

Stanza 50

Good cohorts

203 and to me(.)

204 it's like

205 if schools are *very lucky*

206 to have *good* cohorts

207 then *that's* it (.)

Stanza 51

Lucky

208 but you know

209 leafy schools in west London

210 if they're lucky to have *good* cohorts year after year

211that's *fine(.)*

Stanza 52

Just the way it is

212 but to *me* that's *just* the way it is

213 you know

214 you've *got* other factors involved

Stanza 53

Part 9: Description of this school

Strophe 19: We have good intervention structures and just introducing a new behaviour structure

Good intervention structures

215 *Int:* Last question. How would you describe this school?

216 I've *felt* I've *learnt* a lot

217 Erm (.)

218 I think it has *good* intervention structures

219 Erm (.)

Stanza 54

Behaviour structure

220 We're just changing our *behaviour* structure

221 Our *behaviour* ethos to (.)

222 By the end of the year

223 We'll have had the training

224 *Hopefully* that will filter through(.)

Stanza 55

Strophe 20: people are supportive here but it's not a picnic; I think we need to slow down to get the best out of the children

People are supportive

225 I think *generally* people work *well*

226 In *teams* here

227 Quite *supportive*

228 People are *very* supportive

229 *Work* together well (.)

Stanza 56

It's full on

230 It's not a *picnic*

231 It's *full* on

232 You know(.)

233 It seems to be *every* week there's something *happening*

Stanza 57

Slow down

234 I think sometimes we need really do to *slow* down

235 I really do(.)

236 *Int:* You or everybody?

237 *Everybody* yeh (.)

Stanza 58

Being full on

238 I don't think the children thrive on *stressed filled* adults

239 I *mean* there's a difference between *expectations*

240 And being *so* full on

Stanza 59

Get the best out of children

241 You don't have to be over the top *all* the time

242 To get the *best* out of the *children (2)*

Stanza 60

That's it

243 *Int:* Anything else you wish to tell me?

244 (5) That's it

245 *Int*: That's fine. Thank you.

Stanza 61

Macro-analysis Jane Transcript 1

Part 1: Defining ELLI

Strophe 1: It's hard to teach ELLI because there's a confusion over what it is; is it a scheme of work?

Hard to teach ELLI

01 *Int: How does ELLI make you feel?*

02   It's *hard* to teach ELLI

03   Because it's a bit of *everything*

04 It's about trying to make it obvious for the kids (.)

Stanza 1

Scheme of work?

05   *This* is the zone you're working in (.)

06   It's like is *it* a scheme of work?

07   An *approach*?

08 The training (2)

Stanza 2

Secondary school

09 You're *given* the book

10 but it's come from a *secondary* school/College setting

11 *Int: Is that the book from Tim Small?*

12 Mmm, yeh

Stanza 3

Strophe 2: It's a slow burner and you don't see immediate impact and sometimes I feel that I'm not doing it properly

Slow burner

14 It's *left* to the individual to deliver

13 It leaves the book r*edundant* (.)

15   It's a slow burner

16   Doesn't have immediate impact (2)

Stanza 4

Not giving it justice

17   Sometimes it's trying to *work* out what zone it is (.)

18   I'm *not* giving it justice

19   It's annoying (.)

20   I'm *not* doing it properly

Stanza 5

Strophe 3: These children are a low ability and haven't made the expected national levels

Low ability

21   They're a *low ability* group

22   We've had to *prioritise* with the basic subjects this year (.)

23   They've all made progress

24   but *not* at national levels

Stanza 6

Levels

25   You *know* they haven't reached the expected national levels(.)

26   The head has been panicking about that

27   and wishing we could keep some of the levels quiet (.)

28   Some children have stuck at the same level they were at last year

Stanza 7

Part 2: How does ELLI make you feel

Strophe 4: you have to be brave to teach this and be able to justify it to inspectors or people who come into your classroom

Brave

29   It's scary

30   You have to be *brave* to be teaching something that's *obviously* not academic

Stanza 8

Justify

31 *Int: What do you mean?*

32 Well you have to be able *justify* it to the inspectors (.)

33 Anyone who walks into the classroom

34 who sees you doing *other* types of work rather than the national curriculum

Stanza 9

Other lessons

35 *Int: Is it not part of what you do in every lesson?*

36 Erm (.) I don't have the headspace to put it into *other* lessons

37 I'm *always* trying to think about how I get it across to the kids

Stanza 10

Strophe 5: The two classes have been set into three groups for numeracy and literacy and the third teacher doesn't have an understanding of ELLI

Setting the two classes

38 We've had to *set* the two classes for Literacy and Numeracy

39 with a third teacher

40 And she has a *different* approach (.)

Stanza 11

Doesn't have an understanding of ELLI

41 She's *not* a cross curricular teacher

42 She *doesn't* have an understanding of ELLI (.)

43 But it's also *difficult* to do ELLI in these groups

Stanza 12

Part 3: The purpose of ELLI; what I think about ELLI

Strophe 6: Dilemma when to do the second profile but the children need to see for themselves that they have improved academically

Second profile

44 We've talked about getting the children to do their *second* profile

45 Before the end of the year

46 Cos we wondered about leaving it *until* September

Stanza 13

See themselves

47 *But* we decided it would be good to do now

48 What do they give after (1)

49 How they *see* themselves at the end of year 5

Stanza 14

Improved academically

50 I want them *to see* that they can achieve

51 Cos they *have* improved academically

52 But they sometimes don't realise it (.)

Stanza 15

Coda

53 It's 'mind over matter' (.)

54 If you think yourself as a learner (2)

Strophe 7: ELLI focuses on the learning and has a big impact on the kids, especially seeing the profiles

Focuses on the learning

55 *Int: What do you think about ELLI?*

56 It's a very *positive* tool

57 It *focuses* on the learning

58 It's *not* wishy washy (.)

Stanza 16

Big impact

59 And seeing the ELLI profile has a *big* impact on the kids

60 You can *see* them 'puffing' up as they saw it (2)

Stanza 17

Part 4: What have I learned from doing ELLI

Strophe 8: ELLI is not a subject but it's about the zones and how to embed that

Not a subject

61 *Int: What have you learnt from doing ELLI?*

62 ELLI is not a *subject* or even a *lesson*(.)

63 You have to try and make *every* lesson an explicit zone

64 An *ELLI* zone (.)

Stanza 18

Zones

65   I guess over a week you try to *pick* up on every zone

66 *Some* zones are easier to do than others

67 Like the *resilience*

Stanza 19

Embed it in Y3/4

68 When I'm in Y3 there *won't* be the urgency (.)

69 Not like *this*

70 I think I'll have the opportunity to *embed* it in Y3/4

71 Which *will* help with going into Y5/6 (2)

Stanza 20

Strophe 9: I need to talk more about the zones and to think about them in the planning

Talk

72 *Int: What action will you take from what you've learnt?*

73 I need to *talk* more about the zones (.)

74   it doesn't *always* occur (.)

75 I mean it's *not* second nature

Stanza 21

Think

76   I have to *think* about it consciously (.)

77   Have an overview on the *planning*

78   You *know* a chance to think about it (3)

Stanza 22

Part 5: Understanding ELLI and how it connects with children's targets

Strophe 10: I didn't understand ELLI until I did the training

Didn't understand it

79   *Int: Is there anything else you want to tell me?*

80   I *was told* to do ELLI and (.)

81   but I *didn't* understand it

82   or the *how* and *why*

Stanza 23

Training

83   until I went on *the* training in January (.)

84   Then it sort of made *more* sense

85   And I kind of *got* it and what it was *trying* to do (.)

Stanza 24

Strophe 11: Getting the children to think about what they have achieved and work independently to their target

Think

86   And I'm trying to get back into the habit

87   of writing their *learning* log on a Friday morning

88   You *know* trying to get them to *think* about what they might have achieved

89   In each zone *for that* week or meeting *that* target

Stanza 25

Targets

90   *So many* targets for all curriculum subjects

91   They're *targeted* out

Stanza 26

Working independently

92 *Int: Do you think a more creative curriculum might support ELLI better?*

93 Well (.) the more *open* ended the curriculum (.) task

94 Each child can work *more* independently

95 And then work to their *own* target

Stanza 27

Macro analysis Jane Transcript 2

<u>**Part 1: Thoughts about ELLI**</u>

Strophe 1: Never given time to think and have to teach the curriculum through ELLI.

Time to think

01 Int: Tell me about ELLI from your point of view

02 Yeh because I feel I haven't done that *good* a job with it as I could have done (.)

03 Because you're never given that *time* are you to *think* (.)

04 Right how can I *plan* my lessons through ELLI?

Stanza 1

Teach the curriculum through ELLI

05 I don't *know* really

06 Erm (.) but how you *teach* the curriculum through ELLI

07 Rather than *how* ELLI can be shoehorned into the lesson (.)

Stanza 2

Strophe 2: Sets and so you don't teach your own class and work with different teachers who aren't ELLI trained and therefore it's difficult to plan

Sets

08 *Int: Is that because of how the curriculum is set do you think at the moment?*

09 I *think* that Y5 has a lot more *structure* than possibly Y1 has been

10 Because we've had the *sets*

11 And you've had *three* sets

Stanza 3

Don't teach your own class

12 So that the kids are like (.)

13 You *don't* teach your own class (.)

14 So there's only *so much* you can do
    Stanza 4

Different teachers

15 When they're having Literacy or Numeracy with *different* teachers

16 It's *really* difficult (.)
    Stanza 5

Wasn't ELLI trained

17 And one of the teachers *wasn't* ELLI trained

18 And wasn't particularly *interested* in finding out about it

19 She's like (.) I just come in and *teach* (.)

20 The *kids* learn (.)

21 That's it
    Stanza 6

Difficult to plan

22 And she's you *know* a very,*very* effective teacher (.)

23 But that was *really* difficult to plan a project around the different
    zones of ELLI

24 Because you *don't* have that freedom if you're *not* teaching your own
    class
    Stanza 7

Part 2: feelings about ELLI

**Strophe 3: Relate ELLI to what your teaching but that is hard and you
need to be brave because it's quite scary to teach that way.**

Relate to what you're teaching

25 All the time that's *harder* (.)

26 In some *ways* you have a bit more flexibility

27 Can *relate* it to what you're teaching

28 Rather than the *other* way round
    Stanza 8

Hard and brave

  29 And to *be* honest

  30 I haven't really *thought* about it that way (.)

  31 That's quite *hard* to do

  32 It's quite *brave* to fit in (.)

    Stanza 9

Brave and scary

  33 Because I've got *seven* ELLI zones in a week

  34 How do I get them *all* in the week?

  35 And that's *really* brave

  36 And quite *scary*

    Stanza 10

Teach that way

  37 To have to totally (.)

  38 To plan that you teach that way (2)

    Stanza 11

Strophe 4: Planning in the right way so that the children make progress because questions are asked if they don't make progress.

  The right way

  39 *Int: I think those are quite strong emotions that you talk about. Why do you think you have to be brave?*

  40 Someone could *turn* round and say

  41 Well you haven't planned in the *right* way

  42 And that's *why* your children haven't made progress

    Stanza 12

Progress

  43 You know (.) *Especially* with the cohort I've got (.)

  44 There's a lot of *pressure* on me as a teacher

  45 To get those kids to make *two* sublevels progress *or more*

    Stanza 13

Questions asked

46 And when *some* of them haven't (.)
47 There's been a *lot* of questions asked
48 About why *particularly* with children who haven't made that progress (.)
   Stanza 14

Strophe 5: Make sure you do what you're asked to do so then it's not your fault, there isn't time to plan differently.

Asked to do

49 So you just *don't* want to stick your neck out
50 Because you want to *make* sure that you've done everything
51 That you've been *asked* to do
52 In *exactly* the way that you've been asked to do it
   Stanza 15

Your fault

53 And then *no-one* can turn round and say
54 Well it's *your fault* that this hasn't happened (2)
   Stanza 16

Do it in a certain way

55 We don't have the *freedom* to be innovative with planning and things
56 We *have* to do it a *certain* way (.)
57 And that doesn't *lend* itself to ELLI
58 And the way you would *plan* ELLI
   Stanza 17

Time

59 And the way we are asked to plan our Numeracy and Literacy and stuff
60 And it just doesn't
61 It *doesn't* marry up does it?

62 You'd end up doing your *planning* twice

63 And *no-ones* got time to do that (.)

Stanza 18

Part 3: Using ELLI with young children

Strophe 6: Take ELLI to Year 3 because the earlier it starts the better

Year 3

64 *I'm* going down to Y3

65 I was saying to XXXX

66 I'd like to *take* it down to Y3

Stanza 19

Earlier it starts

67 Because I think it's *really* valuable

68 And the *earlier* it starts *the* better

69 And we might not *see* the impact with the Y5 children

70 *But* when they get into Y7 (.)

71 Y8 it *might* start to show their results then (.)

Stanza 20

Strophe 7: The materials are aimed at secondary kids but the ELLI people need to research how to do this with primary.

Secondary kids

72 I think that a *lot of* the material is aimed at secondary kids

73 And it's all been *developed* around secondary kids

74 It *could* do with being a lot more primary stuff

Stanza 21

Researched

75 Because we're not (.)

76 Well *we* haven't researched it

Stanza 22

ELLI people

77 It *really* needs to be the ELLI people that are doing that

78 Because they *know* what they want

79 And how they want to phrase the things (.)
Stanza 23

Part 4: Joint understanding about ELLI

Strophe 8: There is a shared vocabulary which the children understand and it makes it easier to explain.

Shared Vocabulary

80 XXXX said to me yesterday (.)

81 What's the *best* bit (.) the most important bit about ELLI?

82 And I said it's that *shared* vocabulary

83 What you just said (.)
Stanza 24

Understand

84 That I can say *right* this is the pilot zone (.)

85 We're *planning* our work today

86 And they *totally* understand that (.)

87 What we *mean* (.)
Stanza 25

Vocabulary

88 They all (.)

89 We've just *got* the vocabulary

90 It's the *pilot* zone and they're like right (.)
Stanza 26

Explaining

91 Whereas before

92 You could have been *stood* there for half and hour explaining it

93 And they *still* wouldn't have known what you were going on about (2)
Stanza 27

Strophe 9: The training should be for everyone because it's difficult to just tell people about ELLI

Training

94 If you haven't *been* on the training

95 You don't think it's *anything*

96 Then you *go* on the training

   Stanza 28

Everyone

97 And think *actually*

98 This is *really* important

99   And *everyone* should be doing it

   Stanza 29

Telling

100 But when you come and try and *tell* people about it

101 They're just like (.)

102 Ohh

   Stanza 30

Strophe 10: It's a way of talking to the children but everyone needs training because it seems so airy fairy talking about zones.

 Talking

103 But it's not like a *big* burden

104 It's not like another *subject* you have to teach

105 It's just kind of a way of *talking* to the children

106 So it's *not* burdensome

   Stanza 31

Training

107 Once we've done it

108 I think if you're like *trying* to teach it

109 And you haven't been *on* the training

110 Then that's *really* hard (.)

Stanza 32

Airy fairy

111 It seems so *airy* fairy

112 And well it *is* quite airy fairy

113 It's *not* like you're teaching the 5x table

114 You *know*

Stanza 33

Zones

115 You just think

116 What *on* earth are they going on about

117 What *are* the zones?

118 Why have I got a *unicorn* in my classroom? (laughs)

119 Ridiculous *(1)*

Stanza 34

 Part 5: Coaching conversations
 Strophe 11:Children know their ELLI target and what they are working

on.

  Targets

120 I think It's *good* as well

121 They couldn't *tell* you what their Numeracy target was

122 Science or *literacy* target was

Stanza 35

ELLI target

123 But because *they* picked their ELLI target

124 And *we had* a little meeting about it

125 They can tell you *exactly* what their ELLI target is

Stanza 36

Working at

126 What they're *working* at (.)

127 What they're *trying* to do (.)
   Stanza 37

Strophe 12: Enjoyed the coaching session getting the kids to tell me about you.

   Enjoyed
   128 *Int: What were your thoughts about the coaching session?*
   129 I *really* enjoyed it (.)
   130 I don't know if I *did* it right (laughs)
   131 You *know* (.)
   Stanza 38

   Tell me about you
   132 It was nice just to *sit* down with the kids
   133 And say *right*
   134 Tell me about *you*
   Stanza 39

   Enjoyed
   135 And they *enjoyed* that
   136 It was a *really* good way of getting to know them a lot better
   137 And I *wish* we'd been able to do it again (.)
   138 Once a term (.)
   Stanza 40

   Whole year group
   139 I've got some supply days *due* for when we've got the profiles done
   140 So I can *have* a chat with them all
   141 And I'm going to have to do the *whole* year group
   142 Cos Pete's *not* here
   Stanza 41

Strophe 13: It is valuable but it would need a whole day out of class and that's expensive

223

Valuable

143 But yeah (.)

144 I don't see how we can be released *anymore* to do it

145 It *is* valuable

Stanza 42

Valuable

146 Int: It seems to me that it is a critical aspect of it?

147 *Valuable* (.) yeah

148 I spent like *10 or 15* minutes probably with each child

Stanza 43

Whole day

149 Spent a *whole* day

150 That was a *whole* day out of class (.)

151 Out of *teaching*

Stanza 44

Expensive

152 That's going to be *expensive* (.)

153 If you're doing that *three* times a year

154 That's *three* days for a supply for *each* teacher (.)

Stanza 45

Strophe14: An ELLI coach could do this out of the classroom without you having to give up PPA time

ELLI coach

155 I suppose the only thing would be to have an *ELLI* coach in school

156 Who that was their *job* to come in and *talk* about

157 Do sessions *with* the children and *groups* of children

Stanza 46

Out of the classroom

158 The way *we* did it (.)

159 You really *need* to be out of the classroom

160 And even *if* you're outside

   Stanza 47

 In the class

161 You've got half an ear *constantly* on what's going on (.)

162 *Especially* in my class

163 *Unless* there's someone in there (.)

   Stanza 48

 PPA

164 You *can't* give up all your PPA for it

165 Because there's a *million* and one other things to do

   Stanza 49

Part 6: Making time and getting to know the children

Strophe 15: Plan for everybody to coach but only me and Pete had been trained and know the children and understand the profiles

 Plan

166 The *original* plan was

167 That we had a *list* of 20 staff

168 Who would have *three* individual children each

   Stanza 50

 Everybody

169 And they would *coach* them a lot across the year

170 People like XXX our *site* manager (.)

171 A *lot* of teachers, TAs, learning mentors (.)

172 It *was* everybody

   Stanza 51

 Me and Pete

173 But the problem was

174 *Only* me and Pete, XX and XX had had the *full* training

175 And we *just* said

176 Me and Pete said you *can't* do it this way

Stanza 52

Know

177 Because *these* people don't *know* the children

178 And they don't *know* about ELLI most of the people who were picked (.)

179 How can they *know* what they're doing?

Stanza 53

Understand

180 *Int: And that coaching conversation was very critical wasn't it, it was quite tailored?*

181 *Yeah* a lot of them didn't *understand* their profile

182 They were *like* oh it's pretty but they didn't *understand* what it meant

Stanza 54

Strophe 16: Time to speak with the children and look at what they are good at

Time

183 So you had to spend a lot of *time*

184 *Particularly* with the SEN children

185 Who hadn't *grasped it*

Stanza 55

Characters and zones

186 Even though we'd *done* all about the characters and zones

187 They still hadn't *worked* out what was what

Stanza 56

Why you're good at it

188 *Int: I think as the teachers of them you were in a position to push a little bit and uncover…*

226

189 *Yeah* so have a *thought* about this (.)

190 And *why* do you think you're *good* at that and

191 *How* can you use that skill to help you with that?

Stanza 57

Speak to the children

192 Let's play to your *strengths* and oh *yeah*

193 I *enjoyed* it like I said

194 Because how *often* do you get that chance to sit down and *speak* to the children?

Stanza 58

Strophe 17: To have time for a conversation and give the child the attention

Conversation

195 It's *crazy* isn't it?

196 You're with them all day but you (.)

197 Very rare that you have a *quality* conversation with a child

Stanza 59

Attention

198 And apart from *anything* else

199 it's *nice* for them to have that attention

200 Even *if* they don't get anything else out of it

Stanza 60

Time

201 That's *really* valuable and important

202 That they get *time* to sit down and tell you stuff (3)

Stanza 61

Time for conversations

203 *Int: What have you learnt from the year of doing ELLI?*

204 More *time* for the conversations

205 To be able to *find* a way of slotting that in somehow (.)
   Stanza 62

Part 7: Whole staff training

Strophe 18: Training for the whole staff to get everyone on board and make it manageable

Training

206 There's a *lot* of the management that *haven't* done the training

207 There's a lot of people in school who *still* don't know what ELLI is

208 It's just *that* thing that Y5 keep banging on about!
   Stanza 63

Whole staff training

209 I think that *some* of the stuff that's come out in conversation

210 That the head had with XX and XX *yesterday* is that

211 She's wanting XX to come in and do *whole* staff training
   Stanza 64

TA's

212 Be *really* good to do it with the TAs as well

213 Because if you can *get* (.)

214 We've got *brilliant* TA's in this school and
   Stanza 65

On board

215 If you can get them *on* board

216 *Sold* to them

217 They could *do* some of the coaching
   Stanza 66

Manageable

218 You and a TA could *half* the class each

219 And that's *manageable* then
   Stanza 67

Strophe 19: Across the whole school it would be embedded and build up through the years and become part of everything you do.

    School

220 *Int: So in terms of an action from what you've learnt that would be a big action?*

221 *Yeah* to get the whole school on board (.)

222 Because I think we've *done* it for a year and it's been *valuable*

    Stanza 68

    Embedded

223 To get a *way* of like ELLI embedded

224 And then you would *see* a difference

225 That just takes *time* (.)

    Stanza 69

    Builds

226 It's going to take a *few* years for the kids to go from Y1 to Y2

227 And then *have* it in Y3

228 And it *just* kind of builds

    Stanza 70

    Part of everything

229 And *eventually* in Y5 and 6 you won't need to mention ELLI

230 Because it's *part* of everything you do

231 You won't *need* to teach it

232 It will *be* just automatic (.)

    Stanza 71

Part 8: Future actions

Strophe 20: Have activities and resources to teach the zones

    Activities

233 *Int: What would you have wanted when you look back over the year to embed it more?*

234 Ideas on *how* to develop the activities.

235 It's *really* good on identifying strengths and weaknesses

236 But then once you've done *that*

237 *How* do you sort it out?

Stanza 72

Targets

238 Because a *lot* of the targets and things

239 I don't know (.)

240 If you looked at them *but* they're like the pilot zone

Stanza 73

Secondary

241 They're all like, oh yeah, check that your coursework assignment are (.)

242 It's *secondary*

243 It's *after* GCSE kids

244 And so *how* exactly do you do that for the whole class?

245 Cos they're *all* individual things

Stanza 74

Resources

246 You could just *do* with more resources on how to teach the kids and activities to use

247 To bring on *the* gritty zone

248 How to *actually* teach them to be resilient

Stanza 75

Strophe 21: The next stage of the project is to develop ideas for the zones.

Project

249 And that's *the* next stage of the project that *they* need to start thinking about

250 Looking at a *week* and say *right*

251 We're going to be *working* on the gritty zone or whatever

252 So how can I *get* that in to what we have to do?

    Stanza 76

Lack of ideas

253 But there is a *lack* of ideas for teachers how to do it

254 For some it's obvious (.)

255 Like the team zone you *do* a project work

    Stanza 77

Detective zone

256 Or like the *detective* zone

257 You get them *to play* 20 questions

258 Or you *develop* their questioning skills (.)

    Stanza 78

Gritty zone

259 But for things like *the* gritty zone

260 And *teaching* children to be planning and forward thinking

261 When they don't have a bone of *that* in them

262 And some of them *don't* get it modelled at home

263 That's *really* hard (.)

    Stanza 79

Strophe 22: Having a starting point and developing the weaker zones as teachers together.

    Starting

264 Knowing where *to* start

265 You just need a starting (.)

266 So you know where you take it from yourself (.)

    Stanza 80

Weaker zones

267 And I tend to *as* well use the zones that the kids are *better* at and
      stronger at

268 It's the *weaker* zones that are harder to kind of *sort* out

269 Well that's what *I've* found out

270 Pete has found *similar* from conversations we've had (.)
      Stanza 81

Teachers together

271 When I was *speaking* to XX yesterday about it

272 And she was saying

273 It might be a good idea to get *all* the teachers in this authority
      together

274 To *see* if we can't put something like that together (.)
      Stanza 82

Strophe 23: Teacher's tips in the book but still very secondary

The book

275 And there are *some* teacher's tips in the book

276 Which I'd *forgotten* about

277 Or maybe I hadn't *known* they were there (.)
      Stanza 83

Secondary

278 And they're a *bit* better

279 But *still* very secondary (.)

280 *Very* secondary language
      Stanza 84

Not 15 year old

281 All the *time* you're having to *dumb* it down for our kids

282 You know they're *not* 15

283 They *don't* have the vocabulary of a 15 year old

284 And they don't *think* like a 15 year old
    Stanza 85

Strophe 24: More consideration to make it child friendly

 Consideration

285 And I *think* that they haven't taken that into consideration

286 As much as *they* could have *done*

287 When they were putting the materials *together* (1)
    Stanza 86

 Not very child friendly

288 It's not *very* child friendly

289 There are a *few* things on the internet

290 But there's *not* a lot
    Stanza 87

Macro analysis Jane Transcript 3

 Strophe 1: We did the profiles with those we had passwords for but we didn't get conversations with the children.

Passwords

1. *Int:* So how did ELLI wrap up at the end of last term?
2. We did *do* everybody's profile we had a *password* for(1)
3. We had *issues* getting the ELLI people to send us the passwords (1)
    Stanza 1

With the children

4. Erm but that is a *real* nightmare getting those(1)
5. We got them *done*
6. but we never got *any* conversations done about them
7. *with* the children (2)
    Stanza 2

Coda

8. We got them *stuck* into their profiles into their logs (2)
9. But we *never* got to *discuss* it with the children (2)

Strophe 2: Had a quick look at the profiles and they had changed shape because the children were more realistic second time round than the first time.

Quick look

10. *Int:* And did you get to look at the profiles?
11. Very *very* quick look
12. and they had changed shape (2)
13. Erm *some* more than others
    Stanza 3

More realistic

14. and some *sort* of for better and for worse (2)
15. I *think* it was more realistic (2)

16. I think the children were more *honest* (2)

    Stanza 4

First time round

17. I think the *first* time round

18. they were like (1)

19. yeh I *can* do that (1)

20. I can *do that*

    Stanza 5

Second time round

21. and I think the *second* time round

22. they *knew* what it was more about (2)

23. They were more *honest* with themselves (2)

24. So I think it's probably a *better* picture (2)

    Stanza 6

Part 2: Training together and use of terminology

Strophe 3: Having training together and being able to talk about it with no-one distracting you would have been useful.

What is this?

25. *Int:* There was money spent for you last year to get the training. But you were saying that in one of our conversations with me that you felt that until you had the training it didn't quite click?

26. I just didn't *understand* it (2)

27. I was just like *what* is this?

    Stanza 7

Talking about it

28. It does take like two days of *talking* about it to sink in (2)

29. And *you'd* been on the training

30. and *you* vaguely knew what it was about

    Stanza 8

Training together

31. *Int:* It's having that conversation. Presumably the two of you found that quite helpful, the fact that the two of you were working on it together?

32. Yeh and if *we'd* been on the training together (1)

33. we'd have been *out* of school

   Stanza 9

No-one could have come up

34. and *no-one* could have come up

35. and *said* about this child

36. and *this* child

37. or someone in *your* class have done that (1)

38. You *constantly* get broken off (1)

   Stanza 10

You're on a course

39. Whereas when you're *on* a course

40. you're *on* a course

41. and you can actually *think* about what you *want* to think about (2)

   Stanza 11

Strophe 4: Haven't done ELLI yet but would like to introduce the terminology; it's an abstract concept to younger children.

   Haven't done any ELLI yet

42. *Int:* Mmm and so this year has anything happened with ELLI in your new classes?

43. I haven't done any ELLI *yet (*2)

44. I would *like* to introduce the terminology

   Stanza 12

So much going on

45. and there's been *so* much going on (1)

46. there just hasn't been *chance* to introduce anything extra

47. or any *walls* to stick things up on (2)
   Stanza 13

Abstract concept

48. *Int:* Although when I spoke to the children one of their comments was
   we should be told this right from 'when I started growing'. So they were
   into the concept of being younger but I guess you're struggling with how
   to put it in at that young age?
49. It's *such* an abstract concept (1)
50. *Today* we're working in the *team* zone (1)
51. Well *no* we're working in the classroom (1)
52. it *hasn't* changed (2)
   Stanza 14

Part 3: How the children use ELLI
**Strophe 5: It makes a difference to those kids who got it but for some it
went over their heads.**

Made a difference

53. *Int:* So it's the language you're using isn't it and how you adapt that
   language? So having done a year and now coming back round to it,
   what do you think of ELLI?
54. I think for those kids it's made a *difference* to (1)
55. it's *made* a difference to (2)
   Stanza 15

Over their heads

56. I think there are *some* kids
57. it was a bit too *over* their heads
58. and they didn't sort of *really* understand it (1)
59. *even* after a year
   Stanza 16

What was that again

60. because we only had *so* much *time*

61. to actually teach what it all was (2)

62. *Some* kids by the end of the year in *mine* (1)

63. don't know what they were like in *yours* (1)

64. were like what was *that* again (2)

    Stanza 17

Got a lot from it

65. But the ones who *really* got it (1)

66. got a *lot* from it (2)

    Stanza 18

Strophe 6: it gives the kids a way of speaking and a way to rationalise failure and to help them move on with their learning.

    It gives the kids

67. *Int:* Is it something you'd still be willing to promote and push?

68. Yeh

69. I like the *fact* that it gives the kids (1)

70. *like* they can't just say 'I *don't* get that *Maths* today

71. because I'm *rubbish* at Maths' (2)

    Stanza 19

    I'm not strong at meaning making

72. 'I *didn't* get that *Maths* today

73. *because* it's meaning making

74. and I'm not *strong* at meaning making

75. for *me* to do it (2)

    Stanza 20

    Rationalise a failure

76. It gives them a *way* to rationalise a *failure*

77. that they're *not just* rubbish

78. and they need to go and *throw* themselves off a bridge (2)

    Stanza 21

Move on with their learning

79. That the *reason* they didn't get it is

80. because *they've* got *this* problem (1)

81. which needs to be *sorted* out in *this* way

82. and then they *can move* on with their l*earning*

   Stanza 22

They don't feel like they've failed

83. and I think that's kind of quite *powerful* about ELLI (2)

84. It gives kids that (1)

85. So they don't *feel* like they've *failed*

86. because that's *dangerous* (2)

87. *Feel* like failures (2)

   Stanza 23

Part 4: Implementing ELLI

Strophe 7: I feel back at square on; thinking about how I'm going to fit ELLI into everything again.

   Feel

88. *Int:* In terms of your feelings about it from last year, how has it left you feeling about it?

89. I *feel* like I'm back at square one (1)

90. how *am* I going to do this (1)

91. *this* year?

92. With *all* the changes that have happened (1)

   Stanza 24

Thinking

93. you're just *thinking*

94. how am I going to get *ELLI* into everything (1)

95. *now* (1)

96. *again* (1)

97. *this* year (2)

   Stanza 25

Coda

98. It doesn't *seem* like
99. it's going to be *any* easier than it was last year (2)

Strophe 8: Have to weave ELLI into what we're doing and working with teachers who aren't ELLI trained and don't have the shared language.

Weave ELLI into what we're doing

100.   We haven't *got* the flexibility
101.   to do the *curriculum* through ELLI (1)
102.   We've got to *just* kind of
103.   *weave* ELLI into what we're doing (1)

    Stanza 26

Teachers not ELLI trained

104.   And *also*
105.   because the *other* teachers aren't ELLI *trained*
106.   then you're *trying* to say
107.   we *could* do this zone or that zone
108.   and the *other* teachers are saying *'what?'*

    Stanza 27

Work with your co-teacher

109.   *Int:* Do you work in teams to plan?
110.   Generally *work* with your co-teacher/parallel teacher
111.   *Int:* So if you haven't got an ELLI trained partner,you then haven't got a shared language?
112.   *Yeh*

    Stanza 28

Complete nonsense

113.   it'll be like *complete* nonsense to the other person 91)
114.   they'll be *just* like

115.   I'm doing *what* (2)
   Stanza 29

Strophe 10: I'm happy to be moved for my own professional development so I know how to bring children on.

   Happy to be moved
116.   *Int:* What's the reason behind them doing that changing round?
117.   I *think* (1)
118.   I *know* I was quite happy to be moved (1)
119.   *I* actually said when G said does anybody *want* to be moved
     next year
   Stanza 30

   Professional development
120.   I actually said *yes* I do(2)
121.   Because I *think* for my own *professional* development as a
     teacher (1)
122.   *just* teaching year 5 is *great* and *fine*
   Stanza 31

   How can I bring them on
123.   but if I haven't *taught* further down the school (1)
124.   how do *I know* where they're coming from (1)
125.   *how* can I bring them on
   Stanza 32

   Coda
126.   and *again* if you're teaching *down* in year 1 and 2
127.   if you *know* where you're *trying* to get to higher up (2)

<u>**Part 5: Impact of ELLI**</u>
Strophe 11: Need to train everyone so that after 3 or 4 years you see the impact and get the levels up.

Train everyone

128.   *Int:* Future, further training, whole staff. Has anything developed

    out of that?

129.   Mmm

130.   *Yeh* (1)

131.   *train* everyone

132.   Not straight away (1)

    Stanza 33

After 3 or 4 years

133.   It *might* affect the results

134.   after 3 or 4 years *doing* it (2)

135.   And if they'd started it in *Nursery* then you would *see* the impact

    of it (2)

    Stanza 34

To get levels up

136.   *That's* the whole reason *that* year group were chosen

137.   isn't *it*

138.   to get *their* levels *up* (1)

139.   *Int:* Pressure of moving children in National Curriculum, building

    up NC levels and concept of ELLI. But the 2 when you bring them

    together at the moment…

    Stanza 35

Strophe 12: ELLI is a slow burner and to understand the term takes time apart from some who got it instantly.

 ELLI is a slow burner

140.   ELLI is a *slow* burner (1)

141.   It's *not* a quick fix (1)

142.   It's *not* covering over the cracks (2)

    Stanza 36

Real slow

143.   It's a *real* slow (1)

144.   building it up (2)

145.   Yeh (1)

    Stanza 37

Understand the term

146.   cos the *only* thing you can check on here

147.   is that the kids have *taken* it on board

148.   and *understand* the term

    Stanza 38

They got it instantly

149.   and I *think* it did take them (1)

150.   apart from those who were *very* quick (1)

151.   to *pick* it up

152.   *they* got it instantly

    Stanza 39

It took most of the year

153.   but *most* of them

154.   it *took* most of the year

155.   to *just* be like (1)

156.   oh *that's* the team zone (1)

157.   without having to t*hink* about it (1)

158.   they *just* knew (2)

    Stanza 40

Part 6: A language to identify strengths and weaknesses in learning

Strophe 13: Aware of my own strengths and weaknesses.

Own personal strengths and weaknesses

159.   *Int:* Mmm, I wondered what impact if any it's had on the two of you in terms of your own learning?

160.   Mmm

161.   It's made *me* aware

162.   of my *own* personal *strengths*

163.   and *weaknesses*

   Stanza 41

Play to my strengths

164.   and *to try* and play to my strengths a bit more

165.   and *not* kind of (1)

166.   *yeh* that's a *bit* of a dodgy area for me

167.   so I *need* to make sure I do it *this* way (2)

   Stanza 42

Strophe 14: It's a language to share; terminology embedded.

   Language to share

168.   *Int:* Anything you would take from last year?

169.   I just *like* the terminology

170.   and *like* having the language to *share* (2)

171.   *Build* it up over Year 1 and 2

172.   *Then* go full blown into it in Year 3

   Stanza 43

Terminology embedded

173.   *when* they've got the language

174.   and the terminology *embedded* (1)

175.   *then* in year 3

176.   how do we *use* this to actually learn (2)

   Stanza 44

Part 7; Elll zones

Strophe 14: I don't know why some zones are easier than others; team zone is

   A strength. I don't know why

177.	*Int:* You've both mentioned before about some zones being stronger or easier than others. Do you have any thoughts about why that is?
178.	I don't *know* whether it's (1)
179.	it's *chicken* or *egg* (2)
180.	I don't *know* why (2)
	Stanza 45

Team zone
181.	I *don't know* whether we do a lot of *team* zone activities
182.	because our children are *very* strong at *the team* zone
183.	*or* whether our children are *very* strong at the team zone
	Stanza 46

School policy
184.	because I don't *know*
185.	which comes *first*
186.	the *chicken* or the *egg*
187.	and that's *like*
188.	part of our *school* policy (2)
	Stanza 47

Partner work
189.	They *talk* to partners before they do it (2)
190.	We do a *lot* of partner work
191.	and a *lot* of group work
192.	and that's *just* kind of as a school (2)
	Stanza 48

Strophe 15: Weaker zones are strategic awareness and resilience.
Strategic awareness and resilience
193.	*Int:* What were the weaker zones do you think?
194.	*Strategic* awareness (1)
195.	that was *weak*

245

196.   and erm

197.   resilience

Stanza 49

Everything done for them

198.   a lot of our children get things *done* for them

199.   they don't have (1)

200.   Yeh (1)

201.   that *everything* is done for'em

202.   and they *never* sort of have any *responsibility*

Stanza 50

Get results

203.   *Int:* Do you think that what you're doing in the classroom was running with the stronger zones because that's what the children were stronger in?

204.   And therefore you get *results*

205.   and *better* work out of them (2)

Stanza 51

Part 8: Teaching resilience

Strophe 16: Hard to teach resilience.

Hard to teach resilience

206.   It's also quite *hard* to teach *resilience* (1)

207.   Cos what *do* you do?

208.   You *set* up something that you *know* is going to fail (2)

Stanza 52

Inspector

209.   Whereas also

210.   *if* the inspector comes round

211.   and asks *what* you're doing (1)

212.   This experiment is going to *fail* (1)

Stanza 53

Hard to teach resilience

213.   *Why* are you getting kids to do this?

214.   I'm *hoping* to teach them (2)

215.   It's *hard* to teach resilience (2)

   Stanza 54

Hopefully get more resilient

216.   *Int:* Do you think that's more conceptual, more internal?

217.   *And* it's just something

218.   that *gradually* as you get older (1)

219.   you *hopefully* get more resilient at

   Stanza 55

Strophe 17: Not everybody learns resilience; you need to build it up and learn that you're alright.

Not everybody

220.   but *not* everybody does (1)

221.   Some people are *still* as thin skinned at *50* as they were at *5* (2)

222.   *Int:* We talk about children being resilient

223.   But I *suppose* if children get namby pambered all the time

224.   and then *you* know (1)

   Stanza 56

You're alright

225.   instead of

226.   *you're alright* (1)

227.   go *on* (1)

228.   like *we* got (2)

   Stanza 57

Build up

229.   They haven't got *anything*

230.   and then you *build* up

231.   and *you think*

Stanza 58

I am alright

232.   actually I *am* alright (1)

233.   it doesn't hurt that much (1)

234.   I'll be fine (2)

Stanza 59

Part 9: Process versus product

Strophe 18: Other people do things for them and then they need to learn from making a mess themselves.

Other people doing it for them

235.   But some of our children *never* get that (2)

236.   They get *so* used to other people doing it for them

237.   if they *act* useless (1)

Stanza 60

Don't know how to do that

238.   Oh I don't know *how* to do that

239.   and *mum* says (1)

240.   Oh *go* on I'll do it (1)

Stanza 61

Sticking

241.   Or if they're sticking (1)

242.   *I'm* guilty of it (1)

243.   if they're *sticking* something in their book

244.   and making a *hash* of it (1)

Stanza 62

This is how you do it

245.   I'm *like* come here (1)

246.   this is *how* you do it

247.   and stuff *like* that (1)

Stanza 63

Learn from it

248.   you *just* sort of (1)

249.   I shouldn't have *done* that (2)

250.   I should *just* let them make a mess

251.   and *learn* from it (1)

252.   But you *can't* stick that in your book (1)

Stanza 64

Senior management

253.   You think *Senior Management* are going to say

254.   *what* have you been *teaching* them?

255.   They can't *even* use a glue stick yet (2)

Stanza 65

Strophe 19: Opportunity to make a mess; a conflict between this and looking perfect.

Focus on handwriting

256.   I don't *really* care about the handwriting

257.   *but* there's a big *focus* on handwriting (1)

258.   I'm *just* making some work

259.   and I think it's *quite* good (1)

Stanza 66

Only a rough draft

260.   People are saying *that* handwriting is rubbish (1)

261.   yet but what they've *written* is really good

262.   and it's *only* a rough draft

Stanza 67

Real conflict

263.   and they're *going* to write it *again* in best

264.   and it's going to l*ook* perfect

265.   and there's like kind of a *real* conflict there (2)

266.   *Int:* There's a conflict between finished outcome and the process?

Stanza 68

Get the opportunity

267.   Yeh

268.   and *these* kids

269.   they don't seem to *get* the opportunity

270.   to make a *mess* of it first

271.   and *then* to improve it (1)

Stanza 69

It isn't perfect

272.   Yeh

273.   if you *do* a piece of writing (1)

274.   if it *isn't* perfect (1)

Stanza 70

Strophe 20: A dilemma of when to start because it would be good to work together.

I don't know

275.   *Int:* Is there any actions that you're taking on into this year?

276.   I don't *know* whether to start after October half term

277.   *because* L

278.   the Year 3 teacher

279.   she's *leaving* at half term

Stanza 71

Teacher

280.   and then *they're* having a teacher

281.   as far as I *know* a supply teacher

282.   up until Christmas

283.   and *then* after Christmas a permanent teacher (1)
   Stanza 72

Do it both together

284.   so I *don't* know (2)

285.   If we're *doing* something

286.   then I *think* we should do it both *together* (1)
   Stanza 73

Both classes

287.   *both* classes ought to do it

288.   *but* do I start it now while L has got two weeks left (1)

289.   do I *start* next half term *just* for half a term
   Stanza 74

Attack it together

290.   *or* do I start when there's a permanent member of staff

291.   and we can *both* attack it *together* (2)

292.   I would *like* to do something but (2)
   Stanza 75

Part 10: Time to reflect

Strophe 21:To think about ELLI together and how you have done it.

   Think about ELLI

293.   *Int:* Thank you. Just a last comment. if the whole school were
   doing ELLI or were trying to carry on doing it. Is having this reflective
   space something you would consider building in?

294.   It has been *quite* useful

295.   cos *you just* get to *think* just about ELLI

296.   and *think*

297.   *this* is what I'm doing for ELLI
   Stanza 76

Get together

298.   and if *you* were doing it

299.   it would be *quite* handy

300.   to get *together* as a base

   Stanza 77

How you have done it

301.   or *all* Year 3 and year 4 (.)

302.   year 1 and year 2 (1)

303.   *What* have you done

304.   and *how* have you done it (1)

305.   you *know* (2)

   Stanza 78

Strophe 22: Time talking about it is helpful but also need the time to do.

   Time talking about it

306.   *Int*: If you developed this. I've tried to get you to reflect and help
          you move it on but you come back to, would you like more practical
          support?

307.   I kind of *feel*

308.   that you spend a lot of *time* talking about it

309.   and *actually* what you *do* is quite limited

   Stanza 79

More time doing

310.   and I *feel* it should probably be the *other* way round (1)

311.   Spend *more* time *doing* it and less time (1)

312.   I don't *know* (2)

   Stanza 80

Talk

313.   And you kind *of talk* yourself out of it

314.   when you

315.   *because* it's like that's a *real* problem

   Stanza 81

Chance to talk

316.   because you've got *chance* to *talk* about it

317.   you think *actually* I could do that (1)

318.   Yeh

319.   it's having that *space* (2)

Int: Ok Thank you.

   Stanza 82

Macro analysis of Jane Transcript 4

<u>Part 1: Ambition to becoming a teacher</u>

Strophe 1: Always wanted to be a teacher

Teaching for 3 years

01 *Int:* It would be useful to get the background of your teaching. Can
      you give me a synopsis of your teaching career so far?

02 Erm (2) been *teaching* for three years (.)

03 Only *ever* taught in this school

04 and up to *last* year only ever *taught* in year 5

   Stanza 1

Degree in classical studies

05 Erm (2) I did a *PGCE* at _____

06 and *before* that I did a *degree* in Classical Studies

07 which had *absolutely* nothing to do with *anything*

08 *but* I wanted to do it

   Stanza 2

Always wanted to be a teacher

09 But I *always* wanted to be a teacher

10 ever since I was *little*

11 And my mum was like '*no* you don't'

12 and I was like '*yes* I do'

   Stanza 3

 Strophe 2: Mum and dad are both teachers and tried to put me off

 Try and put me off

13 and she was like '*right*'

14 And I would go in with her

15 and she would give me the *hardest* table to work with

16 to try and *put* me off (.)

   Stanza 4

 Mum and dad are teachers

17 *Int*: Is she a teacher?

18 Yeh (.) they *both* are (.)

19 both my mum and dad

20 My sister won't go anywhere *near* a school

21 or a *child* if she can absolutely help it (2)

Stanza 5

Part 2: Nature of the job

Strophe 3: Here I am and it's a really hard job

Here I am

22 Erm (.) so yeh

23 I've *always* wanted to be a teacher

24 since I was about *8*

25 and *here* I *am*

Stanza 6

Really hard job

26 *Int:* And having got there, how is it?

27 Er (.) I can't *imagine* doing anything else

28 It's a *really* hard job

29 and it *drives* you up the wall

30 and you go home going *aaah*

Stanza 7

Always wanted to do it

31 But I *couldn't ever imagine* doing anything else

32 It's *just* what I *always* wanted to do

33 and I still want to *do* it now (2)

34 which is good (2)

Stanza 8

Strophe 4: That light bulb moment is a nice feeling

Light bulb moment

35 *Int:* So is it everything you expected it to be?

36 Yeh (1) I mean it's as *hard* as I thought it would be

37 But it's (.) like (.) that

38 when you get that *light bulb* moment

39 and the kid *gets* it

Stanza 9

A really nice feeling

40 They've *learnt* something there

41 and that's a *really nice* feeling

42 that you've *helped* them *sort* it out

43 and get it *right*

44 Yeh (.) I like that feeling (3)

Stanza 10

Part 3: How children learn

Strophe 5: My classroom is a place where kids can make mistakes

Making mistakes

45 *Int:* What would you say are your core beliefs and values that you

have as a teacher?

46 Erm (3)

47 I feel like it's *really* important

48 that the kids don't *mind* making mistakes (2)

49 that they're not *het* up on it being *perfect* all the time

Stanza 11

Realise

50 and that they *realise*

51 if a piece of work *looks* perfect

52 it's probably (2)

53 not (.) any good

Stanza 12

Need to make mistakes

54 and they *need* to go back

55 and look at it again and it needs (2)

56 They *need* to be able to *make* mistakes

Stanza 13

My classroom

57 and that my classroom

58 *should* be a place where *people* can make mistakes

59 and that it *doesn't* matter

Stanza 14

Learn from it

60 and we all *learn* from it

61 I think that's *quite* important (2)

Stanza 15

Strophe 6: Children need to talk about things to show a deep understanding

Talk about things

62 and that (2) children

63 *should* sort of *talk* about things a lot

64 while they're *doing* it

Stanza 16

Deep understanding

65 and if they can *talk* about it

66 and *explain* it to somebody else

67 then it *really* shows

68 a *deep* understanding (2)

Stanza 17

Very quiet

69 I don't *like* my classroom to be *silent*

70 I get *worried* when they're all *very* quiet

71 because it means no-body *understands* it

72 or *there's* a test

73 Yeh (4)

Stanza 18

Part 4: Jane's own professional development

Strophe 7: More confident to deal with challenging behaviour and the

    range of abilities

    More confident

74 *Int:* How do you think you've developed so far as a teacher?

75 Er (2)Think I've got *much* more confident

76 with *things* like *behaviour* management

77 and *classroom* management

78 and managing (.) TAs

79 and other *members* of staff (2)

    Stanza 19

    Massive range of abilities

80 much *better* at that and *also* differentiating

81 cos there's *such* a massive *range* of abilities

82 in any class in *this* school

    Stanza 20

    Really challenging behaviour

83 Erm (1) *better* at sort of dealing

84 with *really* challenging behaviour(1)

85 *really complex* special needs and things (1)

    Stanza 21

    Strophe 8: Get better at knowing so that children can do something;

    I'm still learning

    Do something

86 Sort of try to *plan* those in (.)

87 so that those children

88 can *do* something

89 that *vaguely* approximates

90 what everyone else is doing

Stanza 22

Knowing

91 and just sort of *better* at planning lessons(1)

92 Getting better at *knowing*

93 what's going to work

94 and *what's* not

Stanza 23

Still learning

95 I think yeh (1)

96 I'm *still* learning

97 I hope I'll always be still learning (laughs) (2)

98 I might get it *right* one of these days

Stanza 24

Strophe 9: Learn from when things go wrong; that's just part of it

Just part of it

99 *Int:* It's an ongoing process

100 Yeh and my dad *taught* for 40 years

101 and he still had lessons

102 that just went *horribly* wrong

103 and he said that's *just* part of it

Stanza 25

Learn from that

104 *Some* days it *just* doesn't work

105 and you *learn* from that

106 sometimes *more* than from a *perfect* lesson

107 because a perfect lesson

108 you think oh *that* went well

Stanza 26

What did I do wrong

109 A bad lesson

110 you *sit back down* don't you

111 and think

112 now what did I do *wrong* there de da de da de da…..

   Stanza 27

Learn from it

113 and you *learn* from it

114 whereas you don't *learn* from something that went well.

115 You don't *sit* and *analyse* it the same way (2)

   Stanza 28

Part 5: How children learn; independence, asking questions, talking

Strophe 10: Children are learning and wanting to learn: independent

Children are learning themselves

116 *Int:* How do you think ELLI sits within your belief system?

117 (2) I think it's *really* focussed on the *learning*

118 and the *children* are *learning themselves*

119 and it's kind of *driven* by *them*

120 and I think that's what it *really* should *be* (2)

   Stanza 29

Wanting to learn

121 that the *children* are *wanting* to *learn*

122 rather than the children going

123 'go on then *teach* me'

   Stanza 30

Teaching

124 which a lot of ours(1)

125 our children are you know (1)

126 'me pencils' blunt'

127 and you're like(1)

128 ' there's a pencil sharpener *there*'

    Stanza 31

More independent

129 And they *do* want you to do *everything* for them (1)

130 and I do think that *EllI*

131 makes them a lot more *independent*

    Stanza 32

Coda

132 and that's kind of *what* you want them to be(2)

133 You don't want them hanging off you *all* the time

Strophe 11: You want children to learn through being curious and interested; some children aren't that curious

Learn

134 you want them to be(1)

135 *sort* of 'oh can we *learn* about this (1)

136 can we *learn* about that'

    Stanza 33

Curious and interested

137 and to be *kind* of *curious* about the world that they live in

138 and to be *interested*

139 and I think ELLI does *help* them to *develop* these skills (2)

    Stanza 34

Some children not that curious

140 Some of our children are *not* that curious

141 and I think that's *really* sad

142 that they're not that *interested* in stuff

143 and they don't ask *questions* about stuff (1)

    Stanza 35

Coda

144 Just kind of *accept*

145 That they *don't* know it (3)

Strophe 12: Making children aware that they can ask questions

Aware

146 *Int:* Do you think ELLI sort of provokes that?

147 Yeh (1) I think it makes them *aware*

148 that the *curiosity* zone (1)

149 the *detective* zone

150 is actually quite a good thing

    Stanza 36

Asking questions

151 to ask questions and that (1)

152 I think *some* of them

153 get so used to *at* home

154 people *not* answering questions

155 that they forget

156 they're *allowed* to ask them in school (2)

    Stanza 37

 Not stupid to ask that question

157 *Int**: You've said it's about making your environment safe***

158 Yeh (1) and *no-one* will laugh at you

159 whereas you think that's the *detective* zone (1)

160 it's not *stupid* to ask that question (2)

    Stanza 38

Coda

161 That's the other thing as well isn't it

162 learning that there's *no* such thing as a *stupid* question (2)

Part 6: School ethos

Strophe 13: Emphasis on academic and high expectations

Emphasis on academic

163 *Int:* How would you describe this school?

164 Erm (3)There's a *lot* of emphasis on the *academic* side of things (1)

165 Erm (1) The *results* for the *SATs* and things

166 and getting children to *progress* with their learning (1)

167 *all* the time (1)

  Stanza 39

Expectations are very high

168 The *expectations* are *very* high

169 which is a *good* thing in some ways

170 and in other ways it's *not* (2)

  Stanza 40

Own pace

171 It's a bit of a *double edged* sword (2)

172 Erm (1) cos *some* children

173 you just *need* to let them go at their own *pace* (1)

  Stanza 41

Strophe 14: Friendly staff who enjoy working together

Friendly

174 Erm and it's a *very warm* environment

175 and very *friendly* school (1)

176 All the staff are *very* friendly with each other (1)

  Stanza 42

Enjoy working together

177 I think that must have an effect on the children.

178 The children *sense* that we all like each other

179 and all *enjoy* working together

  Stanza 43

Staff aren't talking

180 and you know *that's* got to be nicer for them

181 than when you go into a school

182 where *half* the staff aren't *talking* to the other half (1)

183 You know (1)

    Stanza 44

Strophe 15: It's very colourful and I have learnt a lot

Very colourful

184 Cos *kids* pick up on *stuff* like that *don't'* they (1)

185 Erm (1) yeah and it's very *colourful* (1)

186 We have a *lot* of things going on (1)

187 Very *very* very good teachers (1)

    Stanza 45

Learn a lot

188 I feel very *lucky* to work here (1)

189 You can just *learn* a lot

190 by *talking* to people in the staffroom (2)

    Stanza 46

Part 7: Opportunities to support each other

Strophe 16: Informal support to share experiences

Sharing experiences

191 *Int:* Do you find that happens?

192 Yeh (1) People just say 'Oh what a nightmare of a day'

193 and someone else says

194 *'go* on we've been there and done it

195 *probably* worse than you have blah blah'

    Stanza 47

Informal support

196 And '*try* that next time'

197 and you're like 'oh right' *thanks* I will (1)

198 It's *not* just even anything formal

199 it *just* happens all the time (2)

   Stanza 48

Strophe 17: Formal support has never happened and can't imagine that it will.

   Not really formal support

   200 *Int*: That's interesting are there formal ways as well?

   201 Erm (2) *not* really (2)

   202 We were *trying* to put that into place *last* year a bit

   203 with the *ELLI*

   204 for the *staff* to get *coaching* and things

   Stanza 49

   Never happened

   205 but it *never* really got off the ground (.)

   206 It was such a *pig* to organise

   207 that it *never* really happened

   Stanza 50

   Can't imagine it ever will

   208 and I *can't* imagine now (1)

   209 with all the nightmares with the building work

   210 that it *ever* will

   211 and I think that's a *real* pity(1)

   Stanza 51

   Strophe 18: Best training is from our peers rather than an authority figure

   Best training is their peers

   212 It's like in the *classroom*

   213 the best *training* for the children is their *peers*

   Stanza 52

We learn better from our peers

214 and it's the same for *us* (1)

215 We *learn* better from our *peers*

Stanza 53

Authority figure

216 than someone coming in

217 and walking in

218 and saying you *could* have done that (2)

Stanza 54

Part 8: Formal planning and support time

Strophe 19: Friday afternoons get used for meeting and consultations and planning with TA; it's a luxury

Friday afternoons

219 *Int*: I presume on the Friday afternoon because the children finish school at lunchtime, how is that time used?

220 Quite often(1)

221 like last week

222 it was used for guided reading training.

Stanza 55

Meetings and consultations

223 Erm (1) it *gets* used for *meetings* (1)

224 *Parent's* consultations this week (1)

225 It's all *things* like that it gets used for

Stanza 56

Planning time

226 *but* also *meeting* with your co-teacher

227 and sort of *planning* (1)

228 It's kind of like a bit of PPA as well.

Stanza 57

Talk with TA

229 Get *time* with TA to go over planning (1)

230 Actually get time to *talk* to them

231 without *children* around (1)

    Stanza 58

Luxury

232 It's a *luxury* (1)

233 a *real* luxury (2)

    Stanza 59

Part 9: Reflecting time

Strophe 20: Reflecting back about children's learning and evaluate the

    learning

    Reflecting back

234 *Int:* Would you ever use it to reflect back how things have gone?

235 Erm (2) yeh (1)

236 Cos you sort of say (1)

237 *where* are you up to

238 and this didn't go well

    Stanza 60

Children's learning

239 but it's *more* about the *children's* learning

240 than our teaching usually (1)

241 It's sort of

242 *where* do we need to go next week (1)

    Stanza 61

Learning evaluated

243 Planning and evaluate everyday

244 but it's *the* learning (1)

245 *not* the teaching

246 that's evaluated (3)
  Stanza 62

Strophe 21: Think about what you've done after you've done it but it's
  really hard to find the time to think about what you've done.
  Think about what you've done after you've done it
247 *Int*: What is your understanding of being a reflective practitioner?
248 Erm (1) someone who thinks about what they've done
249 after they've done it (1)
250 And I don't think I'm very good at doing that (laughs)
  Stanza 63

Really hard to find the time
251 I'm like *right* what's the next thing
252 I've got to *get* on with it (1)
253 Erm (1) and it's *really* hard to find that time
254 and the headspace (2)
  Stanza 64

Busy life outside of school
255 I've got a *really* busy life *outside* of school
256 and I *constantly* seem to be *running*
257 from one thing to the next
258 trying to keep up to *date* (1)
  Stanza 65

Think about what we've done
259 *Occasionally* failing (1)
260 not through want of *trying* (1)
261 But when do you *get* the time
262 to sit down
263 and think about what *we've* done (2)
  Stanza 66

<u>**Part 10: Evaluation of children's work**</u>

Strophe 22: Evaluate what the kids had learnt but it was hard to remember.

Evaluate what the kids had learnt

264 *Int*: Was it ever part of your initial training?

265 Oh it's part of the PGCE (1)

266 every lesson you did (1)

267 you *had* to fill in the sheet of paper

268 to evaluate about what the kids had learnt (1)

Stanza 67

Had to do it

269 and your learning and teaching.

270 So you *had* to do that

271 and that was *quite* hard

Stanza 68

Had to remember

272 because we'd be filling it *in* (1)

273 cos you had books to mark and preparation (1)

274 the *next* day

275 and had to *remember* (1)

Stanza 69

Remembering

276 I did *this* or it was a real *stinker* of a lesson (1)

277 if it was a *fantastic* lesson (1)

278 you'd *remember* (1)

Stanza 70

Hard to do

279 But most of them were just *alright* (1)

280 Nothing really *sticks* in your mind (1)

281 I find it *quite* hard to do (1)
    Stanza 71

Strophe 23: You just know which kids have got it

You just know

282 *Int*: Within the school day do you reflect?

283 Yeh (1) in my *head* (1)

284 I just don't *write* it down (1)

285 You *know* which kids have *got* it

286   and are ready to move on

287 and which need *more* support

288 and which kids are still going '*what*' (1)
    Stanza 72

Coda

289 You just *know* (2)

Strophe 24: It's a chance to step back and think about one thing; I could have done more with it.

Chance to step back and think

290 *Int*: We've used reflective conversations with ELLI, how has that been for you?

291 I've *quite* enjoyed them

292 because it *gives* you a *chance*

293 to step back and *think*
    Stanza 73

Thinking about one thing

294 not trying to do 500 things(1)

295 just thinking about *one* thing (1)
    Stanza 74

Could have done more with it

296 I *have* got things out of it and *done* things from it (1)

297 Probably if we hadn't had all the *upset* with Pete

298 at the end of term *being* here (1)

299 then *not* here

300 we *could* have done more with it I think (.)

Stanza 75

Coda

301 but then *life* happened

302 as life *does* (3)

<u>**Part 11: Implementation of ELLI**</u>

Strophe 25: ELLI is really complicated; teaching it and getting the kids to understand it.

ELLI is really complicated

303 *Int:* If you carried ELLI on as a whole staff would you consider
building in reflective conversations?

304 Yeh (2) especially the *first* time you're doing it

305 because it is *really* complicated (1)

306 It sounds *such* a simple idea

307 and it's *really* not (2)

Stanza 76

Teaching of ELLI

308 *Teaching* it

309 and getting the kids to do a *profile*

310 and *looking* at characters is one thing (1)

Stanza 77

Kids understanding it

311 But *actually* teaching

312 and our kids *actually* understanding it

313 to the point where they *know* which zone (1)

314 that's *not* easy (2)
>   **Stanza 78**

Strophe 26: Staff to talk about ELLI but there is so much else going on with preparation and marking

Staff to talk

315 I *think* it would be good for staff

316 to *sit* down in bases

317 to *ask* how is ELLI going (1)
>   **Stanza 79**

So much else going on

318 Whether it would *happen*

319 I don't know (1)

320 there's *so* much else going on (1)
>   **Stanza 80**

Preparation and marking

321 *Preparation* and *marking* is the key thing (2)

322 If you don't *do* that

323 you're a *failure* as a *teacher* (3)
>   **Stanza 81**

324 *Int:* Ok, thank you, that's all

Summary of Pete's significant narrative themes

These were developed from the title of strophes and parts across Pete's four transcripts. They were reworked a number of times and references back to the transcripts were made in a cyclical process.

Pete's own learning

I like to work independently and on my own and I can because of the job I'm doing now.

Books are very tidy but when you put something in it's a mess; what's wrong with that- I don't care if things are sticking out.

It's important to make a mess, that's resilience; doing things wrong.

I don't find working in that empowering so it was good to have a place to take a step away from it and just talk about it.

I found it useful to take a step back.

Pete's own view of how children learn

Discussion and direction with each other

Familiarisation and targets for new year.

You can devise your own lifelong learning programmes with more or less seven areas and tailor it to the needs of the children.

The finished result is self-awareness and we have strategic awareness in the planning but how do year 1 understand that?

Once you know children better you can best match their needs and if they are ready they will take it in.

Children as learners

Children talking and thinking

Learning within normal practice

Children are resilient to knocks

Impact on children in terms of being positive and their self-belief

Children's chosen ELLI targets

Children talking about skills rather than animals or characters

Year 1 too young and find every day so long

Year 1 class being settled

The ELLI programme

ELLI zones and coaching conversation

ELLI as a journey

Training and profiles of ELLI

ELLI focus and presentation

Time and logistics for students to do the profile

Some zones are stronger than others because they are easier to relate to like team zone because children are with their friends in school.

Language and vocabulary

Children talking and thinking

ELLI zones and coaching conversation

The adult is good to help scaffold the talk

Children talking about skills

Lots of talk

To talk about it

ELLI empowers children and they can tell themselves they are good at it and that is a powerful thing

Express themselves

Impact of using ELLI

Impact of delivering this approach

Used as a measure rather than Visual, Auditory and Kinasthetic (VAK)

The impact is cohort specific because it was a weak cohort ability wise and so you're not going to see the impact straight away.

Use this through my schooling and career; the impact is longevity

I'm surprised at the one year impact thing because that doesn't make sense to me.

The trainers will see you at the end of the year but I wasn't there.

You need maximum results; what have you got to show us?

Whole school training

The whole school need to be trained but it's about money

Not going to work unless everybody is on board; a whole school approach

Nothing has been said in SMG, talked about training year 5 and 6, then why not train everyone.

X amount of teachers get trained but you want everybody to be on board not just to pilot it to a particular year group

Schools are not consistent but a place of change

No-one knows what the hell you're going on about

Summary of Jane's significant narrative themes

Jane's own learning

As a teacher/learner/NQT

Always wanted to be a teacher

Taught at the same school

Only known National curriculum

Getting it right

I hope I'll always be still learning

Some days it just doesn't work and you learn from that

Think yourself as a learner

I feel I haven't done that good a job with it as I could have done

There's a lot of pressure on me as a teacher

There's only so much you can do

Emotions

It's quite brave to fit in

And quite scary

And to be honest

I enjoyed it like I said

Time

Because you're never given that time are you to think

You'd end up doing your planning twice and no-ones got time to do that

And I wish we'd been able to do it again, once a term

I spent like 10/15 minutes with each child

You're with them all day but you, very rare that you have a quality conversation with a child

More time for conversations

You just get to think just about ELLI

To get a way of ELLI embedded and then you would see a difference

It just takes time

It's having that space

External pressures

Because you don't have that freedom if you're not teaching your own class

Unless there's someone in there, you can't give up all your PPA for it because there's a million and one other things to do.

Someone could turn round and say well you haven't planned in the right way

Because you want to make sure that you've done everything that you've been asked to do

And then no-one can turn around and say well it's your fault that this hasn't happened

We don't have the freedom to be innovative with planning and things

We have to do it a certain way

You have to be able to justify it to the inspectors

Children as learners

Talking to the children, getting to know them

You know it was nice just to sit down with the kids and say right tell me about you

There's been a lot of questions asked about why particularly with children who haven't made progress

To get those kids to make two sublevels progress or more

Think of yourself as a learner

Children are learning themselves

To be curious about the world they live in

Children have made progress

Want them to see that they have made progress

Need to be comfortable to make mistakes

Lots of noise and talk

Learning from each other, being able to explain something to another shows a deep understanding

That's really valuable and important that they get time to sit down and tell you stuff

Implementation of ELLI

I think if you're trying to teach it you don't think it's anything then you go on the training and think actually this is really important

It's hard to teach ELLI

ELLI is not a subject or even a lesson

But that was really difficult to plan a project around the different zones of ELLI because it's part of everything you do

And that doesn't lend itself to ELLI and the way you would plan ELLI

I think that a lot of the material is aimed at secondary kids and it's all been developed around secondary kids

You could just do with more resources on how to teach the kids and activities to use

That's really hard, knowing where to start

Looking at a week and say right we're going to be working on the gritty zone

I tend to use the zones that the kids are better at and stronger at

It's a slow burner

And the earlier it starts the better

Language and talk

It's that shared vocabulary

We've just got the vocabulary

Quality conversations

It's just a kind of way of talking to the children

You're with them all day but you, very rare that you have a quality conversation with a child

That's really valuable and important that they get time to sit down and tell you stuff

I would like to introduce the terminology

I need to talk more about the zones

More time for the conversations

It gives them a way to rationalise a failure

I just like having the language to share

Children should talk about things a lot

I don't like my classroom to be silent

Training

And one of the teachers wasn't ELLI trained

If you hadn't been on the training you don't think it's anything then you go on the training and think actually this is really important

There's a lot of the management haven't done the training

The head wants XX to come in and do the whole staff training and that's manageable then