



## **PART III Ethnographic Diary**

**Sheffield University  
Doctorate in Education (EdD)**

**Registration Number: 189912509**

Constantin Court (RMT)

## Ethnographic diary

The following ethnographic field notes were recorded in the car either directly before or following the field work from memory. In order to not create a distance between the researcher and the participants and work environment the choice was taken to not take notes in the workshop but to become part of the natural work environment. The notes were audiorecorded, transcribed and only slightly corrected with minimal intervention.

**Wednesday 18/05/2022; 1.12pm (start of the ethnographic observations) (recorded in the car park while waiting for tutor and students to arrive back from main site)** (transcribed from audiorecording mp3 with <https://app.getwelder.com/transcriptions> , then re-read and corrected.)

1 Wednesday, 18 May I would like to keep this as my ethnographic diary. So this morning I've been in  
2 a blacksmith workshop and it was a wonderful morning. I really enjoyed it. I have not done a lot of  
3 blacksmithing, I have done a few hooks in the past, so this was a great experience to get down on  
4 the ground with staff and students. The blacksmithing workshop is in a wonderful biodynamic  
5 garden, market garden. So this morning, as I arrived, the students were just coming up in a minibus  
6 from College, students and staff, and we then walked down together with the tutor. The students  
7 were following. So we walked down a nice little path. It was all very clean and tidy. The sun was  
8 shining, the pathway was made of wood shipping through a little wood. On the way down, the tutor  
9 showed me a weather, wind, how do you say, measurement tool, which was made in the  
10 blacksmithing workshop, which was on a new wooden building on the side. And then we continued  
11 down to the workshop. In front of the workshop there's a charcoal making oven where they are  
12 burning wood from the site without a lot of oxygen over a day or two and make their own charcoal.  
13 So they do that about all six weeks. And then when you enter the workshop, it's fairly dark, which it  
14 has to be, so that you can see the glow of the metal and the colour it glows in gives you the  
15 temperature. And the temperature really determines the malleability of the iron. So the blacksmith  
16 knows exactly which colour he wants, as it were, in order to achieve the right malleability. So we  
17 were the tutor and two students. So we started off with the tutor, I suppose, giving us the tasks  
18 which was around making a poker. So there was some sawing to do, sawing the iron off. Then there  
19 was some working on the bellow to do in order to get the right heat. And then, of course, there was  
20 the forging to do. So those three tasks, initially it was only the tutor, one student and myself, the  
21 other student was lingering a bit and coming a bit later into the session about 20 minutes later. So it  
22 was the three of us and there were three tasks. So what started off as the tutor giving us the task  
23 then quickly became working as a team and really without much hierarchy, which was very  
24 refreshing to see, I would say. And what became also clear very quickly in the process was actually  
25 that the student, who is in his third year, had actually very good grasp of the process, although he  
26 had not been in the workshop for about a year now. So he then basically, prompted by the tutor

27 though, then gave me some instructions and explained some things to me. So, for example, wearing  
28 the right safety gear, wearing pair of glasses, safety glasses, wearing the apron, he could also tell me  
29 how to use the bellow and to which extent and he then also corrected me when I was hammering.  
30 So it started off with the tutor by laying out that we're going to make a poker, a poker each the tutor  
31 started off basically showing us, demonstrating and while demonstrating, also explaining. The  
32 student was verbally very able or appeared to be in terms of speaking a lot as well as  
33 comprehension. And it was all a very light and warm, humorous atmosphere while doing all these  
34 things. So the tutor demonstrated while the student and I were taking turns on the bellow. So as the  
35 tutor had finished his piece, making the point of the poker, really without actually bringing it to the  
36 point as heavy, than the point would burn in the fire. So you stop before it becomes a point. So by  
37 turning the iron from, hammering it, holding it at a slight angle, hammering the one side a number of  
38 times, then turning it to the other side, hammering it a couple of times, turning it back. So this brings  
39 the iron into the nearly pointy shape. The student could identify which temperature the iron should  
40 be, so as in what colour the iron should have in order to be forged. So he remembered that from a  
41 year ago. Then the tutor and I were taking turns on the bellow while the student was forging.  
42 Meanwhile, the second student had entered and so now all four of us were making the poker, each  
43 one. So when the second student started, the poker and I went last. Meanwhile there were also  
44 other tasks for those. There was, for example, putting more charcoal on. There was also the main  
45 other task. Other interesting points were so the hierarchy or non hierarchy in the workshop where  
46 the third year student, clearly I would say had more to say was more verbal, but also had a better  
47 grasp of the processes, I would say. And that actually gave him some natural authority, which I think  
48 it felt like he seemed to enjoy and he seemed to enjoy instructing me and explaining to me as a staff  
49 member. I knew that student already from previous lesson observations and me being around the  
50 College quite well, actually. So we have had many conversations, so I'm not a stranger to him, which  
51 was good. The other student I had not met before, but we had some facilitated by the tutorial, really  
52 some good conversations about music and music of the 80s and 90s, Red Hot Chili Peppers, Rolling  
53 Stones, et cetera. So it was all a lighthearted, amicable atmosphere, really. So the use of the  
54 materials, the knowledge of the processes and materials, that was an interesting point, I think from  
55 the sensory experiences also it was intense sensory experiences. So standing at the bellow with one  
56 side of the body towards the fire, as I was going on the battle first, that was an intense experience.  
57 Interestingly, not shortly after the student remarked on that as well and said yeah, that was also  
58 something I have not said anything but so he brought it up that was a good and intense experience  
59 for him. There were conversations about a student not going to the gym anymore and how  
60 physically taxing actually the work in the forge can be and that he's using muscles he has not used

61 for a while. There was also something around the balance and how you stand while you hammer so  
62 it is a real whole body experience and it becomes a very centering thing where you have to stand  
63 well you have to focus and look well on the point where you're hitting. You have to be at the end of  
64 the hammer. When you do something wrong you hear it so you work a lot with the sound. Yeah, you  
65 do work with the visual sense in terms of the color. When the iron gets darker it needs to go into the  
66 forge again so it is a real multi sensory experience. Yeah, I think then of course the whole setting is  
67 interesting. It was before going into the workshop one feels part of the whole community. There was  
68 a circle in the morning in which the weather was basically discussed, date, task of the day led by one  
69 of the land managers. She was inviting everybody to share what they're going to do in that day  
70 where I introduced myself as well. It was interesting some of the behaviours of the students which  
71 are through conversation I could note are experience as quite challenging by some of the staff so it's  
72 an interesting setting. And of course it's the setting where a lot of the biodynamic vegetables and  
73 biodynamic produce is produced for the College canteen, the cafe which is open to the public as well  
74 as veg boxes which are going to the residential households as well as to members of staff and  
75 members of the community. Yes. So all in all I would say the implementation of the method is  
76 something that can be experienced. The tutor and I we have I've had some initial conversations and  
77 we are going to continue the session this afternoon.

**Wednesday 18/05/2022; 3.48pm (recorded in the car on the way back from the workshop)**

78 So this is the diary on the first afternoon of the day, I spent this afternoon also in blacksmithing. I  
79 had lunch with students and staff. And then the afternoon session was with three students and one  
80 support staff and tutor. WE did a different activity compared to the morning, which was actually  
81 lovely. Outside, the sun was shining in front of the forge and we did some Iron Age forging. I've  
82 taken some pictures and the process was to build a small round of clay if you want. So then in that  
83 embedded was a steel pipe and then there was some good shavings going in there being lit and then  
84 some charcoal coming onto the wood shavings. On the other side of the pipe, the tutor fitted a hand  
85 bellows which actually was fairly difficult to operate. And the tutor himself had to get bit into the  
86 rhythm there. So one has to close the handle and trap the air and then push the air through the  
87 pipe. And the closing of the bellows, pushing down, pulling up, trapping the air and closing, pushing  
88 down. It is an interesting process with regards to finding the rhythm of that activity. And I think we  
89 all struggled. One of the students did not engage necessarily. So two students, one support staff  
90 tutor and myself, we then did this activity and we were heating an iron pole and that was coming up  
91 to a nice orange glow through the air that was pushed through. And then it was mainly the students  
92 who were actually forging that and we were forging that into a blade, for a knife, for display. So  
93 again, there was some great teamwork going on. It was actually then a joined project of the two

94 students. I think it was lovely to hear the kind of connections, the history of mankind really  
95 encapsulated in this activity, as well as looking at geographically where is that still happening today,  
96 Africa, for example. And there are some activities which have been going on for thousands of years,  
97 literally, and that our human culture was built on. It was interesting to see the interaction also with  
98 the support staff. Initially I was a bit surprised in terms of the engagement or lack of engagement of  
99 the support staff. Overall a really interesting first day.

**Thursday 19/05/2022; 9.14am (recorded in the car on the way to the workshop)**

100 Research Diary 19 May. So I had my first day in the workshops yesterday. Maybe just some  
101 afterthoughts, especially on the conversations that we had. So there were some conversations which  
102 were, I suppose really about the engaging of the young people. And I thought that was wonderfully  
103 done by the tutor. A lot was around music. So there was one student who had an iPhone ear plug in  
104 as well. It became clear that this was as well for sensory reasons as well as for that age group as well.  
105 It was apparent that the tutor and that particular student had made some connection around the  
106 theme of music already for some time. So it was around the songs of the 80s. That was an ongoing  
107 shared area of interest, which I suppose is an important part of establishing connections. That was  
108 apparent. Another student brought his music to the workshop, which was Blues, asked for  
109 permission from the tutor, and that seemed and felt okay, or something around the theme of  
110 engagement. Then there was also something very nice around stories which were connected to the  
111 craft. So there was the story of the penny under or the coin under the anvil. And that seems to be a  
112 traditional story of the blacksmiths where the coin under the anvil helps to avert the evil spirits. And  
113 that particular student who brought up that story was very fascinated by that story. It was apparent  
114 that there was an ongoing shared story between the two. Apparently, that story had been worked  
115 with and had grown from just a few evil spirits to armies of evil spirits. So I thought there was  
116 another nice use of traditional stories and pictures and imagery. So somehow this theme of  
117 development was something that was hanging in the air which was good to see. It was also the tutor  
118 also often referred back to “when you've got a job, you cannot do this and so on”. So there was  
119 constant conversation around relevance to work which was present all the time. And then also  
120 implicit in that the whole theme of development. Those were some reflections on the beginning of  
121 the day, looking forward to the next day.

**Thursday 19/05/2022; 3.48pm (recorded in the car on the way back from the workshop)**

122 Another interesting day in the forge. In the morning the session started about, let's say the bus  
123 arrived around 9.40, I would say probably at the site. So the minibus arrived. I went down with staff  
124 and students. We then had a circle in the morning where again the weather was discussed, tasks,

plans for the day, and then we went down to the forge. There were the one student who did not engage so well yesterday, was there again and engaged very well, actually, I have to say, despite apparently only having a few hours of sleep, he was engaged with the outside forge that was set up the day before. And then there was a girl in the forge and, yes, so that was the set up for the morning was interesting. And then there was a support worker in the forger as well. It was interesting as the female student presented quite a few challenges with regards to appropriateness and inappropriateness of behaviour while being very able, in fact. So again, the tutor managed that overall fantastically, I have to say. Considering that in the afternoon there was another set of students, it was interesting and I was able to reflect on that together with him at the end of the day, how very different the needs are for different students and how much he needs to change and adjust his approach actually to engage the young people. And he appreciated that and enjoys that, actually, stating that that keeps him on his toes. It was good to see that there was a bit of a longer ongoing project that the female student did, which was a bit of a group project. I was continuing the poker from yesterday, in the morning, and then in the afternoon I was able to make a hook.

It was certainly good to come back a second day. I can see for myself that actually many things have settled overnight. So, for example, how to work the forge, I can see that my confidence has grown, how to use the tools, how to work with the fire. My judgment had changed, I would say, from initially not knowing when to put something into the fire, out of the fire. I think my independence had grown already in that one day, just making a judgment on the colour when something is ready to go in and out of the fire when it had to go back. I would say the level of in how far I could be directed by the material and the process themselves had actually grown already that one day. So of course, I leave it, of course, very skilfully concerned himself with me at the right time. So he was having, of course, those three people who were working. He was in all of those three processes. I enjoyed the heat, I enjoyed the physical exercise. I think the hammer was easier. Also the second day as movements became more adjusted and smoother. Yeah I think it was interesting to observe as soon as the student was engaged there was no difficulties around the behaviour where that was... and when the student was not engaged then it became difficult in the afternoon then three young men all very different engaged in a smaller project making an S-hook wonderful to see how the tutor in different levels and the different topics of interest that the students have. A fellow researcher also came in for a brief amount of time and we had some interesting conversations around yeah. So for example, one thing that was unprompted and I was keen to go there at some point was Steiner and something that the tutor brought up himself was Steiner and what he said about the iron and the development and the connection to the middle. So that clearly was something that has resonated with the tutor. I did not push Steiner further but I do want to get back to that. We did talk about the

159 induction of senior leaders and it was an interesting reflection we had in terms of the tutor was  
160 actually not very cognizant in terms of what role or what stages people hold in the organization and  
161 he also felt similar to the observation side yesterday or reflection time yesterday that actually  
162 hierarchy more or less disappears in the workshop and what matters is actually getting on with the  
163 task and the processes and the material. And I think that is actually really interesting, really  
164 interesting insight. So I'm aware that senior leaders, principals, head teachers, deputy principals,  
165 head of care, head of departments are going through an extended induction in order to get into the  
166 trust pedagogy which is usually across the trust into workshops but it did not matter that much to  
167 that tutor which is I think absolutely correct. And yes, we had some further conversations around  
168 interesting observations around managers getting into the will and using the body actually and how  
169 that can sometimes be a challenge to managers as it is not dissimilar to some of our students who  
170 don't necessarily like to use their body but they are often using their mind and their language a lot.  
171 So they talk a lot but don't get into doing that is I think an interesting piece really another reflection  
172 maybe on my positionalities of course that I am a senior manager in the organization so people  
173 know that there's no such thing as a research only conversation with me. It's always also around me  
174 being a manager and the perception of colleagues that I can move things and that some things  
175 should be moved in the organization. So topics of, let's say where somebody is not content then I  
176 can be the audience for that or I'm perceived to be the audience for that. And on this occasion I  
177 didn't feel it was appropriate that I draw a line and shut those conversations down and say well I'm  
178 here for research only last but not least because I'm also interested in all the other things which are  
179 going on so I think that's definitely important for me to think about. Well, I cannot be here as a  
180 neutral researcher or pretend to be external to the organization but I am part of the organization so  
181 things which are discussed when we were for example, work arrangements arrangements about  
182 remuneration support worker line management. Interesting observations were today also around  
183 how fast our support workers are engaging and role modeling engagement. That is certainly that  
184 gets me as a manager certainly also further forward that is something that needs to be explicitly  
185 addressed. Very much so throughout the first two weeks as support workers seem to be receiving  
186 their role of supporting by just just being there and observing rather than by being there and role  
187 modeling engagement and activity. That is interesting there may be also some reflections around  
188 technology and mobile phones and how far our staff role modeling appropriate use of mobile  
189 phones which probably is around in working time should not really be used I would say. I think those  
190 were the reflections so far ...going back tomorrow green woodwork as the forge tutor has to do  
191 other things and then I might have a forged day next week.

**Friday 20/05/2022; 9.21am (recorded in the car on the way to the workshop)**

192 So it's the third day up at [*name of location*]. I'm on the way to Green Woodwork. Yeah. Maybe two  
193 more reflections I had from last night in terms of my research experience. What is, of course,  
194 interesting and as well as challenging, as I said earlier, being a manager as well as a researcher in the  
195 same organization. Another way that impacted, of course, is that while I was thoroughly enjoying  
196 myself in the research part, I also had to deal with part of an Ofsted inspection which was going on  
197 in a different location. So that is, of course, something that goes on all of the time. And along that  
198 vein maybe also something that impacts on the method or the delivery of the method by the tutors  
199 and the experience of the method by the students. Of course, the logistical and administrative  
200 challenges, for example, the length of the sessions, there's something about the natural processes  
201 that things take and things do. So naturally. The tutor had to well, fire needs to get started. That  
202 needs to go to a certain temperature. Then the iron needs to be heated, needs to be forged until  
203 there is a finished product. So that has a certain length of time which sometimes maybe cannot  
204 really be put an actual time on. And then, of course, there's the man made time, which means that  
205 students are arriving at College at 09:00. They need to come to the outdoor site. That takes another  
206 half an hour, three quarters of an hour, as the odd student lingers and doesn't find his boots and  
207 doesn't get into the bus, et cetera. Sometimes even the staff, as the tutor was telling me. So there  
208 are these logistical challenges, so that then leads to a certain session length. So the morning session  
209 is about two and a half hours and the afternoon session is really only an hour and a half, maybe. So  
210 that then, of course, somehow dictates what the projects are that the students can do. So I would  
211 say that the tutor very skillfully set the tasks. Yeah. But I suppose the man made time impact on the  
212 actual process and material led time and the tutor navigated that very skillfully. But it is probably  
213 something that I can see has taken a lot of practice, and I could imagine that that might not work  
214 that well in many other craft sessions. But anyway, a third reflection. Maybe I brushed the poker, I  
215 waxed the hook, and when I got home, I could show it to my children. And I was very proud myself  
216 of what I've done. And my children were absolutely fascinated because they actually love making  
217 and I suppose they were proud of their dad and very interested in the process and in fact, all wanted  
218 to get doing it themselves. So I have not fixed the hook to the wall yet, and I have not used the poker  
219 in the fire yet. But that is something that I will do in the next few days. What is interesting in all the  
220 projects items of service I've made is that over years it always leads back to those experience of  
221 making and the memories are inscribed in the actual objects. So those are maybe the initial  
222 reflections of the day.

**Friday 20/05/2022; 1.17pm (recorded in the car on the way from the workshop)**

223 So this is the reflections on the green woodwork session that I had this morning. Yeah. It has been a  
224 very rich morning, I have to say, probably more conceptually and conversation wise than actually



225 doing. So, that was all very interesting. I suppose I'm getting into the mode where I can compare and  
226 contrast the way how tutors are working now with going to the second craft, which of course I have  
227 been doing in my day to day work, but actually taking in all the different research and thinking about  
228 this as a project, I would say has actually sharpened my observation to some extent already, which is  
229 an interesting process for me. Yes. I was at the site before the bus arrived and as staff and students  
230 arrived with the minibus, we were going down together. There was again a wonderful morning  
231 circle, which I think is really so important for the whole site and the student. And it's good to see  
232 how different staff members are leading this. So it gives a real collaborative feeling of belonging  
233 together, non hierarchical. It's really a structure that holds students are able to join in to some  
234 extent. Yeah. So when we went down to the Greenwood workshop, alongside the landscape of  
235 growing and horticulture and Poly tunnels and people being busy in there already. Yeah. It's an  
236 interesting experience to go through the landscape where your food grows, which is fantastic. I think  
237 there's a lot happening in that already making that is explicit to the students. But they are sitting  
238 down at lunchtime and eating the salad, which has been growing where they have walked through in  
239 the morning. And of course many of them are involved in growing as well at certain times. So  
240 arriving in the green woodwork shed, which starts with a little woodland. The woodland itself has  
241 grown from the remnants of the plant nursery. So there are different groups of trees which have  
242 been grown in what was once straight lines. So there are different kinds grouped together because  
243 they've simply outgrown the beds from the school nursery. But it is a moderately wild part, wild  
244 woodland, I would say, with some undergrowth happening as well. So one feels a bit protected going  
245 on from there. Yes. So in the Greenwoodwork shelter, then there were two students and one  
246 support worker and the staff member and the tutor. A number of pole lathes on the outside of the  
247 shelter. So facing in the woodland, as one works, one faces the woodland, which is wonderful  
248 because you are exposed to greenery the whole time. It's only half close. It's close to one side where  
249 the wind blows in. Then in the middle there's an oven which is going in the winter especially, but  
250 today it was warm enough and then you've got work bench towards the side where it would blow in,  
251 but that's blocked off. And then there are also a few shaving horses, horses towards the back, so  
252 that one can have three people working all of the time doing the process between shave horse and  
253 pole-lathe. The two students had just come to the end of their project and were starting a new  
254 project. So one student has made a spatula and the other had made one which was turned on the  
255 pole-lathe, as he is fairly interested in Harry Potter. So, yeah, the two guys started off by looking at  
256 those projects which they had just finished and then discussing the new one. So they got their  
257 spatula and magic wand out and looked at it and it turned out very nicely. And the spatula, I would  
258 say, after it was oiled as well. Yeah. So students were proud of what they had done, and this

259 conversation was around... well, how to make something similar. The tutor was also explicit about  
260 that later on. So that the learning through repetition is actually an interesting aspect where students  
261 are learning very much first time when they do a project, when they then repeat doing a similar  
262 project, of course, they're much more confident about the process, about tool use, about how it's  
263 going to work. And I think for them to experience this confidence in a manual skill is significant,  
264 actually, and has significant positive impact on their self worth. I think I referred to that yesterday  
265 also when I was reflecting on the forge session. Yes. So then it took about ten to 15 minutes,  
266 probably for the tutor to get the student started, which is absolutely understandable. And I think  
267 what is that remarkable is that actually the support worker was set up to fetch a rake to clean up the  
268 workshop a bit, which is pedagogically one can think about and how far the students should be  
269 involved in raking up. But then I can also see that certainly the one student was actually struggling  
270 with engaging, but was engaging, which was great. So I can see that tidying up the workshop might  
271 not have helped necessarily. But again, the question around support workers role modeling. Yeah.  
272 It's a question that remains, I would say. Yes. So once the student got started, they were able to  
273 work fairly independently on it, which I thought was remarkable, especially for the ones to usually  
274 struggle to engage. So he was looking at the draw knife on the shaving horse. Also, the student who  
275 wants to make the one day in order to start it off by making the billet he actually drew out, designed  
276 himself, and then found a piece of wood himself just to check with the tutor in between. But that's  
277 okay. And he could do that. So then the tutor supported me in my project. I had started the stool  
278 already a few months back, and so I've got the legs for me to continue on that. My next step in that  
279 was choosing a top of the stool and then shaving that and preparing that for the next to go next  
280 week. Hopefully. The tutor, it's interesting to see now also how the tutors are in different stages. So  
281 this tutor was his only green woodworker since last September. And I learned later in a conversation  
282 around lunchtime that he got into it from the other side. He experienced 20 years of youth work and  
283 was passionate and skilled DIY or when the opportunity to become a green worker came up, that is  
284 what he wanted to do and what he would enjoy. So he has learned that on the job really. And he is  
285 also in the craft course. So yeah, I think one could say for him a lot has changed since he started the  
286 role because that was when he had a woodworker. So he has worked with some other Greenwood  
287 workers. That is a great example of somebody actually learning the actual craft also on the job. In  
288 terms of the method, it's always a question for me in how far that is. The method is held structurally,  
289 structurally or by the individual. And I think with the crafts I'm actually not too worried because if  
290 somebody does not know anything about Steiner, Ruskin, Morris, the twelve senses or life  
291 processes, it still works because it is all in the craft. So I would say with that particular tutor, again,  
292 the relationship building was excellent and the approach to behaviour which were emerging was

293 very good. I think from the crafts course some reflections from the tutor were that it was valuable to  
294 experience different crafts and to experience different materials. And that honed his focus on what  
295 is specific about working with wood. So we had quite a bit of conversation around that. It is a living  
296 material, even after the tree was chopped off if you want so. It's a very living material. So we had  
297 quite a bit of conversation around the material of what and that was interesting. The tutor gave a lot  
298 of good instructions in terms of how to hold tools, how to position my body. I would not necessarily  
299 say that I felt a lot of insights into more specific aspects of the method. So for example, the  
300 connection took place or twelve senses, although there were some things which chimed, for  
301 example, observations about how you hold yourself and how you hold the tools and so on. That was  
302 something which I think did show some greater insight than the average craft person, I would say  
303 there were also some little things coming up with regards to where and how the material is sourced,  
304 the stool top from the site that on occasions it's also good mean to engage young people to just go  
305 chop some branches off and start moving on them green in the greenest form as it fresh from the  
306 tree. Not much tree felling or whether no tree felling has taken place so far. But there is the cutting  
307 off of branches, all of the green wood that is happening. Yeah. Interesting was just after it was  
308 already time for break time, which the support workers have gone look at the break time and then  
309 all the work stopped again. So there's definitely something about the time prescribed by the  
310 materials and processes and the human time, which I can see that there's some not very helpful  
311 interference going on, but I'm not quite sure what to do about it or if to do something about it, but  
312 yeah, that is maybe something to think about further. Yeah, I think overall I have managed to plane  
313 quite a bit of the stool top. That is probably it for now.

**Wednesday 25/05/2022; 12.22pm (recorded in the car on the way to the workshop)**

314 Today is the 25 May and I've been in the green woodwork workshop this morning. So there were  
315 two other students there, both with support, one with more support on the side and one needed a  
316 lot of support. So at times it was a bit busy. But one of the students struggled to engage was  
317 engaging with another tutor, which is all possible in the market garden here, which is interesting. I  
318 think it's an interesting state of fluidity which certainly seems to be helpful to that particular  
319 student. The other thing was more with me in the session was disabled. So for example, however,  
320 today he struggled to engage. So, yeah, it was an interesting session. I continued with drilling holes  
321 into the seat. One reflection from last time was certainly how I felt at the end of the day. You go  
322 right. So I think that is important how over time it actually helps you feeling into your body. Well, the  
323 other reflection I had this morning when I was driving up here, how wonderful it is actually to be up  
324 here. That was interesting. Start of the day today there was no circle, which was also interesting  
325 because I would have thought that that is something that structure, but there was no circle and

326 feeling was that there were not enough students to make it. So we went down to the workshop  
327 covered in green and really very different to the forge workshop where one is inside and in the dark.  
328 So here when you're working, you've got the green around you, you're looking into the green. And  
329 then of course also the actually has got transparent plastic if you want, so and you also see the trees  
330 through that. So you really immersed in the colour of green. So that is wonderful. Today I think there  
331 was also heightened awareness of the space and the items in the space as once it was working with  
332 me, there occasionally like to pick things up and just throw them around for the fun of it and for the  
333 sensory seeking, the noise that it makes and the excitement he creates with the staff. And then he  
334 always has a bit of a Snooky. Laughter There was also one occasion where he came up to me and  
335 slapped me in the face. Not very hard. He had done that before at dispute and it felt like it was more  
336 sensory experience than intentional slapping forms. He seems to be going through phases where  
337 behaviours occur and then they disappear. That was interesting. And the activity of drilling,  
338 something that I have not expected. How much geometry and how much math actually is there, it is  
339 actually quite complex. So to get the angles dry, it was definitely a piece of teamwork together with  
340 tutor, very diligently support. So I was calculating some things and some angles and measuring some  
341 things and doing some as well. Yeah, I think with him. Interesting. He just said this morning that he  
342 has never done two stools before he started becoming greenwoodworker because his background  
343 was is not the craft. So he considers himself still a learner and not a finished craft person. So that  
344 was good. So it felt a bit like learning together. And of course, he has got so much more knowledge  
345 and practice. Yeah, I think the activity So there was a lot of mass involved. A lot of calculation was  
346 also how I positioned my body in order to turn the orge the best way. And while doing that, I had to  
347 somehow hold those angles, if you want, in my mind as well as in my body physically. So I would say  
348 a great example of embodied maths and embodied geometry. Yes. There were questions around  
349 aesthetics. When I was drilling through the hole and the best way to avoid a lot of splitting is by  
350 coming from the other side as well. Yeah. But the outcomes are more aesthetically pleasing. Some  
351 interesting conversations about how staff get into the method. They were usually not prompted by  
352 myself but somehow maybe prompted actually by me being there. So stsff really identify the  
353 practical doing with that is the method and then there was a conversation with the two support  
354 workers in the workshop about them considering their job to get students to engage, narrowed  
355 down to the practical engagement. Whereas I would say just being out there and being in the  
356 landscape and being in the biodynamic garden that is already students experiencing the method as  
357 well. I consciously didn't push the conversation, really. I just wanted to see what came up on one  
358 occasion without mention planes of space in the work with the ogre. So that was unprompted. So  
359 that was interesting. So that was the only time. Also the interesting use of technology, of course, in

between when, for example, one situation was that the tutor showed the student what he had done before or how he had done it before to remind him what he wanted to do. And then there was the other occasion where the support workers had to make a note about the students on the mobile phones during the session. Actually, that was interesting. I had not quite realized that. I think it was wonderful in the activities to experience the nature of the wood how unevenly it grows. Because sometimes we can't quite work 100% exact, so it's not exact science, really how to put those holes in, although there's a lot of science and math and geometry involved. Because that's just how the tree grew. So interesting. I think today it was a day where it felt all a bit more loose up there and that's probably okay. So there were less students. But that Interestingly didn't lead to the site and the work being held more but being held less. So certainly from a managerial point of view.

**Thursday 26/05/2022; 12.17pm (recorded in the car on the way from the workshop)**

So today is the 26 May. I've just finished my morning green woodwork session. So the context is that today were both half days workshop as a group. Yesterday there was a theatre play on in the afternoon. It was absolutely fantastic I have to say. So all student staff attended that from the College. And today afternoon there is the celebration for the Queen's jubilee of which is also wonderful. So there are a lot of social events posting that staff on at the moment which is great. Also this morning the last half hour 45 minutes was also group games event which I won't go into. I could have some thoughts on that. It felt a bit like a distraction from the craft but that's just how it is. Probably very well intentioned but yeah, a bit loose really. But anyway, reflections from yesterday ... contributed to a feeling of well being for myself, being outside, being in the garden. It is actually for me really satisfying. Suppose for the teacher it can maybe be a bit different at times. I can also see that it is tiring to work physically, tiring in a different way, for me certainly, feeling your body, your muscles that I haven't felt for quite some time. But yesterday it was a bit more about standing and the holes today was about for me certainly was about working on those stool legs that I had prepared earlier and getting them into the right shape and fit so that they fit into the hole. There were two other students in the session, no support staff, refreshingly, and the tutor. So the weather was a bit mixed, quite warm, quite drizzly, cloudy. So it was a bit of a feeling of a warm, warm but wet, like a warm shower. So the students were both making a wand, interestingly. So the one student who was stay last week continuous, fairly independently. Really impressive. Yes. So he has got a whole Harry Potter theme going on there. Also drawing a lot of Harry Potter. The other student had not been on the pole lathe for quite a while apparently according to the tutor. And the tutor was pleased that he engaged in the polelathing. Yeah. For first thing I actually went to visit the Greenwoodwork tutor was getting the student started which is always important. So the students cannot just start because they need all the implements, the tools and so on and a bit of help in terms

393 of getting off and that is of course...so the beginning is always interesting, a few 10,15 minutes when  
394 there's a bit of hanging about and it all depends on the tutor being in three or four different  
395 locations at the same time to get started again I suppose that contributed to the authority of the  
396 tutor , but then after that independence can take place. So in those 15 minutes I just went down to  
397 see the blacksmithing tutor first of all to continue that relationship but also to see charcoal he had  
398 made from wood that was either cut on site or found on site. So leftovers. So he opened the  
399 charcoal making kiln, which he had started two days ago. So now it had cooled down without much  
400 oxygen, charcoal from the wood, which he then needs later on in the forging process. So that was  
401 interesting. So he wasn't quite content because not too much hardwood and too much bark on it. So  
402 it was a bit of a mixed pot, but gave something. So we had some good conversations around stories  
403 and storytelling for around charcoal making. I was saying that something that I have encountered in  
404 fairytales. Well, he started off sending me some pictures of how it should look like. Nice relationship  
405 there. Yeah. So of course sourcing the materials is not that easy because it involves possibly other  
406 people cutting trees down, seasoning it. So in all of those crafts, of course, longer cycles of materials,  
407 which is really the opposite of quicker fixes. So it's all slow food crafts. And of course establishing  
408 those cycles is actually not that easy with the pressures of having to cater for students and doing  
409 that. So I went back to the woodwork shelter. Students were going. I then was able to put my stool  
410 legs into the polelathe. I was there. I was able to have some earlier conversations with the tutor  
411 actually before the students arrived at the site, which was only about quarter to 10:00 really. So we  
412 did quite a bit of calculations in terms of inches, centimeters, how long should it be, projection  
413 shape? Should it be the end of the stool lag? So as in what's my target shape if you want. So I then  
414 had a measuring implement on 2.8 CM. It's not a straight fit, but it's a diagonal fit that is needed to  
415 be. And the board is about 3.5 CM. So that in order to be diagonal and fit well, it should be around 5  
416 CM. Yes. So I started on the first leg. I was able to put that in myself, having done a bit of polelathing  
417 before. So all those that was still there, the knowledge how to put it in, put a drop of oil on each of  
418 the sides so that it would move as well. So got some praise from the tutor. So those skills were  
419 there, memorized. I got a roughing gorge and then I could work it quite well. Measuring in between  
420 the two of us, oscillating between the students and myself, making around as it were. So everybody  
421 was engaged. Well, actually. So that was a good working atmosphere. The student had previously lit  
422 the oven as well as it was kind of a half cold day. So that was also nice and clear to do. And I was  
423 engaging him quite well. The fire making. Yeah. We all worked quite focused and concentrated all on  
424 the pole lathes. Yeah. So I think that was a good session, was only about hour and a half, but it was  
425 intense. We were all getting into it all. Satisfied. Yeah. I think that's probably it for not now, short  
426 morning, but good and intense.

**Friday 27/05/2022; 13.56 pm (recorded in the car on the way from the workshop)**

427 So today's the 27 May and I'm just driving away from the Greenwoodwork workshop and the Market  
428 Garden. It was my last day in the workshop today and feeling of sadness of leaving. I've got my stool  
429 completed in the back of the car and had a lovely time. Very enjoyable in the workshop. Interesting  
430 with regards to ethnographic observations as you come emotionally close and involved with your  
431 research objects, participants, subjects and yeah, the teacher also commented as I was leaving, yes,  
432 it has been nice to have me and a bit of a change.

433 I think there was mutual affection as well as with the blacksmith, so that was quite nice. And that's  
434 of course the purpose of the ethnographic observation as well. Yeah, it has been a full day today. It  
435 was actually staff training day today, so that was an added interesting part seeing how staff learning  
436 about the craft and land based method- PSTE.

437 So, starting from the beginning of today. Again, I was looking very much forward to coming here and  
438 I arrived on site early and before the bus from the main site arrived. And I was then working with the  
439 tutor who I had made the legs with actually a few months back as part of a senior staff induction  
440 that I was joining in with another senior member of staff. In this workshop of the tutor who basically  
441 owned that workshop before the current tutor took it on. So, the previous tutor also had trained the  
442 current tutor if you want so. He was looking after myself and another trustee of the charity who was  
443 also in her finishing stage of making a stool. So she was also making the top today. And then there  
444 were three other staff who were there as part of their staff development today. They were looked  
445 after and instructed by the new tutor who I had made the top with yesterday. So those three were  
446 looked after by the more recent greenwoodworking tutor and the fellow trustee and I were looked  
447 after by the previous, probably more experienced tutor. So that was interesting to see those two  
448 approaches as well.

449 Yeah, but basically there were two work streams going alongside each other, so maybe just a few  
450 reflections on the workstream of the staff and the newer tutor. So there were some conversations  
451 about the genius loci, the spirit of the location, the spirit of place that he had with the staff. And  
452 then I would say for two to three minutes really they were going into individual projects and I  
453 thought it was actually really well done and interesting by ...interesting... facilitated by the tutor and  
454 putting the staff into the student perspective. So, conversation was around, well, what is your goal  
455 today? Everybody agreed on a goal for today. So, for example, making a positive comment about  
456 somebody else's work was one goal that came up and the tutor then wrote it on the board as you  
457 would do for the students. Then they decided on an individual project. So, projects that staff did  
458 which were I suppose achievable within a full day were making spatula on the ... drawhorse, it is

459 called drawhorse?, yes...or making a dibber on the pole-lathe. I think probably all of the staff....  
460 certainly two of the three had done some Greenwood work in other staff development days before  
461 and I think that's of course a great experience for the staff to experience what the students can  
462 experience.

463 So, it was a mix of staff. There was a tutor, ....somebody who deals with student behaviour when it  
464 gets too difficult and also a speech and language therapist assistant. So, I thought that was actually a  
465 really interesting mix, really interesting crossover of staff. Yeah, so they will then all go into  
466 individual projects. I think there was a high level of engagement, there was a great work atmosphere  
467 the tutor was going around. I think it's always interesting to see how tutors do that, even at times  
468 when for example, I had a brief conversation with the Tutor as well, he was very aware where  
469 everybody was physically as well as in the process, just with a quick call in between preventing  
470 difficulties to happen.

471 So, for example, while we had the conversation, one staff member on the pole lathe was getting  
472 close with the chisel to the cord which could then potentially have cut it through and made the cord  
473 snap and the tutor just with a quick shout from the central point ...if you want so... was saying:  
474 "Hang on, stop there." And that was prevented. So, I also had that conversation with the fellow  
475 trustee who actually has spent a lot of time in different workshops in the recent months, which is  
476 fantastic... how much actually auditory the tutors are.

477 So, for example, she gave the example of being in a metal workshop where the teacher could  
478 literally know where students and staff are at in the way he heard the sound of the hammering, the  
479 metal. So when you hammer it in the right way, it makes a certain sound and when you hammer it in  
480 the wrong way, of which there are many, then it sounds differently. So yes, it's interesting the  
481 sensory and the consciousness capacities of the tutors and how they enliven and inhabit space.

482 Yeah, great level of engagement from the staff. I think that must be also feeling different for the  
483 tutors once in a while that they actually see... Yeah, they don't have those levels of non engagement  
484 as they usually have to deal with and tear their proverbial hair out in order to make somebody  
485 achieve something and overcome the obstacles to engagement.

486 Good spirit, good atmosphere, then... the older...let's say...more experienced tutor and my fellow  
487 trustee and I... looking at that work stream... so I was there already with the tutor...looking at the  
488 workshop. No, that's not quite right. The other tutor was already there. He was setting the workshop  
489 up...we walked down and while he was setting up the workshop and cleaning it out a bit making it all  
490 look good. We then start working on the top of the stool and the legs and that was actually



491 interesting because I have done the legs according to the instructions of the, let's say, less  
492 experienced tutor. I don't think it's a bad thing because that is also how he classifies himself because  
493 he has got into Greenwoodwork just about a year ago, having made only two stools before.

494 Yes, ...and...because I had made the stool legs in a different way and I did it without tapering. But  
495 rather than having the bit of the stool leg that goes into the top, having it more or less uniform, not  
496 tapered now, the more experienced was saying well, actually I should taper it because it is the way  
497 how they are traditionally done. And traditionally they would be done without glue and traditionally  
498 they would be done tapered because as the wood continues to shrink, it all becomes loose and then  
499 it would need to be glued and it all becomes messy. And whereas if it's tapered, the top basically  
500 slides down and hence the bit which is then part of the stool leg closed to the top cannot wobble  
501 around because it always just slides down.

502 So, I struggled with that because I didn't want the legs to be shorter. Also, in that way I wouldn't  
503 need to put wedges and actually I wanted to put wedges because I like it visually. It looks nice... to  
504 my taste.

505 So, we had an interesting conversation, we went backwards and forwards. It was a bit of a dance  
506 where he was saying well, actually I should really do this and... I didn't want to. And then he was  
507 giving back only just to come back a bit later and saying well, actually I should do it like this. And  
508 while I was set to not cut lags, I conceded in the end because it felt like I didn't have to cut that much  
509 off and I could still have wedges. *[laugh]*

510 Yeah. So, I suppose we have then reached the compromise where I put the legs back onto the pole  
511 lathe, tapered, still cut into them and still had the wedges. The wedges I made out of oak wood,  
512 hardwood. So I made the legs, tapered them, cut them first. Interesting way of cutting as well. So,  
513 for both sides, shaping a bit of a triangle and then cutting that straight, which meant that it's more of  
514 a straight cut rather than it going to one side or the other and then cut edges. Then we had another  
515 interesting ... I wouldn't call it necessary confrontation, but disagreement of opinions, but I would  
516 say in my case it was more only play, in his case it was a very ...informed view of the top not to  
517 sandpaper it but to only plane it. So then I did that for some time as well. Initially, still very much  
518 wishing to do sandpaper, but over the course of it, seeing that the planing could be done so well that  
519 actually no sandpaper would be needed. And that is really the position I came to after lunch.

520 Yeah. Other conversations, I think from the more experienced tutor, it's clear that actually he stands  
521 on firmer ground regarding the history, sociology, etc, of Greenwood. He has an incredible  
522 knowledge around all of those things.

523 He has got...actually talked about it for quite some length of time, the whole historical development  
524 of Greenwoodwork, names and styles, names of people and .... so it felt like there's a master, he  
525 knows what he is talking about.

526 There's a number of interesting tools as well. So, starting from an electric device to measure the  
527 humidity in the wood. Which was at 50%. Which is why I need to get the legs tried out a little bit  
528 more. Probably mainly faster version than left outside and that will still be inside of the house.  
529 Central heating and so on so it will probably go down to about 5%.

530 So, I suppose that were the conversations today, other conversations with the trustee were around  
531 "How does one get into the method?" Her mantra is: "Just doing it!"

532 That's probably where some staff, trustees, leaders etc like talking about it a lot but struggle or do  
533 not wish to ...or the usual saying is: "I have no time"... to lay their hands on material...yeah but my  
534 view would be there is something deeper why staff ...and students...do not touch material, it is not  
535 necessarily they don't have time or they have other priorities because we talk about once a month  
536 something like that, rather than all of the time.

537 So, overall a very productive morning two different styles of teaching. Of going about it and  
538 interesting conversations with the staff so yeah. That's it for now.

**30/06/2022; 17.17pm (recorded in the car on the way from the workshop) reflective diary entry  
on focus group**

539 Research diary, 30 June I just had another focus group in person at a college and that was a very  
540 different flavour to the previous one. There were a lot of actually very long standing staff, actually  
541 one of these staff members who said he was working for the Trust since 15 years. When I talked to  
542 him, I had this inkling that he had worked in a different college before this and he has been here  
543 actually 29 years. So very different staff group compared to previous one. And I would say in terms  
544 of pathways of the people a number of staff, 4 out of 5, have started their work as a support worker  
545 in Ruskin Mill Trust and then have become tutors, various other roads. And one has been a  
546 supportworker since 29 years in different colleges, that is actually very interesting.

547 I think their depth of understanding was significantly different. One staff member, I would say very  
548 academically skilled, very contemplative and quite verbose, in her depth of insights also very  
549 impressive, in depth process around each individual artifact.

550 Yeah. And I would say actually very impressive in terms of their level of understanding of the staff.

551 Yeah, so that was interesting. I think there really needs to be there a certainly critical mass of people

552 who work with the method in depth and understand the method in depth. Just questions are  
553 occurring in places where there is not this critical mass because it is a new provision or of staff  
554 turnover possibly how to bring those together is maybe a question to think about.

555 I think also really some success stories in terms of staff and getting into the method and into the  
556 Trust. Also what interested me is also a particular staffmember working with biodynamics, being  
557 land tutor, biodynamics for me personally was always an area which I found actually cognitively  
558 quite difficult to access, experientially and feeling wise, intuitively, I think it's great, but yeah, I think  
559 as with so many things, if you don't do it and if you don't do it regularly, it's difficult to access. Yeah,  
560 but that was interesting hearing his reflections, how easy he finds it actually to get into it. So I have  
561 not expected that. Nice to see craft tutors who have been at college for a number of years and how  
562 they got into the craft and it's not only about the craft, but actually the level of understanding of  
563 what it does to human development. Yeah, we did talk quite a bit about Steiner as well so I think I  
564 didn't have to bring it up, it was just in the room, which was also good to see and that people are  
565 actually going away and reading themselves and getting a bit into it. So, yeah, a very positive group  
566 and I feel better now that I have had that. So not all the trainings are in vain at the end of the day.

**06/07/2022 16:44pm research diary entry following day in the woolworkshop (recorded in the car  
from the workshop**

567 So this is my research diary on Wednesday, the 6 July. I have just come out of the out of the felting  
568 workshop, which of course, again was very enjoyable.

569 But I would also say logistically it was probably the trickiest day. I had to postpone this week  
570 previously already due to an Ofsted inspection, as I thought it was would not be wise to introduce  
571 more difficult things for the tutor. Would have been unfair, actually.

572 And then unfortunately, this morning I was not able to go into the workshop because I had a  
573 meeting that I could not cancel. Yeah, it is also really interesting, I would say, in terms of... beside the  
574 craft and around the craft, there is quite an amount of fragmentation, I would say, of different  
575 fractions, which is probably unhelpful, but it's probably also somehow just something that happens  
576 in larger organisations. So there seems to be a fragmentation between managers and what's  
577 happening in the workshop and all the classroom, between classroom teachers and workshop  
578 teachers.

579 Interestingly. After the felting, another short chat with the tutor and she was referring to the  
580 teachers who teach the curriculum as in the teachers who are in the classroom and as if the crafts  
581 are not part of the curriculum. So there seem to be interesting in her perception, certainly

582 interesting ...an imbalance between craft and class teachers, where the class teachers are basically  
583 giving the tone and saying what's happening, and the craft teachers have to follow suit.

584 The leaders are the class teachers. Whether they know the method well or understand the method  
585 well, that's a question, of course.

586 Yeah. So that's interesting. Then there are also logistical challenges, not only for me personally here  
587 today and with all of this, but I think she has got seven groups of students within one week. That's  
588 already interesting.

589 I wonder how that feels for the students. If that does not feel quite fragmented, then there are some  
590 younger students who have got with one of our colleagues on a different site and then some of the  
591 older students are going back to her. Although the students should be on the other site.

592 There's a significant amount of movement and who should be where when.

593 Yeah. So what else in the room itself? So, there was the tutor and me and three students, quite  
594 young, 13, 14, all lovely kids in their own rights. So when one comes into the room, it is a room with  
595 a high ceiling, wonderful light, you don't need any artificial light, enough roof lights. There are quite  
596 a few number of plants in the space. It does feel very homely. It does feel very warm. Very warm and  
597 nice person. Yeah. The colours in the room are mostly of the orange, sandy palette. But then of  
598 course, there are quite a few colours. That's also something that the tutor referred to a lot. She does  
599 do a lot of natural wool dyeing with the natural colours of the wool of plants. Plant dyes. Yeah. So  
600 then there's a big table in the centre where we're all sitting around and I suppose that really was  
601 fostering and supporting conversation. Yeah. Then the students worked on different projects. Yes. So  
602 it allows for conversation while working on individual projects. I suppose that is the real magic of  
603 rooms like this. So, they were all engaged, they were all following their own little project. So the one  
604 student has woven a wonderful scarf and table blanket with wool that he has died himself. So that  
605 was very impressive. And he actually finished the project in this in the lesson that I was in, he had  
606 not been in weaving for quite a while, so that has been a timetable change. One girl was not so  
607 engaged. Timetable change might have thrown her. So she enjoyed drawing and she did, in the end,  
608 engage in some textile. And then there was another girl who was very engaged in embroidery and  
609 pompom making. I have continued to felt slippers that I had started months ago with another tutor  
610 in some practical sessions and so I had brought that to continue that work and I took that as fast as I  
611 could today and then tomorrow it will be dry and hopefully. A lot of the students did a lot of  
612 pompoms. I am no big friend of pompon making.

613 Yeah, it's interesting. Of course, in my time in Ruskin Mill, in the last 15 years, I've been in various  
614 weaving workshops and felting workshops and they all have their all have their qualities which come  
615 usually with the skills of the tutor.

616 Yeah. So I finally made my first pompom. Is it pedagogically valuable? I'm not too sure.

617 It does involve a plastic implement. There's no crossing taking place.

618 Yeah. I suppose it's a nice engagement activity. Where does it lead, where does it go? If there are  
619 actual skills progression other than from maybe larger pompom to smaller and more dexterity  
620 requiring smaller pompom? I don't know.

621 Yeah. Then after that I went into a focus group conversation.

622 Yeah. I would say useful day. Interesting insights, especially in the logistics and how far they are  
623 impacting on the method.

624 **Research diary 07/07/2022 15:36**

625 The research diary. 7 July, the Thursday. I have spent all day in the wool workshop at a school,  
626 continuing to work on my slippers and have stitched on a sole and started to stitch on the other sole  
627 and also finished off stitching on the edges, the top edges. Maybe starting with that process: I have  
628 to say, out of all the craft processes, I find it very tiresome on the edge of being not enjoyable. And I  
629 think I just like to work with metal and wood much more. I hate to say it, it's maybe a bit well, I  
630 would say the atmosphere in the workshop is also I did not appreciate how motherly and female the  
631 atmosphere is in the felting workshop and that's by no means a reflection on the tutor who is  
632 female.

633 Yeah. It is possibly bit of a gendered environment, I think. Although I also know that in other  
634 cultures, for example, in Egypt, sewing is traditionally a male activity.

635 Yeah. But certainly here it felt like this. And I suppose also the first session was with four students  
636 and three support staff and the tutor, and out of that there was only so there was one male support  
637 worker, two female support worker and the tutor sitting at the table with three students.

638 Students there were, one was a girl, the other three were boys, but nevertheless, it felt like quite a  
639 female environment.

640 I've nearly completed the slippers and I'm actually looking forward to having completed it because  
641 it's such a long winding process.

642 Yeah. Then other observations. So it was a good and full session this morning. The first session, a lot  
643 of projects was interesting that out of the support workers there, one was very much engaged, the  
644 others not so much. One was drawing something...yeah. And the other was just writing something  
645 up. Some observations which were not really required, but he just does it for his own sake.

646 Yeah. Some interesting conversations with the tutor about the support workers and I think there's a  
647 great ambiguity in terms of support workers knowing what they should be doing, tutors feeling able  
648 to ask support workers what to do. So, I think it definitely feels quite disconnected and some more  
649 clarity would certainly be helpful in terms of role modelling for the students, but that has not arrived  
650 with the staff.

651 In terms of the project that the students did. I believe it's called French knitting. Quite a long scarf.  
652 One did pockets. It's not quite clear what they were. One did some embroidery.

653 Yeah. And how much they are all items of service, I'm not 100% sure. Yeah. And so also these  
654 themes continued throughout the day. So, there was a felting project going on this afternoon. Items  
655 of service, there was not too much to be seen, to be honest.

656 Other than that, some conversations also around the workshop furniture. The tutor said, so we  
657 could have one higher table to cut the fabric and it would be good to have other chairs or stools just  
658 because the current ones that is really something where people are more sliding back. Maybe not  
659 that helpful.

660 Yeah, I think that's it for now.

661 **08/07/2022 11:56 research diary recorded driving in the car from the wool workshop**

662 So, I've just finished my slippers. It's July the 8th, I've been in the wool workshop and there were no  
663 students, so it was only the tutor and myself. Tutor had PPA<sup>1</sup> time and so I was able to finish my  
664 slippers and we were able to have some good conversations. Yeah, finishing the slipper, very  
665 satisfying. Also slightly not satisfied. Irregularities of the wall in some instances. So, I stitched on the  
666 sole and I put some more wool on one side with needle felting, dry felting. So, there were some  
667 areas which were a bit thin. Yeah, I suppose I might need to do a bit more wool at some point, but I  
668 think not necessarily my material of choice and preference. It's too irregular for me and too I don't  
669 know, it just has got different strengths and then there are some bops in it and yeah, it's not my  
670 material of preference.

---

<sup>1</sup> Planning, Preparation and Assessment- protected non contact time for teaching staff

671 Put the soles on repairs and yeah, now they are done. I feel quite tired after it, whereas after the  
672 smithy and in the Green Woods workshop, I felt more invigorated and yeah, very different feeling,  
673 actually.

674 Yeah. And then we had interesting conversations in terms of I think the tutor is incredibly  
675 knowledgeable on a theoretical conceptual level. I think also very skillful in the different ranges of  
676 textiles. So garment making, sewing machine, knitting, different forms of knitting, weaving, warping  
677 a loom...

678 I suppose what I was missing a bit was the connection to the primary material. And with regards to  
679 dying, there are plans to have plants for dying. So madder or weld for example, just looked the  
680 plants up when we were talking, so there's madder is a root and then there's weld. So, madder gives  
681 reds and purples and then weld gives yellows. And she said yeah, on occasion. So, she does get  
682 plants for dying from the outdoor classroom, the little farm, but she rarely goes to [*name of outdoor*  
683 *site*]. But the idea is to have some plants on site for the dying and for different reasons that she gave  
684 me, that has not quite happened yet and somehow she doesn't feel empowered to do it.

685 And there are logistical challenges in terms of who looks after the land and so on. Do it yourself,  
686 really.

687 She said every year she's got the plans and then it's spring and then it's summer and then it's to late  
688 to plant. So, yeah, it is something that is brewing and she's aware of, but she just hasn't done yet.

689 Yeah, I suppose that's still something to do. We also talked about logistical challenges with regards  
690 to timetables and staff training. And craft in the staff training. We talked about exhibiting things. So  
691 currently things from the workshop are not really exhibited, which is a shame. So it has happened on  
692 occasions, but there's not a process that things would be stored and then exhibited at the end of the  
693 term or at the end of the year.

694 And we had conversations about actually the pedagogical power of those craft objects is, of course,  
695 when students show them to others, that is certainly my experience. Then you have got firstly, the  
696 benefit of making of having the actual craft object and then you also have the added benefit of other  
697 people admiring them and that is quite significant. Let's see whether that's something that she will  
698 move forward. That is certainly something that I will put on my imaginative or actual to do list. Yeah,  
699 those were the reflections of the day. What is really interesting is actually doing these workshop  
700 observations in conjunction with the interviews with the senior leaders. Yesterday I did a very  
701 insightful interview, I would say, and was able to go quite far. We got another interview today, but  
702 that's it for today.