'Doesn't matter what we think we are doing, it's how it is perceived.' Exploring the usefulness of the Ideal Teacher Drawing technique with students and teachers in a Pupil Referral Unit.

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Abstract

Permanent school exclusions have seen an increase in numbers for several years. Driving factors for this type of exclusion are plenty, with poor teacher-pupil relationships one of the main identified factors. A review of the literature revealed that although papers have been written about school exclusions, relatively little research has explored teacher-pupil relationships. The current study was based in a Pupil Referral Unit (PRU) aiming to explore pupils' constructs of an ideal and non-ideal teacher through the application of the Personal Construct Psychology based *Ideal Teaching Drawing* (ITD) technique. The study aimed to understand how the collated information from the pupils is understood and used by school staff. In line with national and international policies and guidelines on pupil's voice, the ultimate aim of the study was to introduce the *ITD* technique as an approach to exploring and supporting pupil's voice to understand if it can inform or guide child-centred strategies.

Through a two-phased qualitative design, pupil's constructs of teacher-pupil relationships were sought using semi-structured interviews and drawings. Information about the usefulness of this information was also collected from school staff, using semi-structured interviews. The child participants data were analysed using an inductive thematic analysis approach; eliciting a total of nine superordinate themes and 28 subordinate themes. The second inductive thematic analysis of the adult participants interviews identified four superordinate and nine subordinate themes.

The findings of the study show that pupils are able to identify a range of positive and negative attributes about teacher-pupil relationships when using the *ITD*, with these views considered as valuable and useful by teaching professionals. The implication of the study indicates the *ITD* to be a useful technique for exploring contrasting poles of children's teacher-pupil relationships.

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Chapter 1- Introduction

1.1 Overview

Permanent school exclusion has again become a rising concern in the United Kingdom (UK) since the academic year 2013/14 (Graham, White, Edwards, Potter, & Street, 2019). Factors contributing to permanent school exclusions are multiple, including Special Education Needs and Disability (SEND) and Social Emotional Mental Health (SEMH) as well as poverty, low attainment, being of a particular minority ethnic background and poor teacher-pupil relationships, to name just a view (Graham et al., 2019). While some risk factors of permanent exclusion are frequently discussed within the literature in this field, poor teacher-pupil relationships are commonly mentioned as driving factors. However, a thorough exploration of this relationship has not been conducted.

Therefore, the focus of this research is on gaining a greater understanding of the type of teacher-pupil relationships excluded pupils perceive to be negative as well as positive or appropriate, using a new version of an established technique. This focus is exploratory and evaluative in nature, drawing attention to the new technique used to establish pupils' views on teacher-pupil relationships. The ultimate aim is to provide a new technique for exploring and supporting pupils' voices.

The theoretical perspective underpinning this research is Personal Construct Psychology (Kelly, 1991). This theory proposes that we each have unique, personal perceptions of life (called constructs) which are based upon our own experiences and consequently guide our behaviours in ways which make sense according to our perceptions (Kelly, 1991). The children therefore formulate their views on teacher-pupil relationships based on their constructs, the theoretical bases of which will be described in further detail in the introduction.

The research adopted a qualitative methodology with an emphasis on exploring seven pupils' views using a new technique and school staff's perspective of this technique. In focusing on pupils' views through the new technique and its outcomes and school staff's perspectives on this technique, the study draws attention to the importance of teacher-pupil relationships and offers a new tool to explore this relationship.

1.2 Background

1.2.1 Permanent school exclusions.

School exclusion refers to the process of removing a pupil from the school premises temporarily (fixed-term exclusion) or permanently (permanent exclusion) on the orders of the school's headteacher (Department for Education [DfE], 2017). In accordance with the DfE (2017) guidelines, the headteacher of a school or academy may exclude a pupil on disciplinary grounds, such as persistent breach of the behaviour policy or when the pupil's presence would cause significant harm to the education or welfare of other pupils or members of the school staff. If permanently excluded, a pupil will be placed within an educational setting such as an Alternative Provision (AP) or a Pupil Referral Unit (PRU) for an agreed period (DfE, 2013).

The numbers of permanent school exclusions have been rising year on year (DfE, 2018a), with recent figures indicating that approximately 370 more students had been permanently excluded in the academic year 2017/18 than in the previous year. This brings the total number of permanent school exclusions in the academic year 2017/18 to 15,810 students. Equally, fixed-term exclusions have seen an increase of eight per cent across all state-funded schools since the academic year 2016/17, bringing the total number of fixed-term exclusions in the academic year 2017/18 to 410,800 (DfE, 2019). In the academic year 2017/18, the predominant reasons provided by schools for the permanent exclusion of a pupil were, 1) persistent disruptive behaviour, 2) physical assault against a pupil, 3) physical assault against an adult and 4) verbal abuse/ threatening

behaviour against an adult. In comparison to the previous academic year 2016/17, permanent exclusions for these reasons have seen an increase of up to 13 per cent, with the exception of persistent disruptive behaviour, which has seen a slight decrease of two per cent (DfE, 2019).

The factors around this increase of exclusions are considered to be multiple, interrelated and have been explored in numerous papers (Graham et al., 2019). The most recent literature review on behalf of Edward Timpson (Graham et al., 2019) highlighted the following as some of the driving factors of exclusion: 1) additional needs (including special educational and social-emotional mental health needs); 2) poverty; 3) low academic attainment; 4) having an ethnic minority background; 5) experience of bullying; 6) poor teacher relationships; 7) experience of trauma and 8) a challenging home environment (including poor housing conditions, direct and indirect abuse and parental illness). Additionally, factors concerning the schools were also considered to contribute to the higher exclusion rates, such as 1) the school's challenges in identifying and supporting children with additional needs, 2) difficult school and family dynamics 3) teachers limited experience and limited training of supporting children of diverse backgrounds or with additional needs, 4) their restricted ability to support pupils amidst funding cuts, 5) reduced support from the local authority and 6) the lack of external expertise to offer support and guidance to schools. This extensive list highlights some of the main driving factors of exclusions and emphasises the complexity in which these exclusions occur.

While the driving factors of school exclusions are multiple and complex, evidence suggests that Alternative Provisions such as Pupil Referral Units can offer many children an environment in which they feel more engaged and happier and have more positive relationships with their teachers (Graham et al., 2019). The factors leading towards these positive outcomes for excluded pupils highlight AP's to offer children 1) a degree of autonomy in their learning, 2) a strong relationship with staff, 3) an improvement in school/home involvement, 4) consistent and appropriate behaviour management approaches, 5) an inclusive curriculum which covers core

skills and vocational options, 6) smaller classes and environments and 7) lower student-teacher ratio. While not without their shortcomings and imperfections, APs therefore address many factors which might have initially led to the pupils' permanent exclusions.

However, while APs offer children who have been permanently excluded a space in which they can feel more contained and able to achieve, further solutions towards the factors contributing to permanent exclusions need exploring. In looking at the driving factors which can lead to permanent school exclusions as well as factors contributing to pupils' happiness and sense of safety in APs, as outlined in the Timpson review (Graham et al., 2019), a potential area for further research is looking at issues concerning teacher-pupil relationships. With consideration of the frequency at which this factor was mentioned within the Timpson review, it suggests that there is a need to identify ways in which teachers can be supported to build and maintain positive teacher-pupil relationships. Opportunities to support teachers with this relationship in a non-judgemental and helpful way will consequently need to be the focus of further research.

1.2.2 Teacher-pupil relationship.

The teacher-pupil relationship is a relationship built on an unequal power balance (Munn, Lloyd & Cullen, 2000). In line with the governmental guidelines on Teacher's Standards (DfE, 2011), teachers are expected to 1) set high expectations for pupils, 2) promote good progress and academic outcomes, 3) demonstrate good subject and curriculum knowledge and 4) teach well-structured lessons. Furthermore, the Teacher's Standards asks teachers to 5) adapt in accordance to the learner's strengths and needs, 6) use assessments productively, 7) manage behaviours effectively to ensure good and safe learning and 8) fulfil more extensive professional responsibilities (such as develop effective professional relationships, deploy support staff effectively). In their position, teachers therefore hold different roles which fulfil a disciplinary as well as pastoral function (Munn et al., 2000): to manage learning and behaviours in the classroom while also providing care and support to the students. Conversely, the role of the pupil is to obey

the school's and the teacher's rules and guidelines, which supposedly support the pupils' learning and development. However, with the demands on teachers to provide evidence of academic progress increasing (DfE, 2018b), teachers might feel that they have to prioritise classroom management and learning over care and support for students (Munn et al., 2000). While the majority of pupils appear to manage this successfully, the voices of those who are disaffected by this relationship are less commonly captured (Munn & Lloyd, 2005).

Munn and Lloyd (2005) propose that by capturing the views and voices of those marginalised pupils who struggle to engage in this relationship, schools have an opportunity to obtain ideas which could potentially improve how the school system operates. Supporting children and young people (C&YP) to have their voices heard has also been a topic of the Children and Families Act (DfE, 2014), the Special Educational Needs and Disability Code of Practice: 0-25 (Department for Education and Department of Health [DfE & DoH], 2015) and international conventions (United Nations Convention on the Rights of the Child, 1989). Within these documents, it states that C&YP have a right to provide information and express their opinion in any matters affecting them. The children's views should therefore be taken into account and given due weight according to their age, maturity and capability (DfE & DoH, 2015; United Nations Convention on the Rights of the children, 1989). Obtaining pupils' views on teacher-pupil relationships would therefore be a crucial element in furthering the teaching practice (Munn & Lloyd, 2005), while also adhering to national and international laws. However, given the complexity of these relationships (Munn et al., 2000) and potential barriers such as the pupils' verbal ability and cognitive capacity, which might hinder pupils from expressing themselves, obtaining pupils' genuine views and opinions of their relationships with teachers might be difficult. A potential solution to supporting those who might be unable to self-advocate and exploring these complex relationships in a non-intrusive and child-friendly manner is through the use of Personal Construct Psychology (Kelly, 1991).

1.2.3 Personal construct psychology.

The theory of Personal Construct Psychology (PCP) stems from the work of George Kelly (1991). He considered people to be scientists who strive for personal meaning by attempting to understand the world around them through analysing similarities and themes of an event and formulating theories to anticipate the future. To outline a formal description of this theory, Kelly chose 11 corollaries which describe the process through which we strive to attain personal meaning (see Figure 1 below).
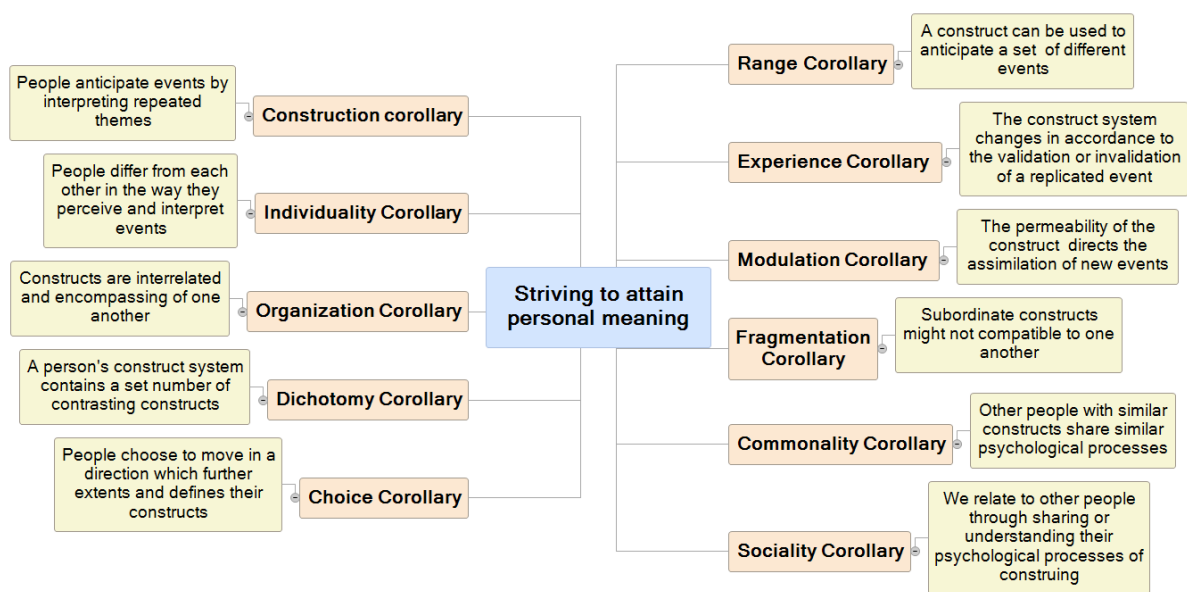
Figure 1. Summary of Kelly's (1991, Vol, 2 pp. 4-5) 11 Corollaries.

Kelly (1991) proposed that by being aware and identifying repeated themes of similarities and contrasts, individuals formulate unique 'constructs' of themselves and the world around them. Each developed construct is two-ended; for example, the contrast of 'silly' being 'sensible', offering the individual a contrasting understanding of the concept and thereby making the construct meaningful to them. Guided by our senses, thoughts and feelings, each person's experiences shape and form their constructs; as such, a construct is fundamentally unique to each individual. These developed constructs act as facilitators to help us make decisions, guide our behaviours and actions. However, we might not be consciously aware of all our constructs or even

be able to assign verbal markers to them, yet we employ them in all our daily actions and interactions. As people develop their constructs and find verbal markers to define these, often we find that others use identical terminologies for similar themes. In particular, children might use adult verbal markers to define their constructs; their construct of for example 'difficult' or 'patient' might be entirely different to that of an adult, as it carries their uniquely assigned meaning based on their personal experience.

Kelly (1991) considered the 'range' of a construct to be varied and to commonly become narrower as we develop expertise in the area of the theme. Children's constructs are considered to be broader, therefore a child's construct of 'good' or 'bad' might apply to multiple elements (objects, people or situations) of their life. Although the constructs narrow as our understanding develops and our experiences grow, they do not become fixed. Instead, constructs change with each experience and are influenced by whether the experience validates or invalidates the existing construct. Along with a permeable nature, Kelly considered constructs to be interrelated and encompassing of one another. Individuals would therefore hold superordinate constructs which encompass smaller subordinate constructs, these, in turn, might also be part of other superordinate constructs in which they hold a different and maybe even incompatible meaning as demonstrated in Figure 2 below.
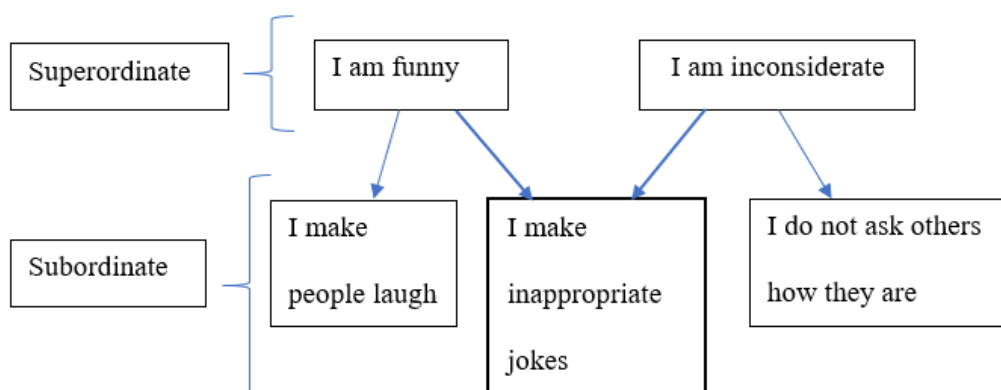
Figure 2. Superordinate and subordinate themes interrelated.

To develop and further define our constructs, Kelly (1991) proposed that we seek new experiences which support or confirm our constructs of ourselves and the world. By participating in those new experiences, we might then increase our definition or even extend our existing constructs by acting and behaving in a certain way. If this behaviour or these actions do not receive the anticipated response, we might then redefine the construct and thereby develop a greater sense of self which might evoke specific emotional responses within us. Experiencing a change to our construct system might make us want to avoid further new experiences therefore allowing us to preserve our existing construct. Alternatively, we may seek the challenge and explore and alter our construct system.

While being far from a complete outline of Kelly's (1991) Personal Construct Theory, it shows how the theory encapsulates a variety of factors which contribute to our understanding of ourselves and the world. To explore these personal constructs in practice, professionals have applied the theory in a variety of ways, gaining an individual's views through traditional construct elicitation as well as alternative means. The traditional elicitation of constructs with C&YP uses a sorting method which asks the pupil to compare two elements, exploring their similarities or differences (Butler & Green, 2007). Traditionally, this method employs strategies such as a Salmon line (Salmon & Claire, 1984) on which the pupil explores contrasting themes which emerged from the sorting method (Butler & Green, 2007). Later practice explored alternative methods to understanding pupils' perspectives using talking strategies as well as creative means such as drawing techniques. These newer methods frequently focused on fewer elements, using strategies such as the Free-response method (Klion & Leitner, 1985) or removed the focus from the pupil all together by asking them to explore the hypothetical constructs of a fictional character (Ravenette, 1977). Other alternative methods of exploring pupils' constructs have employed

guided discussions through pictorial settings cards or story starters as a way of eliciting children's constructs (Ravenette, 1977).

Another alternative to eliciting pupils' views was through the application of drawing techniques. Through this method, C&YP were encouraged to portray themselves and other elements of their life using paper and pen. This method has been extensively researched by professionals such as Moran (2001; 2006) and Williams and Hanke (2007). It has subsequently been adapted to fit a variety of different therapeutic avenues, supporting children to make their voice heard through elements other than verbal communication. The intention behind this strategy was to offer pupils the opportunity to express themselves without having to discuss potentially difficult topics in the first person and instead conveying their views indirectly through discussing the drawing (Butler & Green, 2007). With consideration of the complexity of teacher-pupil relationships, a drawing technique based on PCP (Kelly, 1991) could therefore potentially offer a solution to exploring children's constructs of teacher-pupil relationships in a non-intrusive and child-friendly manner.

1.3 Conclusion

Permanent school exclusion remains a topic of concern for schools and professionals alike. The factors contributing to these exclusions are vast, varied and frequently interlinked. One of the numerous factors found to contribute to the permanent school exclusion of a pupil concerns the teacher-pupil relationship. However, there is little known evidence of pupils' views on teacher-pupil relationships, potentially due to the delicate nature and complexity of this topic. Approaching these issues in a meaningful way by obtaining children's views and supporting their voices to be heard, a PCP approach was considered a potential solution to facilitating children to express their views and opinions on this topic.

1.4 Rational and Researchers Interest

My interest in listening to children's voice through PCP motivated me to conduct this research. My motivation originated from prior knowledge through my experience of working with excluded pupils as a Psychology Assistant that many pupils who had been excluded from schools had a difficult relationship with one or several teachers. As a result of this, many students, when asked, expressed concerns about re-entering a new educational setting out of fear that a similar relational breakdown might occur. By exploring which aspects of these relationships students might have struggled with the most, through the application of a PCP based technique, I hoped to gain a greater understanding of the children's views about the kind of teacher they would and would not want and what their constructs of these would be.

1.5 Aims

In trying to explore teacher-pupil relationships from the children's perspective, the purpose of this research was to seek the views of children, who attend a PRU, about their experiences. Additionally, the research explored the school staff's views of the usefulness of a new technique used to explore children's views on teacher-pupil relationships, including planning and implementing child-centred support strategies. Through the application of this new technique, the research aimed to extend the existing literature on excluded children's teacher-pupil relationships while enhancing the current strategies used to gain pupils' views about the social and emotional support offered to them by school staff.

Chapter 2 - Literature Review

2.1 Overview

A systematic literature review was carried out, exploring ways in which PCP has been used with school-aged pupils. This served to provide an overview of the literature in this field and analyse the quality to which PCP has been used to gain pupils' views. The review also served to identify if PCP has the potential to be used as a way of exploring pupils' views of teacher-pupil relationships. Consequently, a thorough literature review into several areas related to the research topic was conducted to gain a greater understanding of the field and identify potential gaps in this area.

2.2 Search Strategy

The following search strategies were used to complete the systematic search; these included:

- A literature cross-search for peer-reviewed published research studies using the following databases: APA PsychINFO, APA PsychArticles, APA PsychBOOKS, Psychology and Behavioral Sciences Collection, The Education Resource Information Centre (ERIC), Education Source, PEP Archive, EBSCO Host and the Essex University library online catalogue

- An advanced Google search

- A search of grey literature through ETHOS, ProQuest, Open Access Theses and Dissertations (OATD)

- An author search of names who appeared as a first author in studies already identified

- Search for other texts known to the researcher and recommended by colleagues on the topic of PCP or teacher-pupil relationships

2.2.1 Initial search.

An initial search of the research topic was conducted. The initial search included all published literature, 'grey literature' including unpublished theses at PhD level and literature available to the public domain through an advanced Google search to identify literature which explored teacher-pupil relationships using a PCP (Kelly, 1991) approach. Table 1 outlines the search terms used for the initial search and Table 2 shows the number of results identified from the different searches:

Table 1

Search Terms for the Initial Search

Search terms used Using open year range and Boolean/phrase search mode		
1) Teacher pupil • OR teacher child* • OR teacher young person • OR teacher adolescent* • Or pupil teacher • OR Child* teacher • OR Young person teacher • OR Adolescent teacher	2) Relationship • OR Interaction	3) Personal Construct Psychology • OR PCP • OR Personal Construct Theory

Table 2

Identified Results from the Initial Search

Using the above-outlined databases:
A search of 1) and 3) with AND identified 13 results
A search of 1), 2) and 3) with AND identified nine results
Using ETHOS, ProQuest and OATD:
Ethos identified zero results
ProQuest identified three results when searched 'in abstract'
OATD identified zero results
Using an advanced Google search:
Identified no match of any articles when using the above search terms and searched for 'all in title'

This initial search showed the identified literature to have considered and explored teacher-pupil relationships through a variety of methods. However, upon reading the titles and abstracts of the identified literature, it was evident that there is no literature which attempted to gain pupils' views of teacher-pupil relationships using a PCP (Kelly, 1991) approach.

2.2.2 Literature search.

Following the initial search, three further literature searches were conducted to explore the literature in this field further. Supporting this process, three questions were posed to the selected literature to identify areas which require further attention. The following questions were addressed in line with the literature review:

1. How has Personal Construct Psychology been used to gain pupils' views and to what effect?

2. Specifically, how have Personal Construct Psychology based drawing techniques been used with C&YP and to what effect?

3. What does the existing research say about excluded pupils' views of teacher-pupil relationships and how has this been explored?

The search terms used to identify literature in these areas are outlined in Table 3.

Table 3

Searched Terms Used in the Literature Search

Search terms for theme 1) (Figure 3)	Search terms for theme 2) (Figure 4)	Search terms for theme 3) (Figure 5)
Personal construct psychology • OR Personal Construct Theory • OR Repertory Grid	Ideal self • OR Ideal school	Permanent school exclusion • OR school exclusion • OR excluded
	Ideal • AND self	
	Ideal • AND school	
	Personal construct psychology • OR Personal Construct Theory	Relationships • OR interaction
Child* • OR young person • OR pupil* • OR adolescent	Draw* • OR Build* • OR Design* • OR Construct*	Teacher pupil • OR teacher child* • OR teacher young person • OR teacher adolescent* • Or pupil teacher • OR Child* teacher • OR Young person teacher • OR Adolescent teacher
	Personal construct theory AND school children AND drawing	Views • OR experiences
	'personal construct psychology' AND 'school'	

Exclusion and inclusion criteria were identified before each search (Table 4) to ensure that the research papers identified in the search would provide sufficient information about the subject of interest. Studies were identified through an examination of the study's title and abstract. An overview of the three systematic search processes can be found in Figure 3, 4 and 5.

Table 4

Inclusion and Exclusion Criteria of Literature

Search	Inclusion	Exclusion
Search 1	• Year of publication 2000-2019 to reflect current practice in school • Peer-reviewed journals • Empirical and non-empirical research • Doctoral theses • Literature which explores the use of Personal construct Psychology of C&YP between the ages of 0-18	• Studies published in a language other than English • Literature which did not explore the use of PCP with Children and young people • Literature which explores the use of PCP with people aged 19 or older • Participant age range 'thirties' and older • Books and Book reviews • Research published before the year 2000 • Magazines
Search 2	• Open time frame (no year restriction) • Peer-reviewed journals • Empirical and non-empirical research • Doctoral theses	• Literature which did not discuss drawing as a PCP technique • Books and Book reviews • Magazines

Search 3	• Year of publication 2000-2019 to reflect current practice in school • Peer-reviewed journals • Empirical and non-empirical research • Doctoral theses •Conducted in the United Kingdom only (due to specific education system and school exclusion criteria)	• Articles which did not discuss teacher-pupil relationships • Articles which did not seek excluded pupils' views of the teacher-pupil relationship • Research published prior the year 2000 • Research conducted outside the UK

2.3 Rationale for Exclusion Criteria

Search One was used to identify which PCP techniques have been used with school-aged C&YP and what impact these have had on the pupils. The literature search was therefore reduced to those published since the year 2000 in order for studies to be considered related to current practice in school. Additionally, the search aimed to clarify if PCP techniques can be used with students of different ages and with varying learning abilities. Books and book reviews were excluded from the search as these did not include primary research and could not be used against a critique tool.

The rationale for the inclusion and exclusion criteria in Search Two was to identify all PCP based drawing techniques which were not identified within the first literature search. This search was conducted to gain a greater understanding of how this approach has been used with students of different age groups and varying cognitive skills. This search also aimed to identify if the application of a PCP based drawing technique would be a useful technique for the population selected for this research. All research which did not utilise a PCP based drawing technique or an adaptation of Moran's (2001) *Drawing the Ideal Self* were therefore excluded from this search.

Books and book reviews were excluded from the search as these did not include primary research and could not be used against a critique tool.

The third search focused on exploring the literature in the field of teacher-pupil relationships, in particular, the search focused on excluded pupils' experiences of teacher-pupil relationships. The search aimed to identify how researchers have previously explored this topic with C&YP and the themes which emerged from this work. Research which did not include excluded pupils and did not explore pupils' views of teacher-pupil relationships were therefore excluded from the search. The aim of this search was also to identify any gaps in the existing literature to inform the present study.
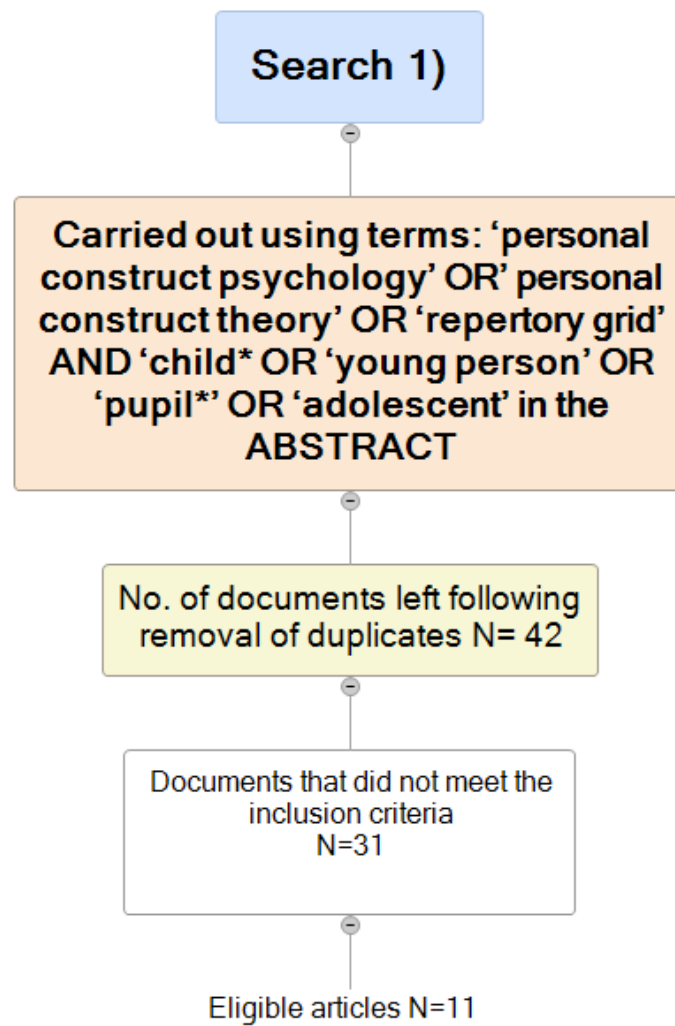
Figure 3. Overview of the first systematic literature review.
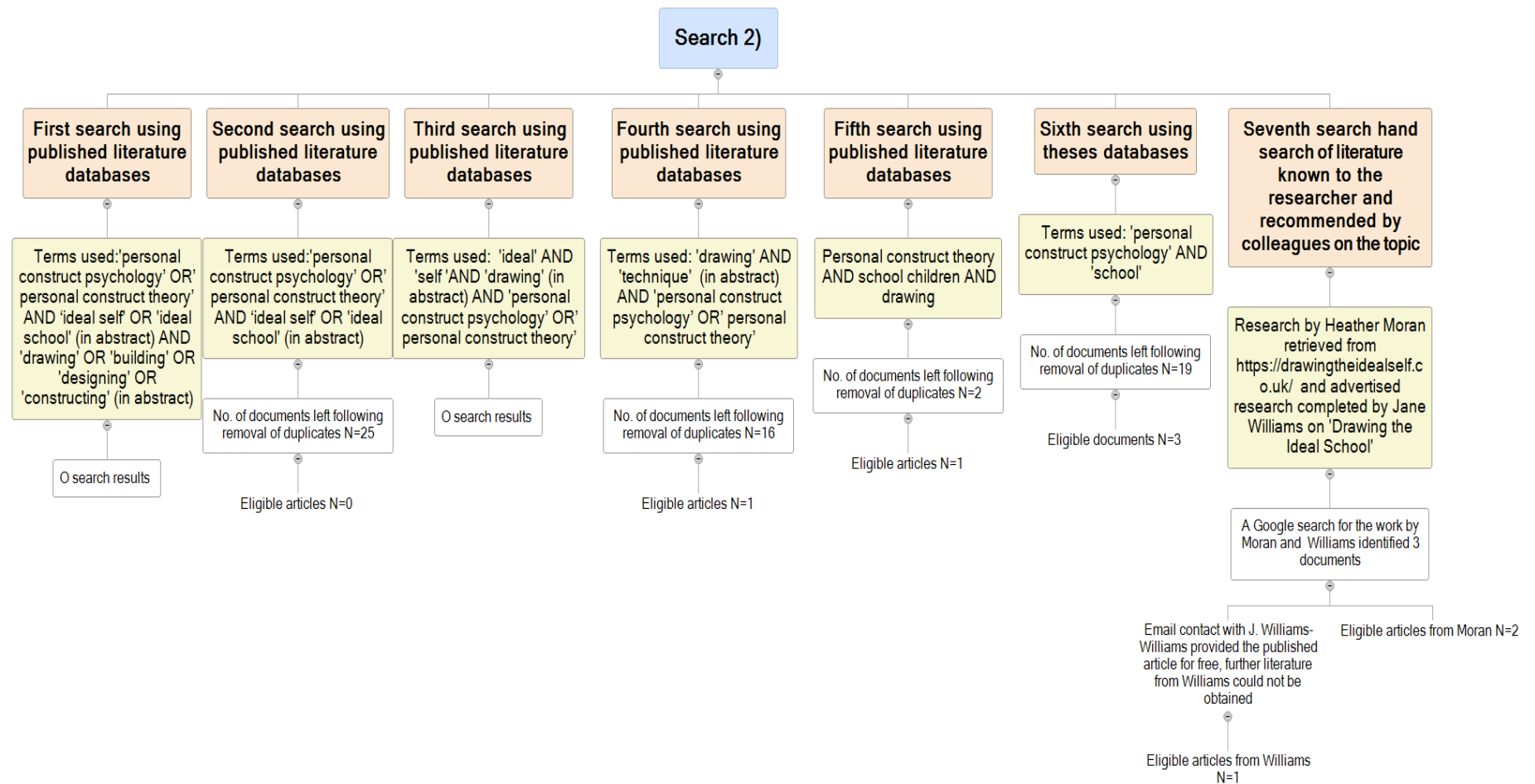
Figure 4. Overview of the second systematic literature review.
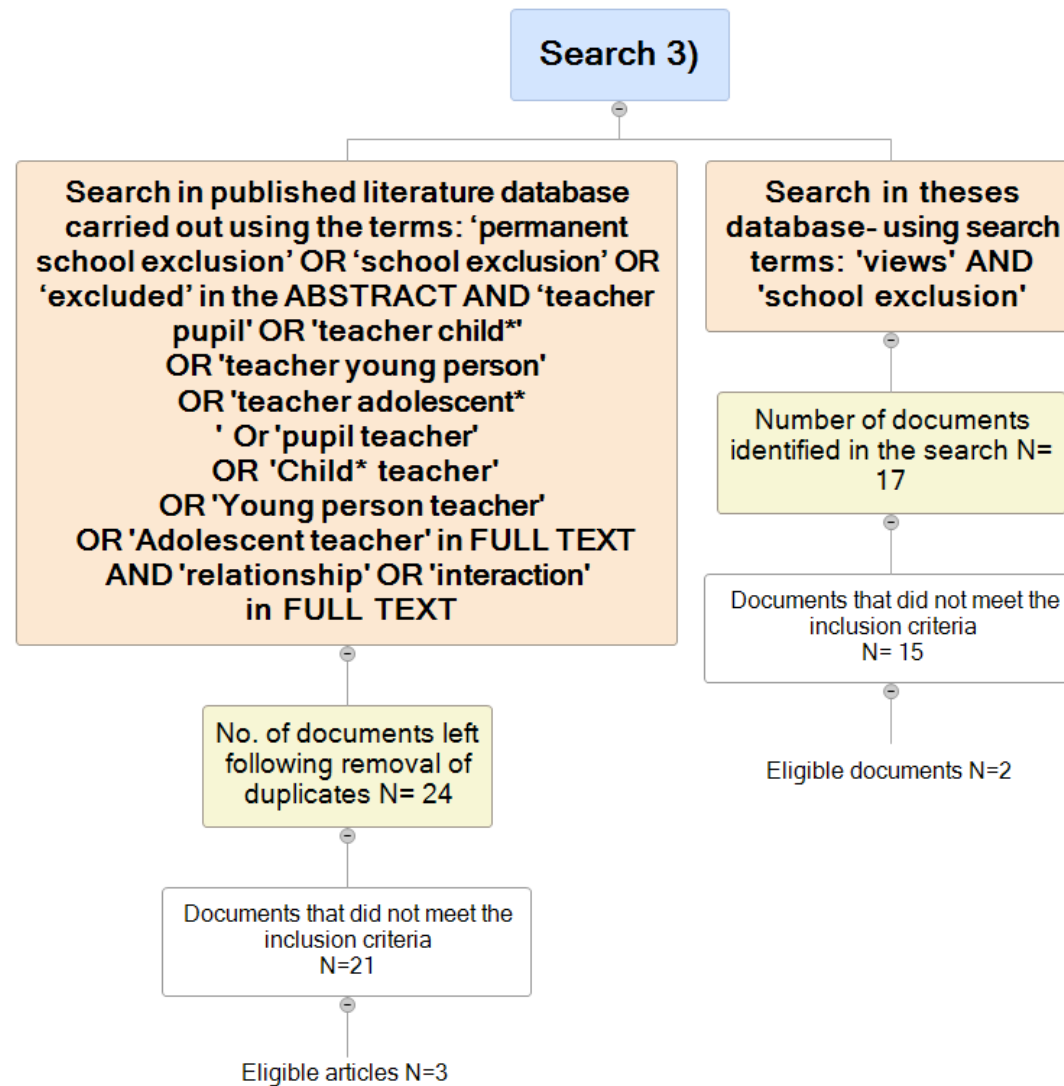
Figure 5. Overview of the third systematic literature review.

After eliminating duplicate studies and studies published in a language other than English, the three literature searches identified a total of 147 papers. In line with the inclusion and exclusion criteria, 109 articles were excluded upon reading the abstract, and a further 14 were excluded after reading the full text. The predominant reason for the exclusion of these 14 articles was due to a lack of information about the PCP approach, a focus on participants who are no longer of mandatory school age or a focus on participants other than pupils who have been permanently excluded (see Appendix A for a detailed list of excluded articles). A total of 24 articles which met the search criteria remained. The most relevant and appropriate research articles and doctoral theses identified through the systematic literature search were reviewed using the Specialist Unit for Review Evidence (SURE) checklists (Appendix B). Two separate SURE checklists were used to analyse empirical (SURE, 2018) and non-empirical (SURE, 2018) research articles and thesis. The SURE checklists were selected for their accessible structure of extracting information concerning 1) the studies purpose, 2) methodology used, 3) sampling process, 4) data collection and 5) findings.

2.4 Literature Question One: How has Personal Construct Psychology been used to gain

    pupils' views and to what effect?

This section critically analyses 11 articles which were selected in line with the inclusion and exclusion criteria for Search '1'. The SURE (2018) checklist for the critical appraisal of randomised controlled trials and other experimental studies as well as the SURE (2018) checklist for qualitative data and mixed research methods was used to extract relevant information from the articles. A summary of the critical review, including the study title, method and critique of these documents can be found in Appendix B. The 11 articles identified for this literature review used PCP to gain pupils' views in a variety of ways, including through 1) Repertory Grid, 2) Therapy and 3) a combination of Alternative and Traditional methods, which are discussed in detail below.

2.4.1 Repertory Grid.

The repertory grid technique is a PCP technique designed by Kelly (1991). This technique is commonly used as a means of identifying how elements and constructs relate to one another or how constructs group together and if different constructs are used similarly. This technique can be used to compare different people's constructs to another.

Of the 11 articles identified for this review, six used the repertory grid technique to explore C&YP's constructs of physical differences, themselves, or themselves in relation to their diagnosis of a condition or adverse childhood experiences.

2.4.1.1 Physical difference.

Charsley, Collins and Hill (2018) used the repertory grid to explore children's perception of visible differences. Their study explored 85 children's (mean age 5.7 years, 42 girl participants) constructs of four illustrations which depicted children of a healthy weight, with overweight, of the opposite gender and wheelchair users. The children were asked to explore differences between the illustrated children and identify which child they would be most likely to befriend. The

children's constructs of the illustration defined as 'most different' was then explored before the process was repeated until a total of three sets of constructs and friendship selections was obtained. The participants were then asked to identify an illustration which is 'most different' to themselves, and which one they would like to be 'turned in to' if they could. A thematic summary of the participants' responses showed participants to not use body weight as a distinguishing character trait of body shape, gender or physical ability. Instead, the findings showed that it was less desirable for children to be of the opposite gender than to be overweight. Concluding their findings, Charsley et al. (2018) reported their results to show that when placed in a broader context with other visible differences, weight bias in young children is less significant than previously believed.

Despite the research's limitations, such as a lack of illustrations of children from a black, Asian and minority ethnic background and the focus on physical appearance rather than social behaviours, the study highlights the importance of exploring children's views in an individualised and non-judgemental way. The study also shows the repertory grid to be an accessible technique for participants as young as five years. The exploration of the participants' views through the repertory grid technique allowed the researchers to gain a greater understanding of the children's reasons for their choices of constructs and their preference for friendships.

2.4.1.2 Themselves.

The research by Adams-Webber (2000) explored 163 children's (ages ten to 11 years, 88 girl participants,) constructs of themselves using the repertory grid technique. His research aimed to explore if children of this age group assign the same poles of constructs to themselves and others as predicted in his earlier research (Adams-Webber, 1997, 1999). The repertory grid asked participants to evaluate themselves and 11 people familiar to them on 12 bipolar constructs, such as 'pleasant-unpleasant, strong-weak or energetic- lethargic'. The 11 'familiar' people were identified through Kelly's (1991) 'role descriptions' task, which, for example, asked the participants to identify 'the person with whom you feel most comfortable'. The children completed

this activity individually in groups of 20, each group being instructed and supervised by a researcher. The results showed that 11-year-old children do assign same poles of constructs to self and others; however, the results of the ten-year-old participants showed some diverging evidence to previous findings. Based on these results, it was speculated that ten-year-old children were more explorative of the positive constructs which they attribute to themselves or significant others, focusing on detecting a more extensive range of positive attributes in others and themselves. Thus, their bipolar constructs may not be fully developed at this age, and their ability to explore individuality, through identifying and reflecting on negatively regarded characteristics might not come until later in their life.

Based on the results of this study, the repertory grid technique offers the opportunity to collect information of a large group of participants and analyse this data reliably to obtain a greater understanding of children's ability to form bipolar constructs of themselves and others (Adams-Webber, 2000). However, the approach to obtain these bipolar constructs might somewhat negate the person-centred principles of PCP (Kelly, 1991). To elaborate, the studies implied assumption that ten-year-old children have an understanding and assign the same meaning to the words used to define the 12 bipolar constructs might have influenced the results. A more standard procedure for constructing a repertory grid, focusing on eliciting each child's constructs before ranking parts of the constructs on a scale, might have offered further insight to the development of constructs in children of this age group.

2.4.1.3 Diagnosis of condition.

The study conducted by Carapeto and Feixas (2019) explored the application of the repertory grid with 35 Year 12 students who presented with signs of depression, in order to explore the relationship between aspects of self-knowledge and symptoms of depression in adolescents. Through the application of the repertory grid technique, the participants identified a set of significant others and self (e.g. self as perceived by father/ mother, probable self, ideal self), before

comparing two of these people and identifying a common and a distinct characteristic. Participants then scored the characteristics, using a seven-point scale to indicate how much the characteristic described the identified person. The results of this research showed that participants with depression organised the constructs of themselves differently to those without symptoms of depression. In particular, the findings suggested that the way adolescents with depression organise their constructs of self relates to how well adjusted their internal self-standards are, that is, for example, how well their ideal perception of self relates to the 'self' as perceived by others.

A different study, completed by Hess, Self and DiLollo (2017) used the repertory grid to explore five 16 to 17-year old Autistic adolescents (with average or above-average intelligence and receptive and expressive language skills) constructs of social roles and social interactions. To develop the repertory grid, the participants initially described different elements (seven different people) before sorting the elements into 'similar' and 'different' labelled boxes. Once categorised, participants discussed how two selected elements from the 'similar box' were similar to another and how a third element selected from the 'different box' was different from the similarities of the other two, thereby developing their constructs. Finally, participants rated the different elements on the identified constructs using a five-point scale, exploring one construct at a time.

An exploration of the five different repertory grids showed participants to have used their past experiences to understand others and determine their preferred and less favoured character traits. A summary of the repertory grids showed all five participants to rate themselves on all constructs, indicating that they do validate themselves on the social constructs on which they value others. All participants in this study used unique words and phrases to describe their constructs and, except for one, all identified constructs commonly displayed by adolescents (Applebee, 1976). In practice, Hess et al. (2017) concluded these results to prove useful in the process of developing and implementing social skills-based interventions for adolescents with autism.

Based on the results of these two studies, the repertory grid, when used with young people who have a diagnosis of Autism or show depressive symptoms, can offer professionals working with that population a greater understanding of their constructs of self and others. However, as discussed by Hess et al. (2017), for the technique to be used in a way that offers professionals a greater understanding of the adolescent's constructs, participants must be able to access the technique. The success of the technique might therefore be dependent on the participants' cognitive ability as well as their expressive and receptive language skills.

2.4.1.4 Adverse childhood experiences.

Two studies drew on the repertory grid technique to explore the constructs of children who had experienced adverse childhood experiences. In their research, Ijaz and Mahmood (2012) focused on an 18-year-old young person who had run away from home at the age of 11. Using the repertory grid technique, the participant identified the most important people in his life, which he then grouped and assigned common attributes. The participant defined 14 constructs of positive and negative characteristics which were all unipolar and then ranked these on a scale of one to ten (highest to lowest). The results showed the participant to have perceived his social circle as more positive than his parents. Furthermore, the results showed how this young person's decision to run away from home was related to various variables in his environment and inner self. Ijaz and Mahmood concluded the participant to have responded well to using the repertory grid as a technique to explore his constructs of self and others.

The second study conducted by Ijaz, Malik and Ijaz (2019) continued the exploration of the usefulness of using the repertory grid technique with children from socially disadvantaged backgrounds. In their study, Ijaz et al. focused on 28 runaway children, 40 abandoned children and 50 home living children to explore the repertory grid technique's applicability for eliciting these children's constructs of self, family and the world. The study consisted of two phases. During the first phase, a total of 40 children (from all three targeted groups, ages ten to 18 years, with varying

education levels) completed the repertory grid technique as well as a sentence completion task, which consisted of 33 incomplete stems related to the domains of self, family, the world and the future. The results of this phase showed all three groups of children identifying similar people in different orders of significance.

The second phase focused on the most commonly identified eight people to explore the participants' views and understanding of self, family and the world, using the 14 most frequently listed constructs. The data collection phase included a total of 118 participants, which included 28 runaway children, 40 abandoned and 50 home living boys and girls, ages ten to 18 years. All 118 participants completed the repertory grid technique during an individual interview with one of the researchers. The results of this study showed 'run away' or abandoned children to have negative constructs of their fathers, while all three groups indicated positive constructs of their mothers. All three groups construed themselves as having neither positive nor negative attributes. Ijaz et al. (2019) concluded the research to show that repertory grid techniques can be used with children from socially disadvantaged backgrounds and those with low education levels.

Based on the results of these two studies, the repertory grid technique can be considered an appropriate technique for exploring the constructs of self and others with C&YP who had adverse childhood experiences. While not discrediting the Hess et al. (2017) suggestion that the technique requires participants to present with reasonable cognitive abilities and language skills, the two studies presented in this section show that the technique can be accessed successfully by C&YP who left formal education during primary school years (Ijaz & Mahmood, 2012; Ijaz et al., 2019).

2.4.2 Therapy.

Of the 11 articles identified for this review, three used PCP methods to explore C&YP's constructs of self and others within a therapeutic space. Of these three articles, the research

conducted by Truneckova and Viney (2007) explored the application of PCP based therapy with a group of young people. A total of 76 young people aged between 12 to 15 years, considered to be either 'functioning' (15 boys, 13 girls) or 'troubled' in school (32 boys, 16 girls) participated in five (groups of 26 children) Interpersonal Transaction Group interventions (Landfield & Rivers, 1975) for ten weeks. The study did not provide clear information on the PCP based therapeutic intervention and instead focused on the evaluation of the intervention using PCP based strategies.

The groups were evaluated using the repertory grid technique, self-characterisation (Kelly, 1991) and the Conners' Rating Scales (Conners, 1990). Through using the repertory grid, participants ranked themselves, their ideal self, family members and people outside their immediate family whom they like and dislike and a person who is usually in trouble/ not in trouble at school, on a scale of most liked to least liked. The self-characterisation method was used to explore the participants' superordinate constructs by asking participants to write or dictate observations about themselves in the third person. The results showed that the group interventions were effective for those participants described as 'trouble in school'. 'Troubled' participants demonstrated a change in their construing of others and also demonstrated a positive change in behaviour at home and school. However, the results could not confirm if these changes resulted from the group intervention alone (Truneckova & Viney, 2007).

Later research by Truneckova and Viney (2015) explored the application of PCP during a prolonged individual therapeutic intervention. In this research, Truneckova and Viney explored the personal constructs of a ten-year-old boy (who was living with a foster family, after having been removed from his birth parents) through the medium of personal construct psychology-based play therapy. To gain an understanding of the child's constructs of himself and others, Truneckova and Viney interpreted the child's constructs through the behaviour he exhibited during his play. Following weekly therapeutic involvement for three years, Truneckova and Viney reported the client to have developed a more positive understanding of his constructions of himself and his

relationship with others. This positive development was attributed to the opportunities offered to him to make meaning of himself and others and validate these meanings within the therapeutic space. The application of PCP through therapeutic play was therefore considered an appropriate and useful approach for this particular case.

Like Truneckova and Viney (2007, 2015), Moran, Pathak and Sharma (2009) applied a model of PCP to group therapy. Their therapeutic intervention focused on supporting adolescent girls (aged between 13 to 17 years), who presented with low mood and self-harm, through weekly PCP based therapy. The therapy sessions did not follow a program and instead focused on supporting the young people to manage the anticipation or experience of having their constructs invalidated. Each week, each girl rated her progress of positive and negative aspects of the past week on a ten-point scale, exploring the reasons for the rating. These were recorded on a flip chart along with keywords used by the girl to describe her rating. The girls were also asked where on the scale of a construct they would 'ideally liked to be'. This model of group therapy has run since 2003, with girls attending the group for 16 to 24 sessions on average.

The findings of these three articles show PCP to be a useful technique in changing C&YP's constructs of themselves and others (Moran et al., 2009; Truneckova & Viney, 2007, 2015) and that PCP can have a positive impact on the behaviours of young people (Truneckova & Viney, 2007). Furthermore, Truneckova and Viney (2007) argued that a PCP approach to therapeutic interventions gives the service users the autonomy to apply their language and meaning to their therapeutic goals, which might have influenced the high attendance rate in the group therapy discussed by Moran et al. (2009). However, the identified three studies would have benefited from a more detailed description of the PCP based therapy provisions, particularly in the study by Truneckova and Viney (2007). Additionally, a critical reflection of the therapist's interpretation of the client's constructs in all three studies would have offered the reader a greater understanding of the participants' experiences.

2.4.3 Alternative and traditional methods.

The final two articles identified in this first literature review explored a range of PCP approaches applied with C&YP. In her research, Hardman (2001) reviews the use of different PCP based methods which she employed in her work with a Year 10 pupil, who was at risk of permanent school exclusion. Her involvement with this pupil lasted eight weeks, during which Hardman used methods such as the *Drawing the Ideal Self* (Moran, 2001), 'What would other people say about you?' (Beaver, 1996, p.51), the Fixed Role Therapy activity (Kelly, 1969) and 'Salmon line' (Salmon, 1994) scaling or laddering exercises (Hinkle, 1965). These activities aimed to explore the pupil's understanding of how he interpreted his behaviour and provide support strategies to help him and members of the school staff manage his behaviour so that the pupil could achieve his goals. As a result of these interventions, the pupil's behaviour was reported to have improved in school, rendering him at lower risk of permanent exclusion. Hardman concluded that the techniques employed supported her understanding of the pupil's psychological needs, while also providing the pupil with the space to express and explore his views without judgement.

The second article by Thomas, Butler, Hare and Green (2011) explored the suitability of PCP methods when used to explore the constructs of self-image with adolescents with a learning disability. In their research, Thomas et al. used two verbal and two visual tasks including the 'describe yourself from another person's perspective', and 'describe yourself' method (Ravenette, 1977, 1997), as well as 'Ambiguous drawings' (Ravenette, 1977) and the 'self-portrait' method (Butler & Green, 2007). The 59 participants in this study were students between the ages of 11 to 19 years whose verbal ability was equivalent to that of a three-year-old level or above. Children and young people who had a diagnosis of autism, those who were unable to demonstrate informed consent, used electronic means of communication or sign language, picture cards or a translator to communicate were excluded from this research.

The results of their research showed that those children whose verbal capacity was below a five-year age equivalent produced fewer constructs than those with higher verbal comprehension levels. The constructs produced by the below five-year age equivalent group also focused predominantly on things they could see, such as physical appearance, activities and possessions. Those with higher verbal ability offered additional contrasting poles, and poles which reflected their social and emotional constructs. Thomas et al. (2011) concluded that although all C&YP offered fewer constructs than what would be expected of neurotypical children their age, all participants were able to offer their unique and complex constructs of self, using all four of the offered PCP methods.

The results from these two articles again emphasise the importance of listening to C&YP and allowing them to express themselves through different means of communication. By employing both verbal and visual methods to support C&YP to express themselves, Hardman (2001) and Thomas et al. (2011) were able to develop a platform through which their participants felt comfortable to explore their constructs of self and others. While not without its limitations, such as the limited focus on the findings elicited from those participants who were verbally able to access the methods (Thomas et al., 2011), the findings show that PCP techniques can be used with a variety of C&YP with varying cognitive abilities and needs.

2.5 Summary

Based on the review of this literature, the most commonly applied PCP method appears to be the repertory grid. This method has been used to explore C&YP's constructs of physical difference (Charsley et al., 2018), themselves (Adams-Webber, 2000), themselves and their specific condition (Carapeto & Feixas, 2019; Hess et al., 2017) and their adverse childhood experiences (Ijaz & Mahmood, 2012; Ijaz et al., 2019). Overall, the application of this PCP approach was considered a successful measure of the C&YP's constructs and offered professionals

a greater insight of the participants understanding of self and others and the factors contributing to these constructions. While some researchers, like Hess et al. (2017), explicitly focused on cognitively able participants, other researchers found the repertory grid to be an applicable technique for a wide range of C&YP, including those with lower learning levels (Ijaz et al., 2019).

PCP approaches less commonly discussed in the literature included those used in therapeutic interventions and those who combined traditional and alternative PCP approaches. The PCP methods applied in therapy, much like those applied in research which used a combination of PCP approaches, were deemed successful methods for exploring constructs of self and others with C&YP (Moran et al., 2009; Truneckova & Viney, 2007; 2015). Within the therapeutic space, PCP approaches were considered useful in exploring a child's construct of self and others (Truneckova & Viney, 2015), supporting young people to manage to anticipate or experience an invalidation of their constructs (Moran et al., 2009) and in measuring the impact of a PCP based therapeutic group intervention (Truneckova & Viney, 2007). Finally, when used in combination with a range of PCP based strategies, the literature suggests that verbal as well as visual PCP tools can be used successfully to explore the constructs of self and others in C&YP with behavioural difficulties (Hardman, 2001) and those who present with learning difficulties (Thomas et al., 2011). However, the research suggests that due to the verbal communication and comprehension demand of these methods, caution should be applied when using PCP methods with children or young people whose verbal ability is below a five-year age equivalent (Thomas et al., 2011).

2.6 Literature Question Two: Specifically, how have Personal Construct Psychology based drawing techniques been used with C&YP and to what effect?

This search was in correspondence to the previous search, which did not generate any studies related to the *Ideal Self* or the *Ideal School Drawing* (see Figure 3). However, as studies

related to those terminologies were considered fundamental to this research, a second literature search focusing on 'drawing techniques' within the realm of PCP was conducted (see Figure 4). This section critically analyses five articles and three theses which were selected in line with the inclusion and exclusion criteria for Search '2'. The SURE (2018) checklist for qualitative data and mixed research methods was used to extract relevant information from the articles and theses. A summary of the critical review, including the study title, method and critique of these documents can be found in Appendix B. The five articles and three theses identified for this literature review discussed PCP based drawing techniques which were used to explore C&YP's constructs of self, school and themselves as a learner. These articles are discussed in detail below.

2.6.1 Self.

Of the eight documents identified in this search, two articles explored PCP based drawing techniques to gain an understanding of children's constructs of 'self'. Both articles, written by Heather Moran (2001, 2006), explore her *Drawing the Ideal Self* technique. The technique is based on Personal Construct Theory and endorses Kelly's (1991) approach to understanding a client's world views, using joint explorations with the client. The *Drawing the Ideal Self* technique uses drawings as an accessible means to support C&YP's ability to express their needs. The process involves the drawing of two distinct images depicting the child's non-ideal self (the kind of person they do not want to be) and their ideal self (the sort of person they do want to be) which are discussed and labelled together with the therapist. To ensure that the constructs are those presented by the child, the constructs are transcribed using the exact words the child offered. Once completed, the drawings can be used as a rating scale to explore the child's perception of themselves and how they perceive others to view them.

In her initial article, Moran (2001) provides an outline of the technique, discussing its applicability to explore children's understanding and views of themselves. However, within the article, Moran appears to restrict the technique's use to the therapeutic space, where it is used by

trained professionals. Evidence of a short case study is provided, which summarises the use of the technique during an interaction with a 12-year-old boy who attended individual clinical sessions as part of his referral to the Child and Adolescent Mental Health Service (CAMHS). The author notes the technique to offer a foundation for therapeutic work and for the technique to have been used successfully with children, people with learning difficulties and adults. However, Moran emphasises that at the point of publication, the technique had not been tested within a research realm and explains that determining its usefulness as an assessment tool would be beneficial to practitioners who offer therapeutic support.

In the second study identified for this review, Moran (2006) utilised the *Drawing the Ideal Self* technique to explore a 12-year-old autistic girl's self-perception. Through using the drawing technique as outlined above, Moran reported the girl to have developed a greater understanding of the impact her life experiences and choices could have on her future. Based on the outcome of this case study, Moran concluded that this technique offers children an opportunity to express their views without the need to consider other people's social needs or feel a need to please the person supporting them through this process, therefore making it an appropriate method to explore autistic children's constructs of themselves. Furthermore, Moran considers the technique to offer valuable information about the child, which can be incorporated into relevant reports to represent the child's views and develop targeted interventions which are consistent with the child's aspirations.

By developing this technique, Moran (2001) provided a new approach to exploring people's constructs through drawing. Her work, as based on these two articles, discusses the applicability of this method when used with children who are described as anxious and of low mood or have a diagnosis of autism and formulation of mild to moderate learning difficulties. Moran (2001, 2006) emphasises that while the child's views are unique and possibly not shared with other people, they are an essential part of the progress towards change. While her published papers focused on individual cases of two 12-year-old children, Moran (2006) concludes the

Drawing the Ideal Self technique to have been used successfully in practice with children of all ages. Moran (2006) considered the technique to offer a person-centred, thoughtful and caring approach to gathering children's views.

2.6.2 School.

Three of the five identified articles and two of the three selected theses used PCP based drawing techniques to explore C&YP's constructs of school. Of those, Maxwell (2006) was the first to discuss the application of Ravenette's (1997) 'a drawing and its opposite' as a technique to explore 13 special educational needs registered, primary school-aged children's views of themselves in school. In his research, Maxwell asked the children to complete four drawings, which were sorted into three categories and discussed with the pupil. Based on the drawing and the discussions with the pupils, Maxwell (2006) identified seven main themes which emerged from this data. Of these seven themes, five focused on peer relationships and managing conflicts with peers, while the other two themes concentrated on the pupils' understanding of appropriate and inappropriate behaviour and the feeling of safety within the school building. Overall, the research method and the data analysis of this study were difficult to comprehend, due to the limited information provided about the data collection method and the emerging constructs. However, Maxwell (2006) concludes that the pupils' perspective is essential and should be considered to support and inform professional practice.

Unlike the work by Maxwell (2006), the work by Williams and Hanke (2007) provided a greater insight into the drawing technique used with children to explore their school constructs. Expanding on Moran's (2001, 2006) work, Williams and Hanke developed the PCP based *Ideal School Technique,* which aimed to explore pupils' perception of important school features through the application of drawings. Utilising a similar structure to the *Drawing the Ideal Self* technique (Moran, 2001), Williams and Hanke asked 15 mainstream pupils (aged six to 15 years) with a diagnosis of Autism to provide two drawings: one, of the type of school they would not like and

another of the school they would like. The drawings focused on the classroom, children and adults in the school and the participants themselves as school members. Unlike Moran's technique, the *Ideal School Technique* did not ask the pupils to compare the two constructs on a scale. Instead, Williams and Hanke analysed the pupils' completed drawings to identify aspects of the school environment the pupils considered to be helpful and less helpful.

The findings identified two main themes which relate to the school staff's characteristics and the environmental features of the school. The characteristics of the school staff in an ideal school included factors such as staff's comprehensive knowledge of their subject and their preparedness for lessons. Additionally, in an ideal school, pupils described the staff to be well dressed and to enjoy the time they spend with the pupils. Concerning the school environment, pupils reported the ideal school to provide access to natural light, be appropriately sized and contain comfortable furniture. Furthermore, the ideal school, as described by these participants, was clean and well maintained and followed a 'fun' ethos which encouraged positive behaviour through a reward system. Williams and Hanke (2007) considered these findings to emphasise the importance of obtaining and including pupils' views when developing future provisions and believed this technique to offer a structured approach which could obtain these views from pupils in a child-friendly manner.

Similar to William and Hanke's (2007) research, a second study by Maxwell (2015) explored the usefulness of an extended version of Ravenette's (1997) 'a drawing and its opposite' technique in gaining children's views and experiences of school. In this study, Maxwell asked 72 Year 5 pupils to draw two pictures of themselves in school during a 'happy' and an 'unhappy' situation. The drawings were completed in groups of six, with students being instructed to produce the two drawings and add titles or speech bubbles to the drawings as they seemed fit. The themes which emerged from the drawings highlighted the importance of peer relationships, which were depicted in 96 drawings (47 'happy' and 49 'unhappy' situation). Notably, the 'unhappy' drawings

highlighted these relationships to be a source of tension in informal social situations, such as on the playground. Maxwell concludes this framework to offer information which can inform and support practice, while also providing information on social and academic interactions in the school environment.

Within the thesis research, the *Ideal School Technique,* as developed by Williams and Hanke (2007) was employed by two researchers, including Pirotta (2016) and Morgan-Rose (2015). In his doctoral thesis, Pirotta applied the structure as outlined by Williams and Hanke with the adaptation of the scaling activity added to the data gathering process to explore anxious children's constructs of school. In his research, Pirotta asked five mainstream children (aged between 7 and 11 years) about their constructs of their non-ideal and ideal school using drawings and semi-structured interviews. Using a scaling method which depicted the imagined schools on opposing ends, the pupils explored how their current school could change to become more like their ideal school. The emerging themes emphasised pupils' preoccupation with relationships, in particular the relationships between pupils and staff, as well as between pupils and pupils. Furthermore, the findings highlighted the significance of a positive school ethos, which promotes inclusiveness and a positive learning environment. Again, the importance of transferring these pupils' voices into professional practice was highlighted and emphasis was given to the provision of inclusive school strategies which respectfully value individual pupils' perspective.

Finally, the doctoral thesis by Morgan-Rose (2015) explored Williams and Hanke's (2007) *Ideal School Technique* through the medium of Lego building blocks. By employing a model making activity, Morgan-Rose studied eight 13 to 14-year olds' views about their ideal classrooms. The participants, who had a formulation of moderate learning difficulties and attended a Nurture Group within a special needs secondary school, were asked to complete models of their ideal and non-ideal classroom which were annotated by the researcher using the participants' labels and descriptions. During this process, participants answered nine open-ended questions about their

model. These questions concerned the activities of the school members (adults and pupils), the participants' feelings about each school model and their perception of the school rules. The findings suggested that the participants' ideal classroom primarily reflects their nurture group schooling, with emerging themes of their ideal classroom focusing on practical learning styles, independence and preparing for employment. Morgan-Rose concluded that these findings suggest that Lego building blocks are an appropriate tool used to explore the views of young people with learning difficulties.

2.6.3 Themselves as learner.

The third theses by Connelly (2018) identified in the literature search focused on teachers' reflections and responses to the information provided by their students who completed a PCP based drawing activity. In her thesis, Connelly completed a three-phased data collection process which initially focused on asking five pupils at risk of exclusion (in Year 7 and 8) to complete the *Drawing the Ideal Learner* technique (as based on the work previously completed by Green, 2014). As part of the technique, students were initially asked to draw the learner they would not like to be and then the opposite, exploring aspects related to the learners' schoolbag, teachers, books, spare time, friends, family, history and future. The students then rated themselves on a scale between the two drawings, identifying where they are now and where they would like to be, while also exploring strategies to support them get to 'where they would like to be' on the scale.

The second phase of the study involved an initial meeting with school staff during which teachers were interviewed about the students who completed the *Drawing Ideal Learner* task before they were then given feedback about the student's *Drawing Ideal Leaner* work. In the third phase, teachers were again interviewed one week after the first interview. During this interview, teachers reflected on the usefulness of the students *Drawing Ideal Learner* information upon their practice when working with the student.

The findings of this research showed that teachers valued the tool and that the information provided by the students altered their constructs of those students. Additionally, the students' feedback from the tool was used to support the development of interventions and management solutions. However, with the focus of this research being on the teacher's perception of the technique's usefulness, an explicit exploration of the children's views about the technique was not gathered. Instead, teachers reported having found the technique useful and explained that it allowed them to understand the student better.

2.7 Summary

The review of this literature suggests PCP based drawing methods to be an effective technique to explore C&YPs' views. So far, this method has been used to explore C&YP's constructs of themselves (Moran, 2001, 2006), their school (Maxwell, 2006, 2015; Morgan-Rose, 2015; Pirotta, 2016; Williams and Hanke, 2007) and themselves as a learner (Connelly, 2018). These techniques have proven effective with neurotypical and neuro-diverse pupils such as those with a diagnosis of Autism (Moran, 2006), anxiety (Pirotta, 2016) and formulation of moderate learning difficulties (Morgan-Rose, 2015); also, those at risk of exclusion (Connelly, 2018). Overall, researchers reported their techniques to have been successful in exploring C&YP's views and found that the drawing techniques provided participants with an opportunity to de-personalise their experiences by focusing on hypothetical scenarios or people. However, while research in this field has focused on several aspects of children's lived experiences through PCP based drawing activities, there is no known research which explores other aspects such as their constructs of friendships, parenting, teachers or support assistants. In general, children's constructs of relationships to others appears to have not been addressed within the PCP based research field.

2.8 Literature Question Three: What specifically does the existing research say about excluded pupils' views of teacher-pupil relationships and how has this been explored?

This section critically analyses three articles and two theses which were selected in line with the inclusion and exclusion criteria for Search '3' (Table .4). The SURE (2018) checklist for qualitative data and mixed research methods was used to extract relevant information from the articles and theses. A summary of the critical review, including the study title, method and critique of these documents can be found in Appendix B. The three articles and two theses identified for this literature review used Semi-Structured interviews to explore excluded pupils' views on teacher-pupil relationships.

2.8.1 Disaffection and school exclusion (Hilton, 2006).

The research by Hilton (2006) used individual, semi-structured interviews with 40 young people (ages of 14 to 17), who attended different alternative educational settings and had varying experiences of school exclusion. The interviews explored the young people's experiences of school and their perception of the alternative school setting, which they were attending at the time of the interview. Additionally, young people reflected on other aspects of their lives, such as helpful support structures and their life outside of school, including their family and friendship groups. In addition to the pupil interviews, Hilton also conducted background interviews with teachers, youth workers, social workers and other professionals who supported the young people.

Hilton's (2006) findings indicate a consistency in the young people's critique of the mainstream school system, with key themes emerging around topics of perceived lack of support with their difficulties, difficult relationships within the school and problems with the nature of the school work. She further highlights that the most recurring theme which arose from the interviews was the young people's failed relationships with teachers. In particular, Hilton discussed how the young people felt a sense of resentment about how they had been treated by teachers, with pupils

expressing that they felt actively disliked and disrespected by school staff. She further reported that some students felt targeted, judged and labelled by their teachers, which exacerbated the pupils' undesirable behaviours. Hilton also identified pupils to have believed teachers to only follow guidelines and procedures when managing challenging behaviours, instead of inquiring about the individual pupil's needs and experiences when managing disciplinary problems.

On the other hand, pupils described positive school experiences to relate to incidents when individual teachers offered them time and support, while also easing the workload for those pupils who had difficulty with the subject material (Hilton, 2006). Positive school experiences were also associated with teachers who appeared relaxed, had a sense of humour and those teachers who acted as an advocate for the pupil and demonstrated trust. Hilton (2006) concluded these shortfalls, as perceived by the 40 young people, to suggest a failing on an institutional level, with teachers having limited time to spend with individual pupils, possibly due to the pressures placed on them to deliver the academic curriculum. With consideration of national policies, Hilton further suggests a link between school exclusion and the Education Reform act (1988) which arguably increased school staff's desire for publishable data and reduced their tolerance towards challenging pupils who would negatively affect performance targets.

2.8.2 What helps children in a pupil referral unit (Hart, 2013).

The research by Hart (2013) employed semi-structured interviews with four members of staff from a PRU and six children (between nine to 13 years of age) who attended the PRU. The children's interviews focused on their perception of protective factors, which supported their learning at the PRU. During the interview, children described the PRU to the researcher and discussed similarities and differences between the PRU and their previous school, focusing on their experiences with teachers, lessons and peers. To promote the children's understanding of the interview process, Hart employed scaling activities. The scaling activities explored aspects such

as the children's teacher-pupil relationship in their previous school and that experience at the PRU by asking the children to rate their liking for their last and current teachers on a scale of one to ten.

The results of the interviews highlighted four main themes:1) positive relationships; 2) manageable, personalised and applicable teaching and learning; 3) fair and consistent boundaries and expectations and 4) a calm, small and predictable environment, which children and PRU staff identified as necessary. Of those four themes, 'relationships' were discussed and emphasised by both participant groups as a protective factor which supports the children's learning in the PRU. In particular, the children's data highlighted contrasting negative experiences and views of their previous teachers in comparison to their PRU teachers, which Hart (2013) likened to the research findings by Kinder, Wakefield and Wilkin (1996) as well as Wise (2000). Unlike their previous teachers, children described their PRU teachers to be supportive, kind, fair, fun and trustworthy. Concluding her research, Hart emphasised the identified four themes to be protective factors which build and support the children's resilience and allow them to feel safe, thereby fostering their ability to progress and learn within the PRU. Conversely, Hart highlighted the contrasting negative experiences children discussed concerning their previous school experiences and how the protective factors offered within PRU settings are sometimes difficult to apply within mainstream school provisions.

2.8.3 Understanding problematic pupil behaviour (Trotman, Tucker & Martyn, 2015).

The research by Trotman, Tucker and Martyn (2015), which also employed a semi-structured interview technique, aimed to elicit pupils' and school staff members' views on factors influencing school exclusion. By interviewing ten members of school staff and 49 students, of which 23 had been either fixed-term or permanently excluded from school, Trotman et al. explored school members' understanding and experience of permanent exclusion. In the pupil interview, Trotman et al. focused on factors such as 'likes' and 'dislikes' of school, pupil behaviour and

behaviour management, the process of exclusion and attending an alternative provision, as well as pupils' self-awareness. Conversely, the staff interview explored topics of exclusion policies and procedures, behaviour management, perception of changes in pupil behaviour and pastoral support procedures.

The interview findings highlighted five emerging themes: 1) the transition from primary to secondary; 2) transitioning between Key Stage three and four; 3) behaviours and emotions from staff and pupils; 4) teaching and learning and 5) school to home involvement and support. The subject of teacher-pupil relationships featured in two of these themes. The results showed that pupils 'liked' teachers who were able to sustain positive relationships with pupils and taught their subject well. However, the quality of the teacher-pupil relationships or their impact on students' behaviour and learning were not explored. Trotman et al. (2015) concluded their research by highlighting the importance of gaining young people's views and that significant change in supporting young people at risk of exclusion can only be achieved when school members critically reflect on their work with these young people.

2.8.4 Exploring Young People's Views (Loizidou, 2009).

The first thesis identified in this literature review explored the risk factors of school exclusion. Loizidou (2009) interviewed 13 pupils who attended either mainstream or an alternative provision in Year 8 or 9. Of those 13 pupils, seven had been permanently excluded, while the remaining six were at risk of exclusion but had managed to avoid it. Loizidou used both semi-structured interviews and questionnaires to collect information about the pupils' views and experiences of their school exclusion. The interviews focused on exploring pupils' views on school, family and themselves. Interview questions about their school experience explored teacher-pupil and peer relationships, while other questions focused on pupils' relationships to their family and the family's response to the exclusion. Pupils narrated their personal exclusion experience to explore their feelings and thoughts in relation to the event.

Loizidou's (2009) findings indicate that the pupils' experiences in their excluding school centred on their interactions with teachers and peers. Her findings suggest that both groups of pupils (excluded and at risk of exclusion) have had influencing experiences with teachers, which affected their school experience. The pupils reflected on both positive and negative attributes about their teachers, with the positive qualities focusing on the teachers' ability to understand the pupils' needs and behaviours, to remain calm in stressful situations, not shout at the pupils, to treat everyone fairly, to make lessons exciting and have a sense of humour. On the other hand, the negative attributes which the pupils assigned to the teachers included teachers making them feel ignored or not listened to, feel worthless and being shouted at or disrespected. Some pupils reported that they felt picked on by their teachers and provided examples of teachers isolating them and shouting at them.

2.8.5 Exploring the experiences of excluded pupils (Jarvis, 2018).

The second thesis identified in this literature review explored eight pupils' (males, aged six to ten years) experiences of their exclusion. To explore this concept, Jarvis (2018) asked the pupils 22 questions based around their previous experience of school, their exclusion, attending the PRU, aspects they considered helpful while at the PRU and changes they would value to see in their previous setting and the PRU. The findings of this research identified three overarching themes which emerged from the pupil interviews, including pupils' views on the educational experience, the treatment they experienced and their relationships. When discussing relationships with staff, pupils spoke exclusively of their relationships to PRU staff and how they felt able to trust PRU staff members, felt listened to and supported in their learning and emotional needs. When discussing their previous school experience before their exclusion, pupils reported having felt mistreated and felt that they were misinterpreted and disliked by adults. Pupils also spoke of their previous school experience relying heavily on academic testing and working on core-subjects, which some perceived to be challenging or difficult (Jarvis, 2018).

2.9 Summary

The review of the selected literature shows that semi-structured interviews were the predominant tool used to explore excluded pupils' views of teacher-pupil relationships. Through this method, researchers explored the pupils' experience of school and perception of the alternative provision they attended (Hilton, 2006; Jarvis, 2018), their views and experience of their exclusion (Jarvis, 2018; Loizidou, 2009), their perception of factors supporting their learning at their alternative provision (Hart, 2013; Jarvis, 2018) and factors which influenced their school exclusion (Trotman et al., 2015). The review of these studies highlighted teacher-pupil relationships to have been a common theme which emerged in all these research findings.

While teacher-pupil relationships were not the research focus of these five studies, all identified excluded pupils to have had negative experiences with at least one teacher in their excluding school. The emerging themes outlined pupils to have felt positive about teachers who taught their lessons competently, succeeded to build a rapport with the pupils (Jarvis, 2018; Loizidou, 2009; Trotman et al., 2015), supported the pupils learning (Hilton, 2006; Hart, 2013), and remained calm in stressful situations (Loizidou, 2009). Pupils also felt positive about teachers who acted as an advocate for them (Hilton, 2006) and were generally kind, fair, fun and trustworthy (Hart, 2013; Hilton, 2006; Jarvis, 2018; Loizidou, 2009; Trotman et al., 2015). On the contrary, the negative experiences with teachers left pupils to feel disliked and disrespected, targeted, judged and labelled by their teachers (Hilton, 2006; Jarvis, 2018) as well as ignored and worthless (Loizidou, 2009). Some pupils provided examples of particular incidents of teachers shouting at them or destroying their work (Loizidou, 2009). The research in this field provides a broad insight into excluded pupils' teacher-pupil relationships and shines a light on how these relationships impact on the pupils' self-worth. Additionally, the research highlights the importance pupils place on this relationship and shows that excluded pupils can critically reflect on the factors they consider to be necessary within those relationships. However, other than identifying that systemic

changes need to occur within schools to address these issues (Hart, 2013; Hilton, 2006; Jarvis, 2018; Loizidou, 2009; Trotman et al., 2015), the research fails to explore how these findings might impact on teaching practice or how teachers respond to these views.

2.10 Summary of Research to Date

As evident from the literature selected for this review, there are several different PCP techniques which have been used in the past to explore C&YPs' views about a variety of constructs, including, but not limited to themselves (such as Adams-Webber, 2000; Hardman, 2001; Moran, 2001; 2006), their diagnosis (Carapeto & Feixas, 2019; Hess et al., 2017), the school (such as Maxwell 2006; 2015; William & Hanke, 2007) or themselves as a learner (Connelly, 2018). Through these techniques, C&YP have the opportunity to have their voice heard and communicate their thoughts, ideas and desires through their language and means of communication. By understanding their models of the world, professionals have the opportunity to capture the C&YP's unique perceptions and experiences (Munn & Lloyd, 2005), thereby exposing opportunities for potential improvements and changes of the systems around them.

The research exploring C&YPs' views through PCP based techniques has predominantly focused on capturing mainstream pupils' views and experiences. Conversely, research conducted with excluded pupils has heavily relied on semi-structured interviews which sought excluded pupils' views of their overall experience of school exclusion or attending an alternative education provision. The findings of this research repeatedly identified excluded pupils to have had difficulty accessing the mainstream teaching and learning, managing their thoughts, feelings and behaviours and developing and maintaining a meaningful rapport with peers and teachers (Hilton, 2006; Trotman et al., 2015; Loizidou, 2009). However, despite the evidence for recurring themes emerging from this research, no literature identified for the review sought to explore teacher-pupil relationships in greater detail or the impact of excluded pupils' views about those relationships on teaching practice. Additionally, as evident from the literature review, methods other than semi-

structured interviews to gain these views have not been used. Pupils' ability to express their views about these relationships through means other than semi-structured interviews should therefore be explored, and the impact of these findings on teaching practice investigated.

Overall the studies identified in this review highlight a need for further research into excluded pupils' experiences, mainly focusing on teacher-pupil relationships. Of the identified literature which explored excluded pupils' experiences, three studies reported on the importance of positive teacher-pupil relationships (Hart,2013; Jarvis, 2018; Loizidou, 2009), while a further three purely explored children's difficult experiences of these relationships with teachers (Hilton, 2006; Loizidou, 2009; Trotman et al., 2015). To develop our understanding of these relationships and ensure that students' views and thoughts are integrated into the teaching practice, further research should be conducted into PCP based strategies which explore these complex relationships and the usefulness of these strategies to support teaching staffs' understanding of pupils' views.

Chapter 3 - Research Methodology and Design

3.1 Overview

This chapter aims to:

- Provide a detailed account of the underpinning aims, research question and purpose of the study;

- Describe the research design and methodology, including the epistemological and ontological stance;

- Describe and explain the procedure used to recruit participants and data collection;

- Describe the method of data analysis;

- Discuss validity, reliability and ethical considerations.

3.2 Research Aims

This research aimed to explore the usefulness of the *Ideal Teacher Drawing* technique when used with pupils (from here on referred to as 'child participants') attending a PRU and further sought to identify common themes which emerged from the *Ideal Teacher Drawing* about teacher-pupil relationships. The research considered these constructs in relation to the child participants' current and previous experience of their teacher-pupil relationships. Using drawing and PCP (Kelly, 1991) methods, the research aimed to provide a new approach to exploring and supporting pupils' voice. Through the collated information from the *Ideal Teacher Drawing*, the study aimed to provide an understanding of how the information gained from the child participants through the technique is used by school staff (from here on referred to as 'adult participants') and if it can inform or guide child-centred support strategies.

3.3 Research Questions

1. What are the key themes of an ideal teacher construct for children attending a PRU?

2. What are the key themes of a non-ideal teacher construct for children attending a PRU?

3. How useful or valuable do the adult participants believe this tool is for understanding pupil's views?

This research study was conducted in two phases and collected information from two participant groups. The initial phase of the research focused on the collection of information from the child participants, using the *Ideal Teacher Drawing* technique. The second phase of the study focused on collecting information on the usefulness of this tool from the adult participants, using a semi-structured interview.

3.4 Purpose

3.4.1 Exploratory.

As discussed in the literature review, at present, there is a distinct lack of existing research that privileges pupils' voice on the topic of teacher-pupil relationships through a PCP (Kelly, 1991) lens. By exploring pupils' understanding of the world and valuing the aspects which are most important to them, it was hoped that the research findings could facilitate a child-centred approach to developing effective teacher-pupil relationships. The exploratory purpose was appropriate as the researcher did not hold a specific hypothesis about the topics and themes which arose throughout the interview process. Instead, it was hypothesised that through the process of using PCP (Kelly, 1991) methods, specific thoughts or ideas might be elicited within the child participants and that these might inform targeted social-emotional and mental health interventions for pupils who are at risk of exclusion or have been permanently excluded.

3.4.2 Evaluative.

By exploring the adult participants' perception of the usefulness of the *Ideal Teacher Drawing* technique, it was hoped that the research findings could indicate how this technique can support school staff's understanding of pupils' views. Through the semi-structured interview process, the researcher hoped to gain an understanding of the adult participants' perceived usefulness of the technique for understanding and supporting individual pupil's teacher-pupil relationships. Additionally, the researcher hoped to gain an understanding of how useful and valuable adult participants perceive the technique as an adjunct to their teaching practice.

For the local authority, the research findings have the potential to inform targeted social-emotional and mental health interventions for C&YP who are at risk of exclusion or have been excluded, thereby potentially reducing the financial impact on alternative provisions. Furthermore, a targeted focus of this area in schools raises the prospect of an increased understanding of containment and attachment, which could lead to an increase in pupils' emotional well-being and a reduction in school exclusions. In turn, this could create financial benefits for the schools and the local authority by reducing the cost of exclusions through early, targeted intervention.

3.5 Ontology and Epistemology

A researcher's ontological position reflects how the researcher perceives the nature of reality (Blaikie, 2007), while epistemology relates to how the researcher aims to acquire knowledge about that reality (Denzin &Lincoln, 2005). A theoretical lens can be adopted to outline how that information is then viewed, according to a particular theory or framework (Hitchcock & Hughes, 1995). Therefore, a researcher's ontological and epistemological perspective might lend itself to a particular theory or framework which complements the chosen perspectives, such as the theory of Personal Construct Psychology, which can be considered to reflect the values of a relativist ontological position and a social constructivist epistemology position.

3.5.1 Ontological perspective.

Ontology is the study of reality which focuses on understanding what is real (Creswell, 2003) by considering the existence of things, the reasons for their existence and the relation between these two concepts (Blaikie, 2007). As individuals, we place ourselves on a continuum between two ontological perspectives to establish our view of reality (Andrews, 2012; Heaviside, 2017). The literature suggests that the two prominent ontological perspectives are relativism and realism (Sparkes & Smith, 2014). Realism considers a single, knowledgeable and objective reality, which is independent of a person's knowledge (Gray, 2009). Conversely, relativism perceives reality to be subjective, with each person's perception of reality being dependent on their individual experiences (Denzin & Lincoln, 2005). Relativists therefore assume each person to experience reality differently (Stajduhar, Balneaves, & Thorne, 2001), thereby creating many valid interpretations of the same observation (Harper, 2011), which creates multiple realities (Levers, 2013).

This research was based on a relativist ontological position, with the belief that anything that can be encountered exists, yet what is known about the encounter will be different for each individual, thereby creating subjective concepts of truth (Harper, 2011). In other words, as a relativist researcher, the researcher believes there to be a relationship between teachers and pupils. However, individuals will create their own meaning of this concept. This implies that each person encountering the relationship through any means of engagement will read the encounter differently, leading to multiple interpretations of the relationship. This understanding will remain fluid and dynamic as the interpreter extends their knowledge of the encounter through further learning and experience created through social situations.

3.5.2 Epistemological perspective.

Epistemology is concerned with the development of knowledge, in particular, it considers how people determine knowledge to be genuine (Cohen, Manion & Morrison, 2018) and how they

choose to express this knowledge to others (Denzin & Lincoln, 2005). As with ontology, epistemological perspectives range across a broad spectrum. Like realism, a positivist epistemological position considers knowledge to be objective and concrete (Burrell & Morgan, 2019) and therefore, not determined by an individual's thoughts (Gray, 2009). Conversely, a constructionist epistemological position relates closer to relativism (Harper, 2011). In this position, knowledge and meaning is personal, subjective and unique (Burrell & Morgan, 2019) and constructed through social interactions and individual experiences, thereby creating a variety of definitions for a single scenario (Gray, 2009).

Hitchcock and Hughes (1995) propose that the ontological perspective taken by a researcher gives rise to the epistemological assumptions. A relativist ontological stance therefore lends itself to a social constructivist epistemology (Harper, 2011), which is the stance that has been applied in this research. Social constructivists consider individuals to construct their perception of the world through their experiences, based on where and when in the world they live (Burr, 1995). Moreover, the constructs are developed within a social world where different constructions have different social power. As such, constructs expressed by people in positions of power, such as teachers, doctors or politicians might be given more value and significance than constructs expressed by people in lower positions of power, such as children, the homeless or those with mental health needs.

A social constructivist researcher concerns themselves with the participants' views of the context being explored (Creswell, 2009) as well as the meaning the participant attributes to this context from their understanding of reality (Crotty, 1998), and would not necessarily aim to interpret anything beyond the spoken word. The things people say are therefore considered reliable information in and of itself (Harper, 2011). To allow for the adoption of a social constructivist view, participant information in this research was gathered through a PCP (Kelly,1991) approach. However, within research, the power dynamics between the participant and the researcher would

arguably impact the views and ideas expressed within this interaction (Porter & Lacey, 2005). Therefore, the credibility of the information obtained from the participants might be questionable. However, an emancipatory approach, which addresses the social relations and changes the power relations between the researcher and the participants (Oliver, 1992), might provide a meaningful indication of the credibility of the collected information. Within this approach, Creswell (2009) emphasises the importance of open-ended questioning and active listening to gain an understanding of the participants' constructs. In this research, particular attention was paid to this guidance, while also allowing participants to reflect on their constructs in order to reduce the power imbalance of the interaction.

3.5.3 Researcher positionality.

As an active participant in the study, I considered it to be essential to provide the reader with an understanding of my perception of reality within the realm of this study's focus. To address this aspect, I reflected on Burnham's (2012) 'social graces' [1] to explore the different equality and diversity perspectives. Specifically, I focused on my cultural background, upbringing, socioeconomic status, education and values, as well as my age, gender and ethnicity. To acknowledge and reflect on the most significant influences, I reflected on the different cultural and socioeconomic factors I experienced and the impact these might have had on the research.

Firstly, my experience of primary education in old East Germany and my secondary education in an English secondary school has influenced my understanding of educational values and aspirations. Through the experience of moving countries when young, I encountered numerous cultural differences within the two education systems. These experiences have imbedded within me an internal representation of an ideal and less ideal teacher-pupil relationship, which may culturally differ to those schooled within the United Kingdom. Equally, my bicultural upbringing

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[1] 'Social graces acronym for 'social GGRRAAACCEEESSS' (Gender, Geography, Race, Religion, Age, Ability, Appearance, Class, Culture, Ethnicity, Education, Employment, Sexuality, Sexual orientation, Spirituality)

has encouraged me to be thoughtful, curious and appreciative of people's interpretations of their experiences. These specific life experiences might have influenced my approach to this research and have undoubtedly led to an interest in PCP as a means to elicit C&YP's unique views.

While my experience and perception of primary teacher-pupil relationships might be culturally different from those of the research participants, my upbringing and socioeconomic status reflect many of the child participants' lived experiences. Through my own experience of growing up in adverse family circumstances, I felt familiar with the events which might have influenced the permanent school exclusion for some of these children. However, despite these apparent similarities, I acknowledged that their circumstances would have been influenced by other factors unique to each of these children's lives, which would have affected their perception of the school exclusion. Nevertheless, it is likely that aspects of my interpretation, guided by my experience, would have influenced the research and my understanding of the participants' information.

Finally, as I completed the research with a group of vulnerable child participants, as well as with adult participants, it is essential to acknowledge that the identities of both them and I, and the roles we took up in the educational system will have influenced the study. Our perceptions of power dynamics within the established relationships would have influenced how the participants approached me and the research. While I intended to empower the child participants, by providing an opportunity for them to voice their views and ideas, I acknowledged that the power associated with my status as an adult in the school, researcher and the interpreter of the collected information dominated this study. Managing these continuing power dynamics was a vital aspect of my research, which required continual reflection on my practice from an organisational, personal and ethical standpoint.

3.5.4 Reflexivity.

Reflexivity concerns the researcher's influence on the research through their attitudes and assumptions being placed on the participants and the data analysis process (Berger, 2015). Reflecting on my biases and their impact on the research was an essential aspect of my research supervision. To support this process, I engaged in self-evaluative practice in and on the action (Reed, 2001). During my interaction with participants, I aimed to avoid questions which were steered by my reactions to thoughts, emotions or triggers. Additionally, keeping a reflexive diary for my interaction with participants and during the data analysis process supported my understanding of my 'hidden' biases which might not be known to others (Luft & Ingham, 1961). Exploring these reflections during research supervision and with course peers, aided my understanding of potential biases of which I was unaware (Luft & Ingham, 1961).

Reflecting on my research in supervision and through the reflexive diary helped to enhance my understanding of the power-dynamics, which influenced and potentially directed the research findings. Attempts to address these imbalances within this research were taken by providing open-ended questions and using active listening skills to gain an understanding of the participants' constructs (Creswell, 2009). Additionally, rapport building sessions were offered to all child participants to reduce the power imbalance between them and the researcher. However, as there were no measures taken to indicate how empowered the participants felt during the research interaction, it can be assumed that the power imbalance between the researcher and the participants affected the co-construction of the participants' constructs, whereby participants supposedly aimed to provide answers which were desirable to the researcher or the research project (Porter & Lacey, 2005).

3.6 Research Design

Continuing the notion that the researcher's ontological assumptions inform the epistemological stance which guides the researcher's methodological considerations and in turn the issues of data collection (Hitchcock & Hughes, 1995), this study adopted a two-phased qualitative methodology. This method sought child participants' constructs of teacher-pupil relationships before collecting information about the usefulness of the collected child participants' information from adult participants. This method was deemed appropriate, as it provided the opportunity to combine the collected information from both participant groups while recognising their unique contributions to the project. Since this research was interested in exploring children's perceptions of teacher-pupil relationships, a PCP (Kelly, 1991) lens was applied as a framework in order to shape how the multiple layers of complexity were then viewed and understood, an approach which has been adopted successfully in other studies (Pirotta, 2016; Morgan-Rose, 2015; Cooper, 2011; Williams & Hanke, 2007). This approach enabled participants to share the constructs of their reality while allowing the researcher to acknowledge that each participants' reality will be different and dependent on their lived experiences.

3.6.1 Two phased qualitative research design.

According to Willig (2013), the underpinning principle of qualitative research is to gather naturalistic data, which is not reduced through summarising or categorising at the point of collection. Instead, qualitative data provides a comprehensive account by placing its focus on a phenomenon (such as a person, a group, a setting or an organisation) in a real-life context, using multiple sources of evidence (Robson & McCartan, 2016). In this study, a two-phased qualitative design was adopted to explore the child participants' concepts of teacher-pupil relationships through a method influenced by PCP (Kelly, 1991), and analyse the collected information in the first phase of the research. The second phase of the research employed semi-structured interviews to explore the adult participants' perception of the value and usefulness of the used method. This

design structure was chosen for its ability to provide a reflexive process which is designed around an established theory and method that also answers the research questions. Additionally, this design respects the unique contributions of the child and adult participants who participated in this study. The study design is outlined in Table 5 below.

Table 5

Two-Phase Qualitative Design (adapted from Willig, 2013)

Phase	Participants	Purpose- what is to be explored and why	The approach by which it will be judged	Underpinning Theory and Method	Data analysis
Phase one	Pupil's attending PRU	Identify child participants' constructs of teacher-pupil relationships to guide child-centred support strategies	PCP (Kelly, 1991) methods that guided the participants through the drawings of their constructs of teacher-pupil relationships	-PCP (Kelly, 1991) -Drawing method based on the *Drawing the Ideal Self* technique developed by Heather Moran (2001)	Thematic analysis of child participants' drawings of their constructs of teacher-pupil relationships
Phase two	Staff working with child participants in PRU	Adult participants' perception of the usefulness and valuableness of the method to identify if it can inform or guide child-centred support strategies	Semi-structured interviews to gain an understanding of adult participants' perception	PCP (Kelly, 1991) and based on the presentation of identified themes found through thematic analysis of child participants' drawings	Thematic analysis of adult participants' semi-structured interviews

While this design allowed for a rich picture to be collected of the identified phenomenon through multiple sources and within the real-life context, there are criticisms and ethical concerns of the design. Similar to a case study, the design applied in this study provides detailed accounts of individual experiences, which provides potentially identifiable information of the participants (Willig, 2013), mainly because the participants represented in this study belong to a minority group within the targeted population. In this research, all participants' information was therefore combined to provide a collective understanding of the child participants' experiences and the adult participants' perception of the employed technique to avoid a breach of the participants' anonymity.

Further ethical concerns in line with this research design include the exposure of participants' thoughts and feelings of their experiences. While such exposure might have a therapeutic effect (Smith, 1993), it may also release feelings of resentment towards previous behaviours, draw attention to particular experiences the participant would have rather forgotten or raise contradicting thoughts and feelings of past experiences which cannot be resolved (Willig, 2013). In this study, adult participants were made aware that the research discussions might elicit changes in the child participants' feelings and behaviours, which might require support from school staff or external services. Furthermore, the child participants were made aware of the opportunity to discuss any issues, such as experiences of negative or uncomfortable feelings that arose with a familiar member of school staff who is qualified to support pupils experiencing distress. An opportunity to seek guidance from a member of staff or the researcher was also offered to the adult participants who experienced distress following the research interaction.

Along with these ethical difficulties are concerns of transferability, which considers the applicability of the study's findings to other contexts, situations, times and populations (Henwood & Pidgeon, 1992). The current study aimed to ensure transferability through the provision of a detailed description of the studies assumptions and the participants, method and context in which

the study was conducted. A further aspect to consider when conducting qualitative research is the credibility, dependability, confirmability and authenticity (Guba & Lincoln, 1989) of the design. Credibility, according to Lincoln (2009), concerns the length of engagement with the community of interest and the distance from the phenomenon observed. Cho and Trent (2006) consider credibility also to incorporate an interactive process which considers the participants and other researchers views to verify the constructs which are developing through data collection. Additionally, Mertens (2015) highlighted the importance of progressive subjectivity when assessing the credibility of qualitative research, with researchers monitoring and reviewing their developing constructs with peers to address unknown biases.

In addition, dependability focuses on the consistency of the measuring instrument, which ensures that changes are tracked and made publicly observable (Mertens, 2015). Equally, confirmability concerns the objectivity of the researcher's judgments and interpretations of the collected data, which should be justifiable and traceable to the source. Finally, authenticity considers the researcher's understanding of the cultural context in which the research is conducted. This includes the researchers understanding of the community, the ability to gather information on those marginalised in this community, the ability to stimulate change and share the research information. To address these factors in this research Mertens's (2015, p. 315) quality insurance strategies, designed to be used across the development of qualitative research, was used to identify how these factors were met in this research (see Table 6).

Table 6

Quality Insurance Strategies (adapted from Mertens, 2015, p. 315)

Test	Factors considered	Actions taken in this research
Credibility	- Prolonged engagement - Participant and peer checks - Progressive subjectivity - Triangulation (collecting information from multiple sources)	• Researcher joined PRU for end of year achievement celebrations before beginning research, seen each child participant three hours on average to develop rapport and complete *Ideal Teacher Drawing* technique, seen each adult participant one hour on average to develop rapport and met with adult participants for an average of 20 minutes to complete interviews • All participants were provided with a written draft of the overall collated information which was discussed in relation to the research findings, university research supervision and peer supervision was used to establish and understand constructs which emerged from the research findings • Developing constructs and thought processes about the research and the findings were discussed with the university research supervisor and course peers • In line with the theoretical and epistemological stance applied in this study, triangulation of information was considered to contradict the notion that individuals develop their understanding of reality based on their interactions with their environment. Triangulation was only used for factual information such as child participants' ages and educational setting before attending the PRU

Transferability	• Thick descriptions (Geertz, 1973)	• Provision of a detailed description of the time, place, context and culture in which research was conducted included within the thesis • Seven child participants and seven adult participants took part in the research to provide a broader understanding of the research area.
Dependability	Dependability audit	• Detailed documentation of all steps and procedures taken throughout the research process (see Appendix C and the Procedure section) • Detailed documentation of information and consent form provided to parents (Appendix D & E), children (Appendix F & G) and adult participants (Appendix H & I) • Detailed documentation of the *Ideal Teacher Drawing* process (Appendix J) and • Detailed documentation of the information provided to adult participants as part of the presentation before adult participants' interviews (Appendix K) • Detailed documentation of Adult Interview questions (Appendix L)
Confirmability	Confirmability audit	• Completed *Ideal Teacher Drawings* and Interview transcripts were accessible to the University research supervisor and can be found in Appendix M and N • The thematic analysis process was outlined in detail in the Data Analysis section of this Thesis

		• Thematic coding examples are provided in Appendix O
		• Two course peers also coded samples of data; these samples can be found in Appendix P
Authenticity	• Ontological and epistemological perspectives • Attention to marginalised groups • Critical Reflexivity • Sharing information	• A detailed description of the context in which the research was conducted was provided along with a description of the participants and the method used to obtain the information • An account of the researchers epistemological positioning is provided to outline potential conflicts and differences • A reflexive diary was kept throughout the data collection and analysis (See Appendix Q for example) • The researcher aimed to provide a presentation outlining the research findings to all participants and the parents of child participants at the end of the academic year, please see Appendix R which outlines changes to this process as a result of the COVID-19 crisis • The research indented to capture the voice of the marginalised, in this case, pupils attending a PRU • Adult participants were supported with implementing suggestions highlighted by the *Ideal Teacher Drawing* completed by the child participants • Continues reflections of research practice and of developing construct were brought to research supervision and peer supervision to explore the researcher's biases

3.7 Participants

3.7.1 Participant selection.

According to Mertens (2015), the sampling strategy of the research participants is a complicated procedure, which influences the quality of the collected data and the conclusions which can be drawn from it. Within qualitative research, Flick (2007, pp. 35) described the sampling of participants to be organised around a rationale which considers the participants' specific characteristics in line with the research question, resources available to the researcher as well as the locations and the timing of the research. Participants in this research were sought through convenience sampling from a PRU within the local authority in which the researcher completed their training placement. Children aged nine to 11, who attended the primary PRU on a full-time basis, were considered for participation in this research. Additionally, adult participants who worked with the selected child participants every week at the PRU were chosen for the study. The inclusion and exclusion criteria for participant selection and the justification for these decisions are outlined in Table 7.

Table 7

Inclusion and Exclusion Criteria and Justification

Participant group	Inclusion criteria	Exclusion criteria	Justification
Child participants	• Aged nine to 11 • Full-time enrolment at PRU • Has attended the PRU for more than one term • Has attended the PRU for less than two years	• Younger than nine and older than 11 • On part-time placement at PRU • Permanently excluded from special needs provision • Has attended the PRU for less than one term • Has attended the PRU for more than two years	• Participants younger than nine were excluded from the research due to concerns of being unable to provide informed consent. • Participants older than 11 were excluded from the research as these students would not have attended the primary PRU provision. • Participants on part-time placement were excluded due to unavailability to complete all aspects of the research including the *Ideal Teacher Drawing* and feedback session • Participants permanently excluded from special needs provision were excluded due to concerns of being unable to provide informed consent. • Participants who attended the PRU for less than one term were excluded from the research to provide a settling period before participation in a research project.

			• Participants who had attended the PRU for more than two years were excluded from the research to provide a more homogenous sample group.

Adult participants	• Work with/ support identified child every week
	
	• Are a member of the teaching/ support staff team PRU
	
	• Have worked with/ supported the child for at least a term
	
	• Intend to remain at the PRU for the duration of the study
		• Do not work with/ support identified child weekly
		
		• Are not a member of the teaching/ support staff team at the PRU
		
		• Have worked with/ supported the child for less than a term
		
		• Intend to leave the PRU before the completion of the study
			Adult participants whom 1) do not work with/ support the child participants daily, 2) are not permanent members of the teaching/ support staff team were excluded from the study as:
			
			    • the study required adult participants to have a good understanding of the individual child participants' needs
			
			    • the study required adult participants to be able to provide information about the usefulness of the collected child participants' data in relation to the PRUs context and support system.

3.7.2 Location.

The PRU in the local authority in which the research was conducted contains four provision sites within the borough. These four sites are divided into a Primary (Key stage 1 and 2), a Key stage 3, Key stage 4 and Social, Emotional and Mental Health Provision. There is no other provision for permanently excluded C&YP in this local authority. Only the primary PRU was contacted for this research. All participants who took part in this research attended or worked at the primary PRU on a full-time basis.

3.7.3 Recruitment.

For the purpose of this research, the headteacher who oversees the provision was approached for approval of the research project. Once confirmed, the headteacher at the primary PRU identified up to ten child participants who met the participant criteria (see Table 7). Parents, whose children were identified by the primary PRU headteacher as potential participants for the research study, were approached during a school gathering at the end of the previous academic year. On this occasion, the researcher introduced and explained the proposed research to the parents/ carers in detail, using the information provided on the parental information sheet (see Appendix D) before gaining parental consent. Parents who were unable to attend the assembly were contacted by the PRU's administrator who outlined the research study over the telephone before sending the information sheet (Appendix D) and the consent form (Appendix E) through the mail. Informed consent of child participants (Appendix F), whose parents had consented to their participation in the study, was gained during individual sessions during which child participants were formally introduced to the researcher and the research project using the student information sheet (Appendix G).

Once parental consent was gained, the primary headteacher at the PRU nominated seven staff members who taught or supported the identified child participants every week. Adult participants were asked to attend a meeting during which the findings of the collective child participants' data were presented (Appendix K), and the research study was outlined by the researcher using the staff information sheet (Appendix H). Questions or concerns about the study were addressed during this meeting. Adult participants completed the consent form (Appendix I) after the presentation. Schedules for the semi-structured interviews with adult participants were arranged in accordance with their work time allocations. All adult participant interviews took place at the end of the school day after all the children had left.

3.7.4 Child participants.

Seven participants (three boys/four girls), took part. At the time of the study, all participants were aged nine to ten and had been attending the PRU for at least one school term, as shown in Table 8. None of the children had an Educational Health and Care Plan, and all had been excluded from their primary school due to reasons concerning their disruptive or aggressive behaviours towards school staff or other pupils. The child participants' first language was English, and they were predominantly of Caucasian heritage.

Table 8

Child Participants Description

Child participant initials (initial altered)	Gender	Age	Time at PRU (approximately)	Previous education setting
EZ	female	10	One term	Mainstream
ZY	male	9	0.5 years	Mainstream
EX	male	9	0.5 years	Mainstream
IW	female	9	1.5 years	Mainstream
SV	female	10	One year	Mainstream
LU	female	10	One term	Mainstream
TT	male	10	0.5 years	Mainstream

3.7.5 Adult participants.

Seven adult participants (six females, one male) took part in the interview process. At the time of the interview, all participants had been working at the PRU for a minimum of one academic year. Adult participants included members of support and teaching staff as well as senior management.

3.8 Data Collection

3.8.1 Methods.

Robson and McCartan (2016) described qualitative research as largely flexible regarding the way in which the research or data collection is conducted, yet almost all research within a social constructivist realm uses qualitative data collection. In line with the aim of this research, qualitative methods were deemed to offer a detailed and descriptive account from the perspective of those involved in the study (Robson & McCartan, 2016). Therefore, PCP (Kelly, 1991) methods were used with the child participants to guide them through the *Ideal Teacher Drawing* (Appendix J). Conversely, a semi-structured interview (Appendix L) was used with adult participants to gain an understanding of how useful or valuable they believed the *Ideal Teacher Drawing* technique to be for understanding pupils' views.

As outlined in the literature review, methods to elicit excluded pupils' views have traditionally relied on interviews. However, interviews, as well as non-verbal interviewing techniques, have been found to place significant demands of both linguistic and cognitive capabilities on pupils from economically disadvantaged backgrounds and with adverse childhood experiences (Mordock, 2001). The *Ideal Teacher Drawing* technique was designed to attend to these concerns and encourage pupils to reflect on their teacher-pupil relationships by visually presenting what they aim to convey verbally. Furthermore, it was considered that talking about their teacher-pupil relationships could trigger off negative emotions. Therefore, the drawing

component was introduced to reduce the participants need to verbally express their experience, thus allowing them to 'de-personalise' the situation by focusing on fictional characters instead of specific individuals. Also, this method adopted strategies deemed to facilitate vulnerable pupils' ability to interact in interviews, such as asking indirect questions about hypothetical teachers, allowing the child participants to communicate through a very structured play-based activity and using non-leading questions (Mordock, 2001). Therefore, by employing a structured drawing activity along with a PCP (Kelly, 1991) method which embedded strategies suggested by Mordock (2001), it was hoped that the disadvantages associated with participating in interviews were reduced for the child participants.

3.8.2 Ideal Teacher Drawing.

Burnham (2008) considers drawing to be a helpful strategy to support children of all ages for whom talking may seem embarrassing or awkward. Through the application of drawing, the verbal expression can follow at a slower pace than in standard conversation patterns, thereby allowing children to express challenging aspects of their experiences at a speed that is comfortable to them (Burnham, 2008). The technique used in this study draws on this principle and the literature identified in the literature review. It aimed to expand our understanding of the usefulness of PCP based drawing techniques on teaching practice and developing further understanding of excluded pupils' views of teacher-pupil relationships. Aligning itself with Heather Moran's (2001) *Drawing the Ideal Self* technique, William and Hanke's (2007) *Drawing Ideal School* technique and the research findings by Hilton (2006), Hart (2013), Jarvis (2018), Loizidou (2009) and Trotman et al. (2015), the technique used in this study employed a new version of an established technique to explore excluded pupil's views on teacher-pupil relationships, namely the *Ideal Teacher Drawing* technique (Appendix J).

The *Ideal Teacher Drawing* focused on seven distinctive elements which explore participants' hypothetical perception of their 'ideal' and 'non-ideal' teacher. Based on the existing

literature in this field, the method was deemed appropriate for its evidence-based background of successfully using drawing techniques to elicit children's views. Additionally, the theoretical concept of the drawing and semi-structured interview allowed the children to discuss their 'ideal' and 'non-ideal' teacher using general terms and constructs, rather than focusing on specific individuals and experiences through a drawing-based and non-judgemental approach.

As an extension of Moran's (2001) *Drawing the Ideal Self* and Williams and Hanke's (2007) *Ideal School* technique, the *Ideal Teacher Drawing* technique similarly employed a drawing technique to safely explore children's constructs of their best (ideal) and worst (non-ideal) teacher in relation to the child participants' current and previous experience of their teacher-pupil relationships. The research by Moran (2001) guided the structure of the newly developed drawing technique used in this research and featured elements similar to those used in the *Drawing the Ideal Self* technique. In particular, the element of 'on their worst day' and 'the desk' echoed Moran's *Drawing the Ideal Self* elements of 'the biggest fear' and 'the bag' respectively. Inspiration for the element of 'most noticeable' was taken from William and Hanke's (2007) *Drawing Ideal School* in which they asked students to draw and describe the 'most important thing' of their non-ideal and ideal school. The remaining four elements echoed the repeating themes which emerged from the existing literature on excluded pupils' views, namely elements related to 'teaching' and 'relationships'. By combining these elements through the application of drawing and semi-structured interview methods, this research aimed to identify factors contributing to pupils' constructs of the 'best' and 'worst' teachers through the use of the *Ideal Teacher Drawing* technique. Additionally, the research aimed to explore if the technique offers useful information to teaching staff and if the findings can impact on their practice. Finally, through this process, the research aimed to provide a new technique which can be used by professionals to explore pupils' views about their relationships with teachers in a child-friendly and non-threatening manner.

Similar to Moran (2001) and Williams and Hanke (2007), this technique was heavily based on the theory of PCP (Kelly,1991). PCP methods explore the participants' subjective world view and focus on the participants' actual words, labels and constructs that they assign to their experiences (Burr, King, & Butt, 2014). In this study, the child participants were asked by the researcher to complete a drawing of their imaginary idea of a best/worst teacher and discuss concepts about this idea (Appendix J). In order to enable the child participants to show their perception of the imaginary best/worst teacher, they were asked to sketch a picture of 'the sort of teacher they would not like to have', and in contrast to this, with the second drawing of 'the sort of teacher they would like to have'. Further relevant details were obtained through asking the child participants to draw and comment on seven distinct elements of the teacher's role, using PCP (Kelly, 1991) methods, while the researcher noted down the participants' exact words.

At the end of the drawing activity, the child participants were guided through a 'scaling' (Salmon, 1994) process of deciding where their current and previous teachers are in comparison to the drawn examples. To ensure confidentiality and protect the child participants from potential scrutiny, teacher's names were not recorded during this process. The scaling process explored the child participants' constructs of positive teacher-pupil relationships through a series of questions, which were adapted from Moran's (2001) *Drawing the Ideal Self* technique. These questions focused on the child participants anticipation of how their teachers could move towards the 'ideal teacher' relationship over time. Potential for change that the child would like to see in their teacher-pupil relationships were then discussed within the space of the individual session.

3.8.3 Semi-structured interviews with adult participants.

Robson and McCartan (2016) described semi-structured interviews to provide the researcher with a guide to topics of research interest, which are addressed within the interview. However, there is no regulation to the wording or structure of the questions, which can be modified to suit the flow of the interview. Additionally, unplanned questions may be asked to follow up on

any information provided by the interviewee. Guidance from Robson and McCartan (2016) and Kvale (2007) informed the interview structure and questions of this semi-structured interview with adult participants. A copy of the interview schedule is presented in Appendix L.

3.8.4 Procedure.

Following the initial recruitment procedure (see Recruitment section), the actual data collection with the child and adult participants was conducted at the beginning of the 2019/2020 academic year at the primary PRU. With parental consent acquired, the researcher attempted to build a rapport with the child participants by joining them in their lessons, supporting the children with their schoolwork and participating in their playground games and activities. Once a rapport seemed to have been established, the researcher approached the class teacher to inquire about a convenient time during which the identified child participants could be taken out of the lesson to complete the study before the child participant was approached directly.

The first part of the individual sessions with the child participants focused on informing them of the research project and their right to withdraw, before asking them to sign the consent form. The *Ideal Teacher Drawing* technique was completed within the same session and lasted approximately 70 minutes, during which comfort breaks were offered to all participants as and when it seemed appropriate, dependent on the individual's needs. A quiet room, which offered a table and comfortable seating arrangements within the primary PRU, was used for all child participants interactions. The child participants were provided with two blank sheets of A3, one blank sheet of A4 paper and two pencils and an eraser to complete the *Ideal Teacher Drawing* technique. As part of the introduction process, the child participants were informed that the researcher was going to ask them questions and annotate their drawings using the child participants' exact words. The researcher also offered to draw images or parts of images based on the child participants' descriptions for those children who requested support or appeared hesitant to engage with the drawing aspect of the technique.

Using Moran's (2001) *Drawing the Ideal Self* structure, the child participants were initially asked to draw and comment on the kind of teacher they would not like to have, before including other drawings and comments related to seven distinct elements of the teacher's role. The second drawing asked the child participants to draw and comment on the kind of teacher they would like to have and again include drawings and comments related to the seven distinct elements of the teacher's role. Finally, to complete the rating scale, the pictures of the worst and best teacher were placed on either side of a landscape orientated A4 piece. The child participants were then asked to consider the qualities of their current and previous teachers, before placing a line on the scale to indicate this. The child participants then commented on where they would ideally like each teacher to be on this scale and what things they think the teachers could do to get to the identified place (Appendix J).

Individual semi-structured interviews with the adult participants were conducted once all sessions with the child participants were completed and examined by the researcher. Adult participants who have worked with the child participants for more than one academic term were asked to attend a meeting during which the collated findings of the child participants were presented (Appendix K), and the research study was outlined by the researcher using the staff information sheet (Appendix H). Following this meeting, adult participants were requested to read and sign the consent form (Appendix I) which asked them to participate in an interview that focused on exploring the potential usefulness of the *Ideal Teacher Drawing* technique upon their teaching practice. During the interview, adult participants were asked to consider the usefulness of the findings to planning and implementing child centred support strategies. Each interview lasted approximately 20 minutes. All interviews were recorded on a Dictaphone and later transcribed for data analysis.

All participants who took part in the research received a letter thanking them for participating. The researcher aimed to present the outcomes to all participants and the child

participants' parents during the last day of the academic year. However, due to the COVID-19 crisis and the associated school closures, amendments which are outlined in Appendix R were made. The feedback on the study's findings was presented as a whole, in a child-friendly format, using accessible language and visuals (Mencap, 2002) on a PowerPoint presentation.

3.9 Pilot Study

Robson and McCartan (2016) considered pilot studies as an opportunity to identify any inevitable problems which arise from bringing a research design into the real world, thereby testing the feasibility of the research. Six pilot studies of the *Ideal Teacher Drawing* technique were carried out for this research with C&YP ranging between the ages of nine to 14, who attend mainstream schools. Five primary school children and one secondary school pupil took part in this pilot study. Two of the primary school children were female; all other participants were male. None of the pupils had any experiences of fixed-term or permanent school exclusion.

This process helped the researcher to become more familiar with the technique, including the PCP (Kelly, 1991) methods and the structure which were adapted from the *Drawing the Ideal Self* technique to make the participants feel at ease when completing the activity. Furthermore, attempting this process with different pupils helped the researcher identify a range of technicalities that needed to be considered. For example, while all pilot participants engaged with the technique at their own speed, the average completion time was 100 minutes. This experience therefore guided the time requirements, which were proposed to the PRU primary headteacher. Since each meeting with the child participants was predicted to take a total of three hours, including a rapport-building opportunity, it was estimated that the *Ideal Teacher Drawing* could be completed within a two-hour session. However, it was agreed that any child participants who required more time to complete the activity were to be met again on another day.

3.10 Data Analysis

This research aimed to explore 1) child participants' constructs of their teacher-pupil relationships and 2) how useful or valuable adult participants believe the *Ideal Teacher Drawing* technique to be for understanding pupils' views. The research therefore focused on identifying themes and patterns within the child participants' constructs of teacher-pupil relationships which emerged from the *Ideal Teacher Drawing* technique as well as patterns in adult participants' perception of the technique. Consequently, a method of data analysis complimentary to the collected information was chosen for this research. The data analysis was divided into two separate phases; the first phase focused on the examination of the child participants' *Ideal Teacher Drawings* and the second phase focused on the transcriptions of the information obtained from the adult participants' semi-structured interviews.

3.10.1 Thematic analysis.

Thematic analysis is a method of data analysis which allows the researcher to systematically identify, organise and recognise patterns or themes across a set of qualitative information (Braun, Clarke, Hayfield & Terry, 2018). A reflexive thematic analysis approach (Braun & Clarke, 2006) was adopted in this research. This approach addresses the research data from a qualitative perspective. It encompasses qualitative ontological and epistemological positions, whereby meaning is explored 1) within the context of the situation, 2) through the existence of multiple realities and 3) with consideration of the researcher's influence on the data (Braun & Clarke, 2013). A reflexive thematic analysis considers an inductive process, whereby codes evolve throughout the coding procedure and may be changed and adapted throughout the process of data analysis to gain a greater understanding of the developing themes. The researcher thereby provides a coherent interpretation of the data, which is guided by their cultural background and knowledge. Within this research the themes which emerged from the analysis where

approached from a semantic or "surface" level and were therefore not interpreted beyond what the participants have said (Braun & Clarke, 2006; Braun, Clarke, Hayfield & Terry, 2018), which was in support of the PCP (Kelly, 1991) theory, which underpinned this research. For the current study, data analysis was carried out following the 'six phases' of familiarisation, generating codes, constructing themes, revising, defining themes and producing the report as outlined by Braun, Clarke, Hayfield and Terry (2018, p. 852).

3.10.2 Familiarisation.

Following the data collection of the first phase of the study, the researcher was able to familiarise herself with the complete data set by reading and analysing the *Ideal Teacher Drawings*. Throughout this phase, the researcher recorded thoughts and emotional processes while attempting to remain curious about the information which was read and analysed. Particular attention was paid to drawings which were produced under the instruction of the child participants' verbal descriptions of their 'worst and 'best' teachers and the possible assumptions the researcher held while drawing these. Exploring these assumptions further, samples of the transcripts and the *Ideal Teacher Drawings* were shared with two peers to gain a greater insight into the data by considering each other's perspectives.

Once the data of the adult participants were collected as part of the second phase of the study, the researcher was then able to familiarise herself with the adult participants' data, by reading and re-reading the interview transcripts and listening to the audiotapes of the adult interviews. Thoughts and emotional processes were again recorded throughout this process, with particular attention being paid to the assumptions the researcher held about excluded pupils' experiences of their teacher-pupil relationships, as well as perceptions held of school staff's thoughts on gaining pupils' views. Following Braun, Clarke, Hayfield and Terry's (2018, p. 853) recommendation, a few glasses of wine were consumed during this process.

3.10.3 Generating codes.

At each phase, the data was then systematically and thoroughly organised around similar meanings and reduced to fragments of images and texts, using the MAXQDA software program designed for computer-assisted qualitative data analysis. This software supports the process of coding and labelling parts of the data to highlight emerging patterns. As highlighted, an inductive orientation to the data analysis was taken in this research, whereby codes evolved throughout the coding procedure and were not based on prior ideas, concepts or theories (Terry, Hayfield, Clarke, Braun, 2017). Furthermore, a semantic or "surface" level coding method was applied within this research which captured the participants' explicit meaning, without interpreting beyond what the participants had precisely said (Braun & Clarke, 2006; Braun, Clarke, Hayfield & Terry, 2018).

As part of the generation of codes during the child participants' data analysis, the data were separated into 'worst' and 'best' teacher drawing sets which were analysed separately in line with the research questions. The researcher initially intended to generate codes within the seven distinct elements of each drawing set; however, the familiarisation processes highlighted the emergence of similar codes across the different elements. Each drawing was systematically and thoroughly organised around similar meanings from all the seven distinct elements. The similar segments of texts and images were then coded using the children's exact words were possible, as this was believed to most accurately reflect the semantic coding method. To reflect on the influence of the researcher's interpretative choices and develop a diverse range of codes, samples of data were also coded by two peers.

The generation of codes during the adult participants' data analyses involved the systematic organisation of similar text fragments in each interview transcript. Again, the researcher initially intended to fragment texts and generate codes based on the responses to each of the five interview questions. However, the familiarisation process identified that adult participants responded to aspects of each of the five interview questions throughout different times of the interview and not

always in response to the intended question. Similar segments of texts from each transcript were therefore coded using words which reflected the semi-structured interview questions with which the segments appeared to align. Again, to reflect on the influence of the researcher's interpretative choices and develop a diverse range of codes, samples of data were also coded by two peers.

3.10.4 Constructing themes.

This stage explored the different themes which emerged from the coding process, which were tested out in relation to each complete data set. During the analysis of the child participants' data, codes which emerged in individual children's drawings were then chunked with codes across the data set to construct overarching themes. Codes which did not appear to align with others were clearly marked and later reviewed with two course peers before a final decision about their relevance to the data and research question was made. In line with the inductive approach, emerging themes of the child participants' data changed throughout the constructing phase. Only themes which provided coherent information concerning the research and contained a central organising idea that encapsulated a meaningful pattern remained. The MAXQDA software program was used to design thematic maps which provided a visual presentation of superordinate and subordinate themes and the potential relations between these. However, due to the software's restrictions when analysing images as data, the original drawings created by the child participants were also reviewed and used as guidance during this process.

During the data analysis of the adult participants' interview transcripts, all codes which emerged across the different transcripts were again analysed and then chunked together to create overarching themes. Similar to the children's data sets, the MAXQDA software program was used to review and group the collected information using an accessible format. Again, codes which did not appear to align with others were clearly marked and later reviewed with two course peers before a final decision about their relevance to the data and the research question was made. Emerging themes were changed throughout the constructing phase. Only themes which provided

coherent information concerning the research and contained a central organising idea that encapsulated a meaningful pattern remained.

3.10.5 Revising themes and defining themes.

Braun, Clarke, Hayfield and Terry (2018) considered this phase of the data analysis to be particularly important. By revising and defining themes, the researcher can identify those which overlap with one another, do not directly relate to the research question or fail to provide a central defining theme. Each theme was assigned a clear description which outlined its scope and boundaries to gain a thorough understanding of each identified theme. Each defined theme was then checked against the data set to confirm consistency across the data as well as to identify and explore any outliers for which the theme did not apply. A thematic map was used to gain a clear understanding of the theme relatedness and identify any superordinate themes which related the subthemes.

During the data analysis of the child participants' data, theme names were assigned to groups to allow the reader to gain a clear and concise understanding of what the themes aimed to capture. As part of this process, the researcher attempted to use the child participants' language for the *Ideal Teacher Drawing* themes to adhere to the outlined epistemological position and the theoretical PCP (Kelly, 1991) approach which aimed to give more value and significance to constructs expressed by people in marginalised positions. However, through research and peer supervision, different terminologies were chosen for the superordinate *Ideal Teacher Drawing* themes, as these were believed to allow the reader to gain a more precise and succinct understanding of what the themes aimed to capture. The child participants' language was instead used for the subordinate themes of the *Ideal Teacher Drawing* to maintain an aspect of the child participants' voice within the findings.

The theme names of the adult participants' data were again assigned to allow the reader to gain a concise understanding of what the theme aimed to capture. Providing an accessible representation of the adult participants' responses to the semi-structured interviews, the researcher chose to utilise the terminology and phrases used in the interview questions to define the superordinate themes of the adult participants' data.

3.10.6 Producing the report.

The final phase of producing the report considered the whole process of data analysis by reviewing all previous phases and the identified literature (Braun, Clarke, Hayfield and Terry, 2018, p.857) to assure that the final themes captured the data and answered the research questions. A restructuring of themes therefore occurred within this process, particularly in cases where a quote did not appear to demonstrate the point well enough.

3.11 Ethical Considerations

Adhering to the Health and Care Professions Council guidelines (2015) and the British Psychological Society's (BPS) code of human research ethics (2014), the research aimed to protect participants from any harm or loss and worked towards protecting all participants' well-being, autonomy, privacy and dignity at all times. These ethical principles underpinned both the design and process of the research. Ethical approval for this research was sought from the Tavistock and Portman Trust Research Ethics Committee (TREC) (Appendix S). The head of the PRU unit and the primary PRU headteacher were informed of the research at separate face-to-face meetings during which the research project, implications and benefits of the research on the child and adult participants were discussed in detail.

All participants were informed that participation was voluntary, with parents and child participants being informed that not taking part in the research will not have a detrimental effect on the quality of education the child participants receive at the PRU or otherwise. Furthermore, all

participants were made aware that they may choose to withdraw from the research at any point up to December 2019, at which point the data was transcribed and anonymised. While the research process did not involve the acquisition of participants' names, individual children or staff members who were mentioned by name by the participants were anonymised in the transcription process to protect confidentiality. Participants were also informed that confidentially would be maintained unless there was evidence to suggest concerns regarding the safety of the child or other people (BPS, 2014), at which point confidentiality had to be breached and the school's safeguarding officer had to be involved.

Children and adult participants were debriefed at the end of the *Ideal Teacher Drawing* technique and the semi-structured interview, respectively. Additionally, parents, children and adult participants were invited to attend a presentation at the end of the academic school year 2019/20, which was adjusted due to school closures following the COVID-19 crisis (see Appendix R for planned changes). This presentation outlined the research findings and next steps for the *Ideal Teacher Drawing* technique.

Chapter 4 - Findings

4.1 Overview

This chapter aims to present the results from the data collection stage of the study. The contents of this chapter are in reference to the three research questions outlined in the 'Research Methodology and Design' chapter, which were:

1. What are the key themes of an ideal teacher construct for children attending a PRU?

2. What are the key themes of a non-ideal teacher construct for children attending a PRU?

3. How useful or valuable do the adult participants believe this tool is for understanding pupil's views?

4.2 Data

The data used to answer these research questions reflect the themes which emerged from the child participants' *Ideal Teacher Drawings* and the adult participants' interview transcripts. These findings will be presented as superordinate themes and subordinate themes which link to the different aspects explored through the *Ideal Teacher Drawing* and the staff interviews. A total of nine superordinate themes emerged from the *Ideal Teacher Drawing*, four for the ideal (best) teacher and five for the non-ideal (worst) teacher. These superordinate themes and subordinate themes are representative of the inductive approach used when analysing the data and are presented in the thematic map below. The data was based on the child participants' quotes which were taken verbatim as part of the *Ideal Teacher Drawing* technique and the adult participants' answers provided during the staff interviews. Any names and other identifying characteristics were changed in order to maintain anonymity.

The seven child participants, who attended the PRU on a full-time basis, and whose ages ranged from nine to ten, were initially asked to imagine and then draw or comment on the kind of teacher they perceive to be the 'worst'. Further references related to the teacher's desk, relationship

to other teachers, teaching methods, behaviour on their worst day, break time behaviour, relationship to students and the most noticeable thing were also recorded. This was followed by an exploration of the opposing construct, which asked the children to draw or comment on their imaginary 'best' teacher and explore the same areas as previously discussed for the 'worst teacher'. Child participants then rated their previous and current teachers to indicate where these lie between the types of teacher they perceive to be the 'worst' and the 'best'. Finally, they were asked to identify why they placed the teachers at the chosen point on the scale and what could change to make those teachers more like the 'best' teacher.

The adult participants, who were school staff members who had worked at the PRU for a minimum of one academic year, attended a feedback presentation which outlined the research study and a summary of the findings based on the information provided by the child participants during the *Ideal Teacher Drawing* (see Appendix K). Adult participants who attended the presentation were interviewed to gain an understanding of their perception of the *Ideal Teacher Drawing* technique. Interview questions considered the adult participant's opinion of the relevance of the techniques to 1) gaining children's views on teacher-pupil relationships, 2) gaining an understanding of children's perception of teacher-pupil relationships and 3) exploring the relevance of these findings to the adult participants' practice.

4.3 Research Question 1: What are the key themes of an ideal teacher construct for children

      attending a Pupil Referral Unit (PRU)?

This question aimed to identify the child participants' concepts of their ideal (best) teacher, including their perception of the teacher's physical appearance, relationships with other teaching staff and students as well as their teaching style and approach to unstructured school time. Six of the seven child participants completed the 'best' teacher drawing. Based on this data, four superordinate themes emerged, as presented in Figure 6. The figure identifies the superordinate themes and subordinate themes of the data. Each theme, as outlined in the findings, drew on sections of the completed 'best' teacher part of the *Ideal Teacher Drawing* technique. The order of the themes was arranged according to the frequency at which the child participants discussed individual factors of their 'best' teacher construct, which was outlined in Figure 7.
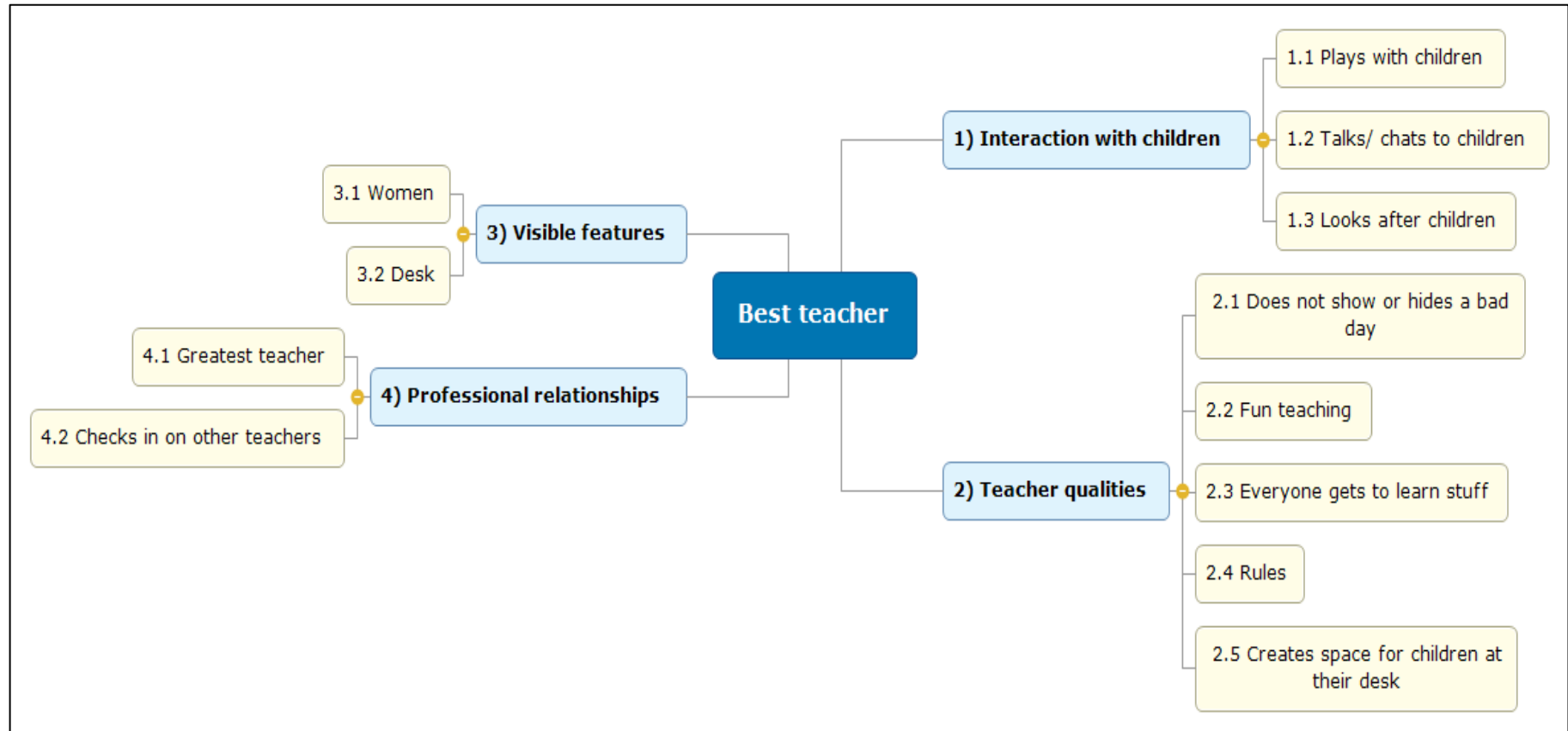
Figure 6. Key themes of the 'best' teacher construct for children attending a Pupil Referral Unit.

Figure 7. Word cloud of most frequently cited words for 'best' teacher.

4.3.1 Theme 1: Interaction with Children

This first theme incorporates values that reflect the way the child participants wished their 'best' teachers to interact with them in an educational environment. This theme was identified in all six child participants' 'best' teacher records and was further divided into the following subordinate themes of 1) Plays with children, 2) Talks/chats to children and 3) Looks after children.

4.3.1.1. Plays with children.

This least detailed, yet most commonly discussed subordinate theme, was referenced to in five of the six children's 'best' teacher records. The children reported their 'best' teacher to play games such as '*dodge ball*', '*it*', '*tennis*' or '*stuck in the mud*' with them or play with them in the

classroom. These informal interactions focused predominantly on physical activities and appeared to be a vital aspect for the majority of the child participants' teacher-pupil experiences.

4.3.1.2 Talks/ chats to children.

The child participants felt the communication between them and their teacher to be a significant and vital aspect of their teacher-pupil interaction. Caring teachers, who ask the children questions about their emotional and general wellbeing, were the kind of teachers that four of the children described as their 'best' teacher. For the child participants, their 'best' teachers needed to be mindful of the children's needs and interests.

For one child participant, being 'talked to' was particularly important. This was most clearly stated by this child's description of their 'best' teacher as '*chatty*' and someone who '*Says 'hi' to students and, 'How are you doing?*'' (Child Participant [CP] 3,p. 255). Another child reported their 'best' teacher to be someone who '*always has a chat about stuff that I like and interest me*' (CP2, p. 261).

4.3.1.3 Looks after children.

The third subordinate theme, which emerged from this superordinate theme, considers the child participants' preference for teachers who, in addition to their emotional wellbeing, also care for the children's physical wellbeing. Of the six children who completed the 'best teacher drawing', three children described their 'best' teacher to be someone who 'looks after children'. The 'best' teacher is someone who '*helps them* (children) *when they are sad and when they get hurt and has lunch with them and when you don't eat, they* (the 'best' teacher) *knows something is wrong*' (CP6, p. 273) was one of the participants' comments. Another child described their 'best' teacher as someone who is '*kind and gives cuddles*' (CP3, p. 264).

4.3.2 Theme 2: Teacher Qualities

The second theme of 'teacher qualities' was one of the broadest themes identified from the children's 'best' teacher responses and featured in all six children's 'best' teacher drawings. This theme encompassed a total of five subordinate themes. The subordinate themes identified for this theme were 1) Does not have or show a bad day, 2) Fun teaching 3) Everyone gets to learn stuff, 4) Rules and 5) Creates space for children at their desk.

4.3.2.1 Does not show or hides a bad day.

This subordinate theme incorporated aspects of the type of teacher-pupil relationship the children valued. In particular, five of the six children spoke of relationships with teachers which demonstrated features of mutual respect and care. For example, one of the child participants reported their 'best' teacher to be someone whom '*children would like to help… feel better, like get them tea or coffee* (when they had a bad day)' (CP6, p. 273). Other children spoke of being able to notice when the 'best' teacher would have a 'bad day' as they would be '*a bit grumpy*' (CP4, p. 267) or be '*a bit quieter*' (CP3, p. 264) and also '*act nice, but look sad*' (CP1, p. 258). One child commented that their perception of the 'best' teacher would be someone who, on a bad day, is grumpy towards other adults, but not the children (CP4, p. 267).

4.3.2.2 Fun teaching.

Based on the comments from five of the six children, the 'best' teacher is someone who offers a combination of teaching strategies such as learning through '*smartboard computer games* (where) *everyone gets to do stuff*' (CP2, p. 261), using '*books and some written work and laptops*' (CP3, p. 264) as well as do '*painting and stuff*' (CP5, p. 270) and '*activities like games*' (CP4, p. 267). This type of teaching was described by two of the children as '*making lessons fun*' (CP1, p. 258 & CP2, p. 261). Only one child reported their 'best' teacher would not give the students any

paperwork (CP4, p. 267), while the majority of the children valued a combination of practical and written learning tasks.

4.3.2.3 Everyone gets to learn stuff.

The third subordinate theme was discussed by four of the six children and concerned the teacher's ability to support students' learning during lessons. This theme predominantly featured a preference for an individual teacher-pupil interaction to support the children's learning, as best described by this child: '*when someone is struggling, she* (the best teacher) *would go over and help them*' (CP5, p. 270). Similarly, another child described their 'best' teacher to be someone who '*sits with students during lessons and go on laptops*' (CP3, p. 264), again showing a preference for proximity to the teacher.

4.3.2.4 Rules.

From three of the six children's perspective, the 'best' teacher manages classroom behaviours through setting rules and boundaries as described by this child: '*she* (best teacher) *would say stuff like 'Put your hand up when you want to say somethings and come up* (to the board) *with my permission.''* (CP6, p. 273). While another child described their 'best' teacher to be someone who '*if she* (best teacher) *sees students inside at break, she would tell them to go outside, and if they don't listen, she would give them a slip* (detention)' (CP5, p. 270). A third child defined their best teacher as someone who '*does not tell people off all the time and asks them questions like 'Why did you do that?', 'What's wrong?''* (CP1, p. 258). One child also talked about rewards for positive behaviour. This child described their best teacher as someone who would '*let you do stuff like choosing* (games and activities when they are behaving well)' and would '*give reward points*' (CP1, p. 258). On the other hand, another child considered their 'best' teacher to be someone who manages behaviours by helping children to settle into the lesson and be ready to learn by watching '*things to calm down*' (CP1, p. 258).

4.3.2.5 Creates space for children at their desk.

Being thought about and kept in mind by their best teachers was something two of the children discussed. For one of them, it concerned the 'best' teacher having a space for them at their teacher's desk (CP1, p. 258), as shown in Figure 8 while another child described their best teacher keeping the child's teddy at their desk (CP3, p. 264) as depicted in Figure 9.
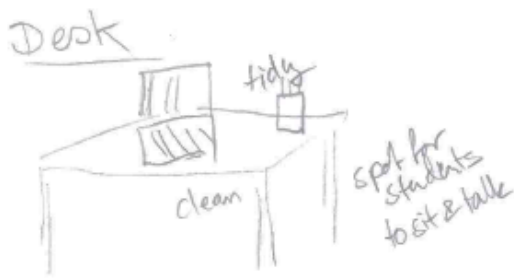
Figure 8. A spot to sit.   *Figure 9.* Teddy on desk.
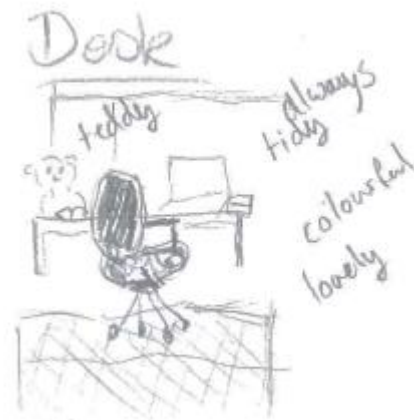
4.3.3 Theme 3: Visible Features

Recurring visible features, as conveyed by the child participants, concerned the 'best' teacher's gender, physical appearance and the teacher's teaching space in the classroom. This theme therefore encompassed two subordinate themes of 1) Woman and 2) Desk.

4.3.3.1 Woman.

With the exception of one child, all children described their 'best' teacher as a woman, while one child spoke of their 'best' teacher to not have a specific gender. The 'best' teacher was repeatedly labelled as 'nice' and 'kind' by all child participants. Some children offered further details regarding the teacher's age and appearance, describing them as '*young and beautiful'* (CP3, p. 264), or someone who '*smiles a lot*' (CP2, p. 261) as depicted in Figure 10.

Figure 10. 'Best' teacher, woman.

4.3.3.2 Desk.

All six children described their 'best' teacher to be someone who keeps a tidy desk in the classroom, which only holds the '*essential things*' (CP5, P. 270) such as a laptop, a mouse and possibly a picture as depicted in Figure 11 below.
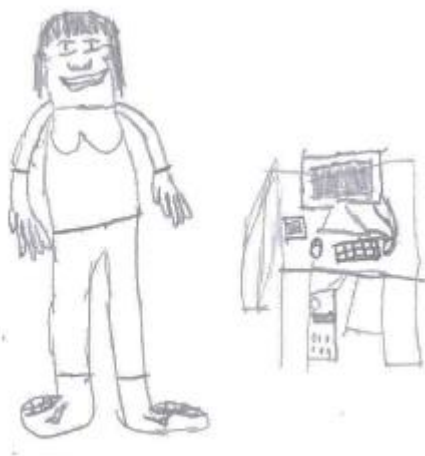
Figure 11. Best teacher and her desk.

4.3.4 Theme 4: Professional Relationships

The fourth superordinate theme explores the 'best' teacher's ability to maintain effective professional relationships with colleagues and knowing how and when to seek advice from their peers. This theme of 'professional relationships' was identified in all six children's 'best' teacher records and was further elicited through subordinate themes of 1) Greatest teacher and 2) Checks in on other teachers.

4.3.4.1 Greatest teacher.

All six children spoke of positive features, outlining how other people would perceive this 'best' teacher. '*Other's would say: 'She is the greatest teacher in the world*' (CP5, p. 270) are the words one of the children used to describe how other teachers would see their 'best' teacher. Other children spoke of their 'best' teacher as someone who is '*really nice and has a chat with teachers*' (CP1, p. 258) and who is '*friendly because she is*' (CP2, p. 261).

4.3.4.2 Checks in on other teachers.

Two of the six children also discussed their 'best' teacher to be someone who asks the other teachers questions such as '*Are you having a good or a bad day?*' (CP6, p. 273). This child described their 'best' teacher as someone who is '*properly nice and kind to other teachers*' (CP6, p. 273). Equally, another child spoke of their 'best' teacher to be someone who '*talk*(s) *to them* (other teachers) *about teacher stuff*' (CP3, p. 264).

4.4 Research Question 2: What are the key themes of a non-ideal teacher construct for children attending a PRU?

This research question aimed to identify the children's concept of their non-ideal teacher, including their perception of the teacher's physical appearance, relationships with other teaching staff and students as well as their teaching style and approach to unstructured school time. In this research, all seven child participants completed the 'worst' teacher drawing. Based on this data, five superordinate themes emerged, as presented in Figure 12. The figure identifies the superordinate themes and subordinate themes of the data. Each theme, as outlined in the findings, drew on sections of the completed 'worst' teacher part of the *Ideal Teacher Drawing* technique. The order of the themes was arranged according to the frequency at which the child participants discussed individual factors of their 'worst' teacher construct (see Figure 13). All child participants offered a broad range of descriptions and examples for this part of the activity and frequently reflected on their experiences of teacher-pupil relationships from their previous school. These experiences were discussed with the children and the appropriate PRU staff members upon completion of the activity; however, to protect the children's anonymity, details of these experiences were not recorded as part of the *Ideal Teacher Drawing* technique.
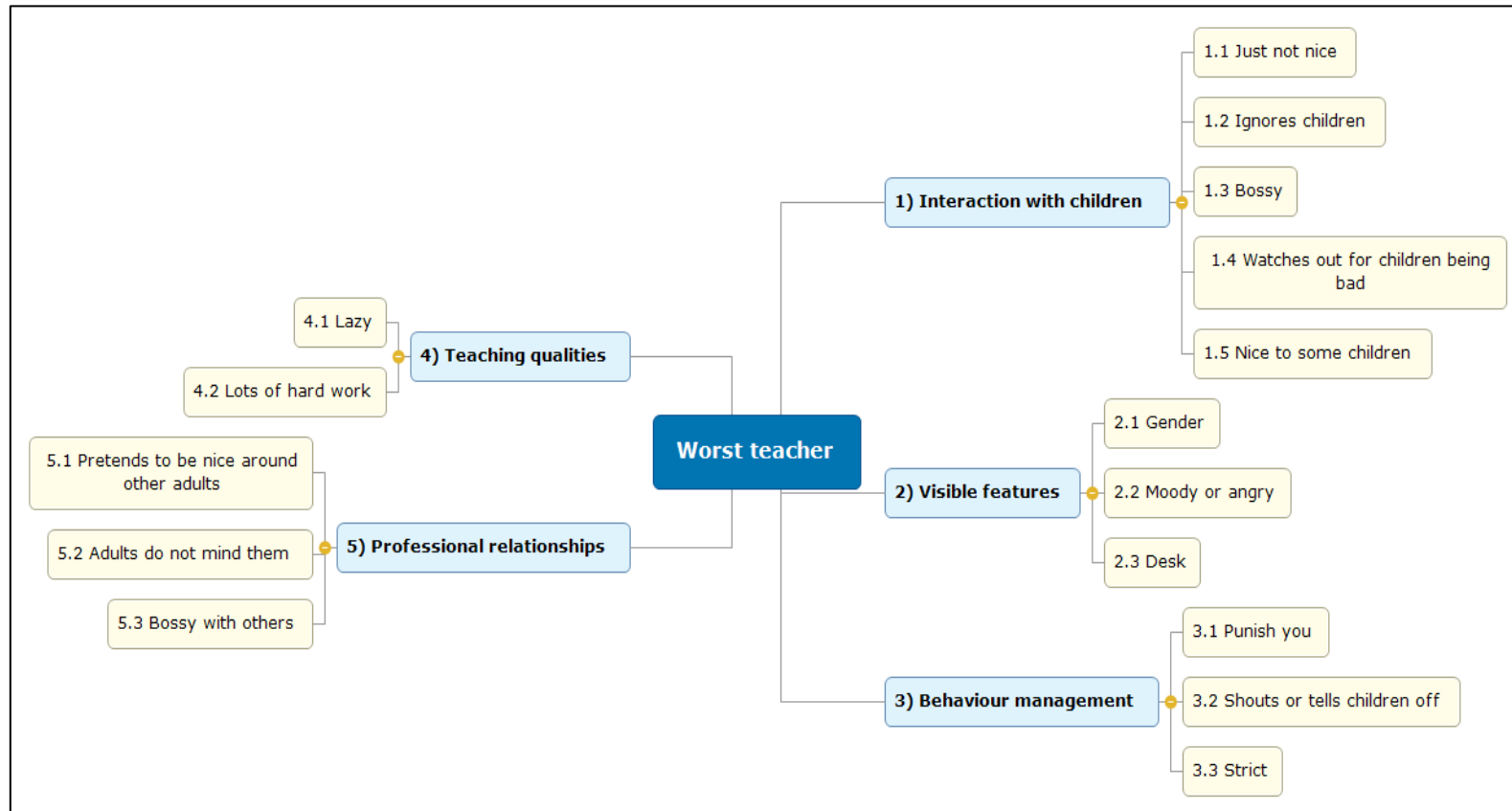
Figure 12. Key themes of the 'worst teacher' construct for children attending a Pupil Referral Unit.

Figure 13. Word cloud of most frequently cited words for 'worst teacher'.

4.4.1 Theme 1: Interaction with Children

The first theme of 'Interaction with children' was the broadest and most frequently discussed theme identified from the children's 'worst' teacher responses and encompassed a total of five subordinate themes. The subordinate themes identified were 1) Just not nice, 2) Ignores children, 3) Bossy, 4) Watches out for children being bad and 5) Nice to some children.

4.4.1.1 Just not nice.

From six of the seven children's perspectives, the 'worst' teacher would be someone who encompasses a variety of undesirable character traits including 'rudeness' (CP3, p. 263 & CP4, p. 266) and being 'harsh' (CP7, p. 275) or 'nasty' (CP3, p. 263). One child described their 'worst' teacher as someone who would '*always act(s) differently to me and pushes my buttons*' (CP2, p. 260). Another child described their 'worst' teacher as someone who is '*harsh and mean to other students… students don't trust her*' (CP7, p. 275).

4.4.1.2 Ignores children.

Four of the seven children described their 'worst' teacher as someone who would ignore them either by '*not really talking to the students and if he does talk them* (he) *would tell them to do their work or else no play for ten years*' (CP5, p. 269), or be someone who '*would not listen to you*' (CP7, p. 275), '*talk over people and talks over me*' and be someone who '*doesn't see the other side* (of the story/ incident) *and would ask what happened but would not believe students*'(CP1, p. 257). This teacher would also be someone who ignores potentially dangerous behaviours and '*would just let children get on with kicking doors*' (CP6, p. 272).

4.4.1.3 Bossy.

Being 'bossy' was a description used by three of the seven children to describe their 'worst' teacher. One child labelled their worst teacher as someone who '*treats them* (pupils) *as a slave*' who have to '*make her* ('worst' teacher) *dinner, cook and clean for her*' (CP4, p. 266). Another child spoke of their 'worst' teacher as someone who would '*tell people* (pupils) *to tidy up, do stuff when the bell gets up*' and be someone who '*give*(s) *children the jobs and let the kids walk around*' (CP6, p. 272).

4.4.1.4 Watches out for children being bad.

Three of the seven children spoke of feeling that the 'worst' teacher would be someone who targeted them or other children, in particular during unstructured learning periods such as break and lunchtime breaks. One child described the 'worst' teacher to be someone who would '*be outside* (during break times)*, doing watches* (watching) *the kids…see if they been bad*' (CP7, p. 275). Another child reported the 'worst' teacher to '*watch people he doesn't like and see how he can get them in trouble*' (CP5, p. 269). Equally, a third child reported the 'worst' teacher to be

someone who would '*be outside spying on the children… to scorn them and tell on them to the other children*' as depicted in Figure 14 below (CP3, p. 263).

Figure 14. 'Worst' teacher with spy goggles spying on children.

4.4.1.5 Nice to some children.

Three of the seven children spoke of their 'worst' teacher as being someone who is 'nice' to other children, yet not necessarily 'nice' to them. One child spoke of their 'worst' teacher to be someone who is '*sometimes nice to some students*' and that this teacher would not '*give you a sticker (even) if super good*' (CP7, p. 275). Another child reported their 'worst' teacher to be '*really nice with some students*' (CP1, p. 257), while one other child reported that '*other students don't mind her* ('worst' teacher)' (CP4, p. 266).

4.4.2 Theme 2: Visible Features

Similar to the 'best' teacher records, recurring features that the children discussed concerned the 'worst' teacher's gender, physical appearance and the teacher's teaching space in the classroom. Based on the visible features discussed by all seven children, three subordinate themes emerged, including 1) Gender 2) Moody or angry, and 3) Desk.

4.4.2.1 Gender.

Except for two children, all children described their 'worst' teacher as a woman, who was labelled using a variety of different descriptors such as 'old' and 'ugly' by the child participants. Some children offered further details regarding the teacher's age and appearance, describing them as '*nasty, ugly, disgusting*' (CP3, p. 263) or someone who has terrible skin like '*spots everywhere, glasses and who is old and thin*' (CP1, p. 257) as depicted in Figure 15, or who is '*large, fat and scruffy like Mrs Twit*' (CP4, p. 266) as shown in Figure 16 below.

Figure 15. Female worst teacher, old.   *Figure 16*. Female worst teacher, fat.

Only one child spoke explicitly of a male teacher when discussing their construct of the 'worst' teacher, while another child chose not to assign a gender construct to their idea of the 'worst' teacher. The child who described their 'worst' teacher as a male labelled him as '*ugly*' and that this teacher had '*long nails and a cane*' as well as '*some brain cells*' (CP5, p. 269) as depicted in Figure 17 below.

Figure 17. 'Worst' teacher, male.

4.4.2.2 Moody or angry.

When discussing their 'worst' teacher constructs, five of the seven children spoke of this teacher being someone who is '*really grumpy*' (CP2, p. 260), someone who '*shouts at students, confuse them and get angry*' (CP7, p. 275). In particular, one child spoke of their 'worst' teacher being someone who changes their mood from '*rude to nice very quickly*', who is '*angry and aggressive*' and '*broke their desk on their first day because one of the students annoyed her*' (CP3, p. 263) as shown in Figure 18 below.
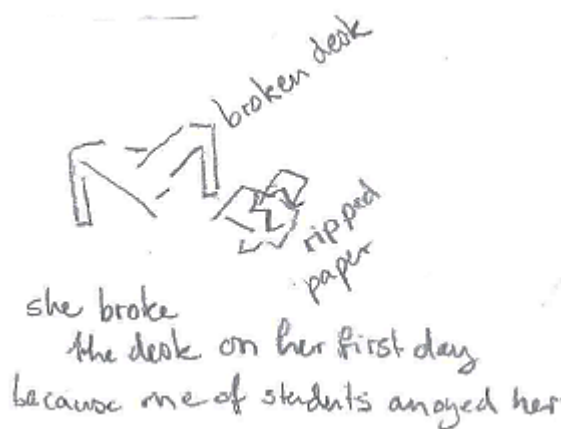
Figure 18. Broken desk of 'worst' teacher.

4.4.2.3 Desk.

When asked to describe the 'worst' teacher's classroom desk, five of the seven children described this desk using words such as '*messy*' or '*disgusting*'. One child spoke of this teacher's desk to be '*messy, with hairbrush and cream because she has bad skin*' (CP2, p. 260) while another child reported the desk to be '*really messy,* (with) *junk everywhere*' (CP1, p. 257) as shown in Figure 19. On the other hand, two children spoke of the teacher's desk having either '*nothing but paperwork and* (a) *computer on* (the) *desk*' (CP7, p. 275) or just being a '*tidy desk*' (CP6, p. 272).
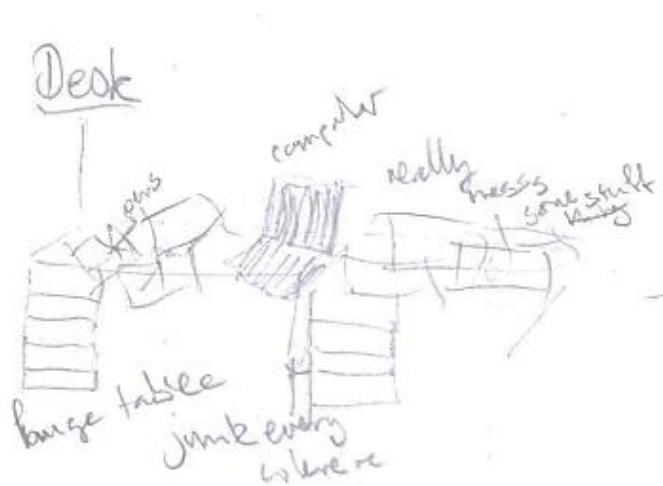
Figure 19. 'Worst' teacher's desk.

4.4.3 Theme 3: Behaviour Management

The third theme of 'behaviour management' was discussed by all seven children. The child participants spoke of different behaviour management strategies which occurred inside the classroom, on the playground and during teacher-pupil interactions around the school. This theme is separated into three subthemes of 1) Punish you, 2) Shouts or tells children off and 3) Strict.

4.4.3.1 Punish you.

This subordinate theme was discussed by all seven children and frequently spoken of in great detail. One child described their 'worst' teacher to be someone who '*would punish you for looking around*' and '*punish everyone for talking and keep them in*'. The child further reported

that '*when you don't finish your work, she* ('worst' teacher) *would tell you to stay in so when you slow working and confused what to answer she would keep you in*' (CP7, p. 275). Being kept inside as a punishment was also discussed by three other children, who reported their 'worst' teacher to '*tell them* (children) *to do their work or else they can't go to play for ten years*' (CP5, p. 269) or that this teacher '*might not even let kids go to lunch and eat lunch in front of them*' (CP6, p. 272). The third child spoke of their 'worst' teacher to '*not let me* (her) *out for break, if I accidentally hurt someone*' (CP2, p. 260).

A further three of the seven children spoke of the 'worst' teacher to resort to physical punishments. One child reported that '*they* ('worst' teacher) *carry me away when I don't want to move and pinch my arm and drag me across the concrete*' (CP1, p. 257). Another child spoke of their 'worst' teacher to be someone who '*will take it out in the children, she will hit them*' (CP4, p. 266) as depicted in Figure 20 which was similar to the report of the third child who spoke of the 'worst' teacher being someone who '*smacks the children*' (CP3, p. 263).

Figure 20. 'Worst' teacher punishing child.

Finally, one child spoke of their 'worst' teacher being someone who '*if you were talking, she would not allow it and tell you to stand up and stand in the corner* (looking at the wall)' (CP2, p. 260) as depicted in Figure 21 below.
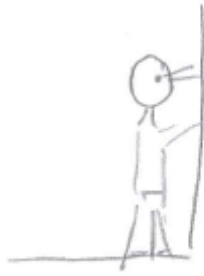
Figure 21. Punishment for talking.

4.4.3.2 Shouts or tells children off.

Shouting and being shouted at or 'told off' by the 'worst' teacher was discussed by four of the seven children. One child reported their 'worst' teacher as being someone who '*shouts at both adults and children*' (CP5, p. 269). Another child spoke of their 'worst' teacher to '*shout at students*', and that '*when* (other) *students get angry, she would tell me* (the child) *off*' (CP7, p. 275). Similar comments were reported by the other two children who spoke of their 'worst' teacher as being someone who '*tells them off*' and '*shouts at them*' (CP1 & CP3, p. 257 & p. 263) saying things like '*DO NOT DO THAT AGAIN!*' (CP3, p. 263).

4.4.3.3 Strict.

The description of a 'strict' teacher was used by two of the seven children. While one described the teacher only as '*strict*' (CP2, p. 260), the other child spoke of their impression of the 'worst' teacher being someone who says things like ' *sit down and do paperwork because I am talking*' and that the 'worst' teacher would not allow '…*talking at all, just do your work*' (CP3, p. 263).

4.4.4 Theme 4: Teaching Qualities

The fourth theme of 'teaching qualities' reflects the children's perception of the 'worst' teacher's approach to teaching. The superordinate theme is divided into two subordinate themes, namely, 1) Lazy and 2) Lots of hard work.

4.4.4.1 Lazy.

Five of the seven children described the 'worst' teacher as someone who is unsupportive or lazy. One child labelled the 'worst' teacher as someone who makes children '*do work on your own*' and only '*sometimes help*(s) *you when you ask her*' (CP7, p. 275). Another child spoke of the 'worst' teacher as someone who would '*not teach(ing) the class properly and just sit in their seat*', '*they would forget about the class, stay inside just leave to door open so the children can come back in*', and they would '*not do work*' and '*sleep in the chair*' (CP6, p. 272) as depicted by a different child in Figure 22. Similar behaviour was described by another child who reported the 'worst' teacher as someone who '*would just eat his burgers and leave the board on freeze*', because '*he wouldn't teach people, just give them questions* (on paper) *to answer*' (CP5, p. 269).

Figure 21. 'Worst' teacher being lazy.

4.4.4.2 Lots of hard work.

Three of the seven children also spoken of the 'worst' teacher as someone who gives them '*hard*' (CP3, p. 263) or '*tricky work*' (CP7, p. 275). One child also spoke of the 'worst' teacher giving the children work which they would not understand, saying that '*students would ask them* (worst teacher): '*What did you say, I don't understand that.*''(CP6, p. 272).

4.4.5 Theme 5: Professional Relationships

The final superordinate theme concerns the relationship the child participants believe the 'worst' teachers would have with other adults. Three subordinate themes emerged from this theme, namely 1) Pretends to be nice around other adults, 2) Adults do not mind them and 3) Bossy with others.

4.4.5.1 Pretends to be nice around other adults.

Six of the seven children described their 'worst' teacher to be someone who might act differently around other adults. For example, two children described the 'worst' teacher as someone who is '*friendly to other teachers*' (CP2, p. 260) or '*chats to other teachers trying to be nice*' (CP1, p. 257). Conversely, two other children describe the 'worst' teacher as someone who conceals the truth by being '*very, very nice with other teachers or people who watch him in the classroom*' (CP5, p. 269) or by hiding away the cooker and washing machine which the children usually use to complete the teacher's chores (CP4, p. 266). A third child reported their 'worst' teacher to be someone who '*pretends to be helping with other teachers and pretends to chat nice stuff*' (CP3, p. 263).

4.4.5.2 Adults do not mind them.

Four of the seven child participants reported their 'worst' teacher to be liked by adults, in particular their colleagues. Three students said that '*other adults don't mind her* ('worst' teacher)' (CP4, p. 266) and that '*other teachers might think she* ('worst' teacher) *is nice*' (CP1, p. 257) or, '*think she is good*' (CP7, p. 275). Conversely, another child said that other teachers might say '*How are your students doing?*' as, '*other teachers might think she* ('worst' teacher) *is struggling*' (CP6, p. 272).

4.4.5.3 Bossy with others.

Two children reported their 'worst' teacher to be someone who might tell others what to do. One child spoke of their 'worst' teacher to be someone who is '*bossy and tells others* (teachers) *what to do*' (CP4, p. 266). The second child spoke of thinking that '*some teachers think she* ('worst' teacher) *is bossy…a bit* (bossy) (CP2, p. 260).

4.5 Conclusion

Overall, the children participating in this study emphasised a preference for teachers who interact with children through play and discussions and care for the children's physical and emotional wellbeing. Preferences for differentiated teaching and learning opportunities as well as clear rules and boundaries were also discussed, along with favouritism for teachers who keep a clean and tidy desk and positive professional relationships with their colleagues. On the other hand, the 'worst' teacher was described by the children in this study as someone who has few and generally negative interactions with children and quickly resorts to a form of punishment to manage the children's behaviour or learning engagement. The children described this teacher as messy and lazy, someone who offers limited or no academic support to students in lessons. However, this teacher was considered to maintain more positive relationships with teaching colleagues.

4.6 Research Question 3: How useful or valuable do the adult participants believe this tool is for understanding pupil's views?

This question aimed to identify the adult participants' views on the usefulness of the *Ideal Teacher Drawing* technique, including their views on the usefulness of the technique in gaining children's views about their teacher-pupil relationship and an understanding of how to best support this relationship. A 30-minute presentation (Appendix K) outlining the child participants' feedback from the *Ideal Teacher Drawing* was provided to the adult participants before the interviews. All

adult participants were presented with an outline of the child participants' collective feedback during the interview. Seven adult participants completed the semi-structured interview. Based on this data, four superordinate themes emerged, as presented in Figure 23. The figure identifies the superordinate themes and subordinate themes of the data. Each theme, as outlined in the findings, drew on sections of the interview transcripts. The order of the themes was arranged according to the interview questions (Appendix L).
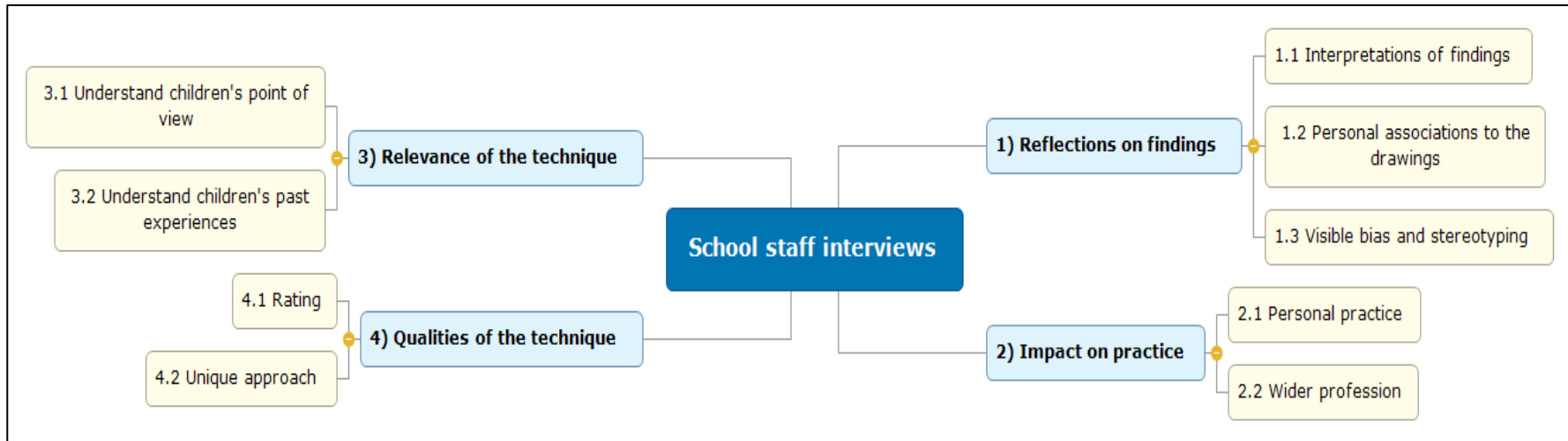
Figure 23. Key themes of the adult participants' interviews.

The first question posed to the adult participants asked about the school's current process of gaining pupil's views. In response, adult participants reported using face to face discussions, termly questionnaires and student council meetings. The setting's current process of gaining children's views explores the children's perspective of their previous and current schooling experience, friendships with their peers in the PRU and their general wellbeing. The provision does not currently have an established process which seeks to gain the children's views on their teacher-pupil relationships.

4.6.1 Theme 1: Reflection on Findings

The first theme of 'Reflections on Findings' explores the adult participants' responses to the second interview question, which asked adult participants to look at the outcome of the findings and discuss their thoughts on this (*Ideal Teacher Drawing*) intervention. The theme is divided into three subordinate themes of 1) Interpretation of findings, 2) Personal association, and 3) Visible bias and stereotyping.

4.6.1.1 Interpretations of findings.

All adult participants offered reflections on the child participants' collated data and sought to explain or justify the children's responses. Specific responses from the child participants' data, for instance, the children associating constructs such as 'anger, grumpiness and telling children off' with the 'worst' teacher, were reported to have been expected. However, some adult participants reported to have been surprised by other findings, as illustrated in the following extract:

'*Like, they said that they've noticed things like the messy desk and stuff like that was really interesting, 'cause it's like errrm a messy desk is like a, a bit of like an unravelling life or like, it's somebody that kind of can't control a situation that have a very messy desk.*' (Adult Participant [AP] 1, p. 272, line 115)

Other adult participants discussed the child participants' perspectives of teacher-pupil relationships and reflected on the importance of teacher-pupil interactions to build these relationships, as discussed in the following extract:

'*I think that's also very important, 'plays with children'. Because sometimes, as a teacher, you see other people are on the break duty, they don't spend so much time playing outside and so, so you don't really get* (to) *develop a relationship. So, I think that was also quite an important finding. That we need to spend more time, engaging the children outside and this is the best way in which we can form a relationship'.* The participant continued this by saying, *'I think this is the most critical lesson'.* (AP3, p. 297, line 30)

Another participant summarised their thoughts on the *Ideal Teacher Drawing* technique by saying:

'*…actually, children's viewpoints are extremely important to know, because, actually, what they feel. Doesn't matter what we think we're doing, it's how it's received….*' (AP5, p. 310, line 46).

4.6.1.2 Personal associations to the drawings.

All seven adult participants commented on aspects of the child participants' collated data with which they affiliated. In particular, adult participants reflected on the visible characteristics which the children used to describe their 'best' and 'worst' teachers. Five of the seven adults were particularly focused on the visible features of the 'worst' teacher, as illustrated in the following extract:

'*I find it quite sad, this stereotyping of somebody as old and fat and glasses and you know. Yeah, that I find sad, because I'm old, glasses. But I don't consider myself to be…*' (AP2, p.291, line 82)

Six of the adults reflected on teaching qualities the child participants identified in their *Ideal Teacher Drawings,* as illustrated by the following quote:

'*When I saw, when I first saw the best teacher actually, you kind of tick things off*' (AP3, p. 298, line 48).

While others commented more specifically on their teaching practice and how they felt to align with the 'best' teacher.

'*I mean you know personally, I, I hope that I am falling into the good or nice teacher when I teach. I mean I, I very much spend a lot of time with the children and I mean, I try to go out and play with them at playtime and do all those things that actually, you know, that the teachers that don't do, the children don't like about them.*' (AP6, p. 322, line 120).

4.6.1.3 Visible bias and stereotyping.

Three of the seven adults addressed the stereotyping and gender bias, which for them emerged from the children's collated data. One adult participant reported that:

'*I wasn't expecting, I mean I can see there's a lot of female teachers in primary. But, I wasn't really expecting it to be a thing, but yeah, primary it's a trend and they do kind of tend to respond better to females.*' (AP3, p. 297, line 26)

While another participant reported the child participants' data to have been somewhat stereotypical, as discussed in the following transcript:

'*It's quite, quite stereotypical some of the personal characteristics, aren't they? And, you know, big bad wolf and all that.*' (AP6, p. 320, line 77)

4.6.2 Theme 2: Impact on Practice

The second theme of 'Impact on Practice' was discussed by all seven participants in correspondence to the third interview question which asked adult participants to look at the outcome of the findings and reflected on how the collated information from the *Ideal Teacher Drawing* technique might impact on their professional practice. The theme was divided into two subordinate themes of 1) Personal practice and 2) Wider profession.

4.6.2.1 Personal practice.

All seven participants reflected on how the findings from the *Ideal Teacher Drawing* technique can impact on their professional practice. Upon reading and listening to the collated child participants' data, three adult participants reflected on specific behaviours and interactions they would like to include more frequently in their practice, as shown in the extract below.

'*I'd be trying to smile more and would be trying to be more greeting, trying to be more happy, funny, chatty, not trying to be but making sure that that's, something within my practice.*' (AP1, p.282, line 153).

Another participant made similar comments, saying:

'*I always approach them in a very playful way, but I think I can increase it a bit more.*' (AP3, p. 298, line 47).

Three of the participants spoke of wanting to use restorative approaches in their practice if they encountered children expressing concerns about their teacher-pupil relationships through the *Ideal Teacher Drawing*, as shown in the following extract.

'*So, I think something like this would be so beneficial for every single teacher to do because you can then look. We all have to have bad points. Now, we're not perfect. So, you could then look*

at how can we, how can we improve it can actually get the kids involved with you, saying, 'Okay',

what do you think?' (AP2, p. 293, line 126).

Six participants spoke of the need of being a reflective practitioner, who can analyse their interactions and behaviours, making adjustments as and when required to support these teacher-pupil relationships, as described by this participant:

'*I mean, I know for myself if this was me, if I'd come out as one of the worst teachers as an example. I'd really be looking at myself and how I can change and I expect the majority of teachers would probably do the same, I think. I think anyone would want to know that the child thought that way of them.*' (AP6, p. 329, line 272).

However, one participant raised concerns regarding some professionals' ability to reflect and respond to the *Ideal Teacher Drawing* feedback, as discussed in the following extract:

'*I wonder whether or not they might, not take in, and the characteristics. I mean, I think, I think a good practitioner would*' … '*You know they can come away going 'err well I'm the worst teacher, there is nothing I can do about it, so I think having clear pointers. But I think it's still good. I think it's still good practice. I think everyone should feel comfortable having that done professionally; you shouldn't really be teaching if you know that you are the worst.*' (AP5, p. 314-315, line 149 and 167).

4.6.2.2 Wider profession.

Along with the *Ideal Teacher Drawing* technique impacting on their personal practice, all adult participants discussed how the technique would benefit the wider teaching profession. In particular, adult participants reflected on the usefulness of identifying the types of behaviours and interactions the child participants perceive as positive and the impact of this on the teaching profession, as discussed in the following extract.

'…everyone can really work in a positive way and approach children again more positively and engage with them and playing and all that. I bet they all can do it if they are in an education environment. So, we should really know what it's like to be a good teacher and behave accordingly.' (AP3, p. 298, line 63)

Equally, types of behaviours and interactions which the children assigned to the 'worst' teacher were also considered as valuable learning opportunities, as shown in the following extract.

'And I think it's, I think all anybody works in school, you should be able to ahm, to sort of get the feedback. You know, and I think teaching staff should be able to actually look and then go, 'Oh actually I do that on a bad day', 'Actually, I have done that, Okay.' And I think it's good to reflect.' (AP4, p. 303, line 33)

Two participants further spoke of how the technique can help adults move away from a 'within child' perspective and analysis how their relationship with a child can impact on the behaviour, particularly in cases where the child is at risk of being permanently excluded.

'…there are so many children bouncing out of school and there's so many children at risk of exclusion. If there was to be able to see things like this and realise maybe there could be something so small they could alter and maybe they can just bring that child back in and get them back into kind of feeling supported, loved and where they want to be and where they need to be.' (AP1, p.283, line 177).

4.6.3 Theme 3: Relevance of the Technique

This theme emerged from the fourth and fifth interview question, which asked adult participants to rate the intervention's usefulness in gaining children's views and develop an understanding of how to best support teacher-pupil relationships. The adult participants' responses to both questions frequently intersected and were therefore combined to provide a more coherent

illustration of the participants' answers. All seven adult participants spoke of the *Ideal Teacher Drawing* technique providing them with a greater understanding of the children's views and experiences of their teacher-pupil relationships. The theme was categorised into two subordinate themes of 1) Understand children's point of view and, 2) Understand children's experience.

4.6.3.1 Understand children's point of view.

Six of the seven adults spoke of the *Ideal Teacher Drawing* technique, offering them a greater understanding of the child participants' point of view. In particular, adult participants commented on how the collated findings showed them the types of things the children noticed, as discussed in the following transcript:

'*I mean, children notice a lot don't they? You don't think they are noticing and I think that's, that's really sad if they, that is happening. And that's all. Yeah, it's just interesting, very intuitive children, because they actually know that, that kind of stuff is going on.*' (AP6, p. 320, line 80).

This particular participant reflected on the 'pretends to be nice around other adults' subordinate theme, which emerged from the child participants' collated data of the 'worst' teacher. Another participant reflected on the teacher-pupil interaction and how challenging emotions, such as dislike for a person, are noticed by children:

'*…like if you are finding the, it difficult, a child to work with them. They do pick* (that) *up and it has an effect on them.*' (AP7, p. 334, line 99).

This 'effect', as discussed by Participant 7, was also explored by another participant who reported the *Ideal Teacher Drawing* technique to offer them a greater understanding of what might be affecting children's behaviour, as outlined in the following extract:

'*… you need the kids' perspective on how they see, because I think that can have an impact on how they behave in class, they're going into the class with a teacher that actually, they're not*

competent with or they feel sort of like, they go in like I've been in a bad mood, as opposed to the teacher they say they like, kind of, but you know oh yeah they take everything more relaxed more comfortable.' (AP4, p. 303, line 29).

4.6.3.2 Understand children's past experiences.

Of the seven adult participants, four considered the *Ideal Teacher Drawing* technique to offer them an insight into the child participants' previous school experiences and teacher-pupil relationships, as illustrated in this extract:

'*…we don't get to see this kind of stuff and what they personally think and feel or what kind of attributes they may be still bringing in or holding on to from their old schools that they kind of feel so disengaged from, or feel kind of let down by or pushed out or ousted out from, so they could still be hanging on to a lot of stuff that they see there* (AP1, p.280, line 98).

4.6.4 Theme 4: Qualities of the Technique

The final theme of 'Qualities of the technique' explores the adult participants' perception of the *Ideal Teacher Drawing* technique throughout the semi-structured interview and their response to the Likert scale (Likert, 1932) as part of questions four and five of the semi-structured interview (see Appendix L). A separate theme outlying the adult participants' perceived qualities of the technique was chosen to draw out all responses provided by the adult participants throughout the interview and thereby offer a comprehensive sample of their responses. The theme was separated into two subordinate themes of 1) Rating and 2) Unique approach.

4.6.4.1 Rating.

Using a one to ten Likert scale (Likert, 1932), with ten being the highest, five of the seven participants rated the *Ideal Teacher Drawing* technique on a seven or higher when asked about the usefulness of the technique in gaining children's views. Of the five participants who offered a score, two gave the technique a score of *eight*, two a score of *nine* and a fifth participant

differentiated between the usefulness of the technique for the current setting and other schools. When differentiating the scores, the participant reported the following:

'*I'd say how useful it is for us at X; I would say it's about erm a seven, just because the children are so open here.*' The participant followed this up by saying: '*But in terms of what this can equally do, and outside in schools, I would say like nine borderline ten*' (AP1, p. 283, line 173).

The remaining two participants chose not to use the scale and instead provided qualitative answers to express their thoughts about the technique. The comments of those participants included:

'*But no, I'm saying Christ, I love it. I really love it*' (AP2, p. 295, line 165)

While the second participant commented that:

'*I think it's very high on the scale because, and like I said to you, I think, letting the children just say, rather than asking them specific questions, just kind of giving their ideas, it's given you so much more.*' (AP7, p. 333, line 85).

When rating the usefulness of the technique in gaining an understanding of how to best support teacher-pupil relationships, again on a scale of one to ten, three of the seven participants rated the technique on an *eight* or higher, with two participants giving it a score of *eight* and one a score of *nine*. The remaining four participants offered complimentary qualitative answers, including responses such as:

'*Well, because it gives you such an insight into what they want and what they need and how they perceive things. So, you could then adapt to what they need, is that an expression? So, I think it's incredibly useful and it's definitely, would give you more insights into your kids. And then you would understand better, the relationship, I think.*' (AP2, p. 295, line 172).

4.6.4.2 Unique approach.

Three of the seven adult participants spoke of the *Ideal Teacher Drawing* technique to offer them a unique understanding of the children's views. In particular, two participants reported the use of drawings as a useful and non-intrusive method of gaining children's views, as discussed in the following extract:

'... I think actually if you, if you just question the child on stuff like this, it's quite hard for some children to just explain how they feel, whereas if they get the opportunity to draw and the sort of facial expressions'...'tells you a lot more than say: 'my teacher wasn't very nice''(AP6, p. 319, line 51).

Similar comments were also provided by another participant, as shown in this extract:

'*I think it's a really non-intrusive way of doing it; because I hate questionnaires and they* (the children) *don't always answer truthfully. Whereas I think with this, after a while, they begin to just be able to comfortably talk about what something looks like'* (AP5, p. 312, line 112).

One participant also considered the advantage of an external professional seeking these views from the children, rather than a member of staff who has daily interactions with the children.

'*…it's interesting to see what they've kind of picked up on. So, you, you probably wouldn't get this stuff, even from a teacher asking a child, just because it's, it's that relationship. And it's that barrier. But from an outsider asking 'in', I think it could definitely be really useful.'* (AP1, p. 281, line 118).

4.7 Conclusion

On the whole, adult participants at the PRU at which the child participants data collection was conducted, responded positively to the *Ideal Teacher Drawing* technique. While some staff considered the data to be somewhat stereotypical, all believed it to give them a greater

understanding of the child participants' point of view and some explored how the findings offered them a greater insight into the child participants' previous school experiences. All adult participants discussed ways in which the findings could influence their professional practice; in particular, participants spoke of the importance of being a reflective practitioner to maintain positive teacher-pupil relationships. Additionally, participants reflected on the relevance of the findings to the teaching profession and how the *Ideal Teacher Drawing* technique might be perceived by different professionals in the field. Commenting on the techniques, all participants spoke positively of its usefulness in gaining an understanding of the child participants' views on teacher-pupil relationships, with some adult participants commenting on the use of drawings being a unique approach to gaining children's views.

Chapter 5 - Discussion

5.1 Overview

This chapter aims to:

- Discuss the findings of this research in relation to available literature in this field;

- Explore the implications of these findings to the role of Educational Psychologists;

- Discuss the strengths and limitations of the current study.

5.2 Discussion of the Findings

This section aims to discuss the findings obtained from the child participants' *Ideal Teacher Drawing* and the adult participants' interviews, as outlined in the previous chapter. The contents of this chapter are in reference to the three research questions outlined in the Research Methodology and Design chapter, which were:

1. What are the key themes of an ideal teacher construct for children attending a Pupil Referral Unit (PRU)?

2. What are the key themes of a non-ideal teacher construct for children attending a PRU?

3. How useful or valuable do the adult participants believe this tool is for understanding pupils' views?

5.2.1 Research Question 1

The initial objective of the research was to identify the constructs children hold of teacher-pupil relationships. Relevant themes were extracted from the child participants' 'best teacher' drawings to answer the first research question. Four superordinate themes emerged from this activity, including 1) Interaction with Children, 2) Teacher Qualities, 3) Visible Characteristics and 4) Professional Relationships.

5.2.1.1 Interaction with children.

All six child participants who completed the 'best teacher' drawing reported ways in which the 'best' teacher interacts with pupils, including through play, communication or by looking after the children. Previous research into excluded pupils' perceptions of teachers showed pupils to value teachers who are kind, fun, fair and trustworthy (Hart, 2013) as well as those who spend time with pupils, supporting them with their emotional difficulties and learning needs (Hilton, 2006). Child participants in this research reported on a variety of positive interactions that their ideal (best) teacher would have with pupils, which for them predominantly centred around interactive play. The findings of the current study are consistent with the findings from previous studies (Graham et al., 2019; Hart, 2013; Hilton, 2006; Jarvis, 2018); pupils value face to face interactions with their teachers during which they desire to feel listened to and supported.

Based on the child participants' scaling activities, which compared the best and worst teacher and asked the children to rate their previous and current teachers on the scale, it was encouraging to see the child participants rating their PRU teachers towards the upper end of the scale (near the 'best' teacher). Their reasons for the scaling of their current teachers resembled key elements which were also reported in the Timpson literature review (Graham et al., 2019) as elements of effective practice, such as staff being friendly and kind to students. A positive relationship with teachers, which is built on interactive play and communication is therefore fundamental and, by listening to pupils' views, teachers have the opportunity to gather ideas which could improve how they and the school operate (Munn & Lloyd, 2005).

5.2.1.2 Teacher qualities.

Teacher qualities again featured in all six children's 'best' teacher drawings and encompassed aspects such as 'not showing or hiding a bad day', 'fun teaching' and 'rules' among others. The child participants described their 'best' teacher as someone who *'makes lessons fun'* (CP4, p. 267) and helps those students who are struggling emotionally or academically, while also

having rules and boundaries in place. These findings reflect existing literature in this field, which has found excluded pupils to value teachers who support their academic needs (Hilton, 2006, Hart, 2013; Loizidou, 2009, Jarvis, 2018), have appropriate and consistent boundaries (Hart, 2013), make lessons engaging and exciting (Loizidou, 2009) and support pupils' emotional needs (Jarvis, 2018). In addition to being consistent with existing research, the presented findings also reflect the Teacher's Standards (DfE, 2011) which require teachers to teach well-structured lessons, adapt to the learner's strengths and needs and manage behaviours effectively.

Based on the responses provided by the child participants during the scaling activity, it was again evident that teachers at the PRU were meeting these positive standards for the children. However, some child participants commented on improvements which explored the teaching of subjects related to the child participants' current interests or future career choices. The reasons for these particular responses might be numerous, for example, children who reported these improvements might be feeling challenged or unchallenged by the curriculum or feel as if their learning does not relate to their interests or aspirations. On the whole, the findings show that the child participants value and seek an engaging teaching structure guided by fair and consistent rules in addition to teaching which is considerate of the children's academic and emotional needs and strengths.

5.2.1.3 Visible features.

The visible features theme included two main facets, namely the teacher's physical appearance and their workspace in the classroom. In the current study, the majority of the child participants described their best teacher as a woman, except for one child who did not specify a gender. This teacher was commonly described as 'nice' and 'kind' and as someone who keeps a 'tidy desk'. Previous research with excluded pupils has not considered to explore pupils' views on their teachers' appearance or workspace; however, PCP based research by Williams and Hanke

(2007) which explored pupils constructs of their ideal school, found pupils also to favour clean and well-maintained schools.

While the concept of appearance has not been explored in the existing literature, the perception of '*young and beautiful*' (CP3, p. 264) and cleanliness as an 'ideal' might be explained by Personal Construct Psychology (Kelly, 1991). Based on this theory, it could be argued that the children in this study hold specific constructs associated with the word 'best' when assigned to a person. Therefore, by exploring the 'best' teacher, children might have held subconscious constructs associated with the word 'best', which led them to assign these attributes to the 'best' teacher.

Similarly, the preference for female figures as their ideal teacher might reflect the child participants' primary school experience. Based on the data from the Office of National Statistics (2019), 78 per cent of primary school teachers are women. The likelihood that these children were taught by a male teacher while in their excluding school is therefore low. From a PCP perspective (Kelly, 1991), the child participants' limited, or non-existent experience of male teachers would therefore indicate that these children have not yet had the opportunity to develop a construct of male teachers. Their construction of the 'ideal' and 'non-ideal' teacher might therefore be solely based on their existing and presumably frequent experiences of being taught by female teachers.

Therefore, the features discussed in this section presumably provide an insight into the chid participants lived experiences and their constructs associated with the word 'best'. However, the practical implication of these constructs might be more significant, as evident from the adult participants' data, which showed that many adult participants made personal associations with the depicted 'best' and 'worst' teacher drawings. Therefore, the information provided by the children concerning the visual features of their imaginary teachers should be handled sensibly when

conducting the scaling task but also when discussing the outcomes of the technique with the respected parties.

5.2.1.4 Professional relationships.

The final theme identified from the child participants' 'best' teacher drawings concerns the 'best' teacher's professional relationships with other adults. Based on the findings from this study, children imagined their 'best' teacher to be perceived by others as the 'greatest teacher' who is friendly to other members of school staff and checks in on them. This concept was again not explored in previous research but is represented within the Teacher's Standards (DfE, 2011), which asks teachers to develop functional professional relationships with colleagues.

Surprisingly, when scaling their current teachers at the PRU, child participants did not refer to their current teachers' professional relationships and instead focused on teachers' interactions with pupils and their teaching styles. It is therefore possible that this particular aspect of the teaching profession is not something the child participants considered when constructing their 'ideal' or 'non-ideal' teacher. Instead, children in this study might have only chosen to explore their understanding of the ideal teacher's professional relationships because they were asked to do so by the researcher. Therefore, these children's construction of the 'best' teachers might only consider their direct experiences with teachers, rather than interactions they might have indirectly observed. The quality of the professional relationships teachers have with their colleagues might therefore not be as crucial to the child participants as other factors, such as their teaching style or interactions with pupils.

5.2.2 Research Question 2

The objective of the second research question was to identify the key themes of the child participants' non-ideal teacher constructs. Relevant themes were extracted from the child participants' 'worst teacher' drawings to answer this question. Five superordinate themes emerged

from this activity, namely: 1) Interaction with children, 2) Visible features, 3) Behaviour management, 4) Teaching qualities and 5) Professional relationships.

5.2.2.1 Interaction with children.

All seven children spoke of a variety of ways which described how their imaginary 'worst' teacher would interact with children, namely by just not being nice and ignoring children, or by being bossy and waiting for children to be bad and by only being nice to other students. Previous research of pupils exploring negative experiences with teachers identified similar themes. In those studies, excluded pupils discussed how they felt ignored, not listened to (Loizidou, 2009) and picked on (Hilton, 2006) or mistreated and misunderstood by staff in their excluding schools (Jarvis, 2018). In comparison to other research in this area, pupils in this research appeared to have explored their imaginary 'worst' teacher in greater detail. In particular, children in this study described how the 'worst' teacher would be someone with a variety of undesirable character traits such as being rude or nasty, while also ignoring children and spying on them so as to see them misbehave.

Based on the scaling activity completed at the end of the drawing tasks, it was evident that the child participants associated many character traits which they assigned to the 'worst' teacher with teachers from their previous school. This was also evident from the detailed descriptions the children provided of the 'worst' teachers' behaviours and interactions with pupils. Some child participants used this opportunity to discuss their experiences of their excluding schools, by making references to their previous teacher's actions and behaviours which resembled those they chose to draw or report during the activity. Those child participants who discussed their previous experiences appeared to benefit from using the images and the structure of the technique to explain different challenging experiences from their excluding schools. Therefore, the opportunity to discuss their imaginary 'worst' teacher might have acted as a therapeutic tool for some participants,

with the drawing components providing them with a structure to express these experiences indirectly (Butler & Green, 2007).

5.2.2.2 Visible features.

The visible features included three facets, namely the teacher's emotional appearance and behaviours, their gender and also their classroom workspace. The children in the current study predominantly described their 'worst' teacher as an 'ugly' or 'old woman' who keeps a 'messy' or 'disgusting' workspace in the classroom. Only one child depicted the 'worst' teacher as a man while another child did not specify a gender. Descriptions such as angry and grumpy were also used to describe the 'worst' teachers' behaviours. As previously mentioned, literature in this field had not explored excluded children's perception of teachers' appearance. Again, a similar suggestion as for the earlier finding might be made, whereby the overarching negative attributes of messy and angry might have been assigned due to the subconscious construct associated with the word 'worst' (Kelly, 1991)

5.2.2.3 Behaviour management.

The third theme of behaviour management was explored by all seven children who described the 'worst' teacher as someone who frequently resorts to using punishment strategies, including isolating students and physical punishment. The 'worst' teacher was also considered to shout often and tell children off while having strict rules to manage children's behaviour in the school. Previous research has identified similar patterns, with excluded pupils reporting experiences of being shouted at and socially isolated by their teachers (Loizidou, 2009). The scaling activities (Appendix M) completed by the child participants during the *Ideal Teacher Drawing technique* showed that the child participants had frequently encountered teachers in their previous school who employed these punishment strategies. However, from the scaling activity, it was evident that simple adaptions to the teacher's behaviour management could have positively influenced the child participants' perception of their previous teachers. With consideration of these

findings, an assumption could therefore be made that behavioural management through shouting, physical punishment and social isolation was one of the most considerable factors contributing to a negative perception of teachers for the children in this study.

One especially interesting observation from this theme was the children's ability to provide such detailed descriptions of the 'worst' teacher's behaviour management style, which highlighted the lack of detail the children offered during the 'best' teacher drawing activity. This difference was considered from a PCP (Kelly, 1991), environmental and a developmental perspective. From a PCP perspective, the lack of descriptive language, particularly during the 'best' teacher activity could be associated with the children's potential lack of experience of positive teacher-pupil relationships. Kelly (1991) proposed that a person's experiences shape and form their constructs, a lack of experiences of positive interactions with teachers might therefore lead to fewer or no opportunities for children to form their construct of a positive teacher. Alternatively, Kelly (1991) also proposed that some constructs might exist without us having the verbal markers to define them. The children in this study might therefore have lacked the language needed to describe their 'best' teacher constructs, which might be due to limited exposure to positive language used within their immediate environments. However, a third component to consider is the children's expressive and receptive language skills which might have made participation in the technique more difficult for them. Research evidence focusing on excluded children suggests that this population frequently present with unidentified language difficulties, particularly in the area of expressive language skills (Clegg, Stackhouse, Finch, Murphy and Nicholls, 2009; Ripley & Yuill, 2005). Additionally, previous research which used PCP methods to explore children's constructs has also referred to findings indicating that children whose language capacity was below their age expectation would produce fewer constructs than what would be expected of children their age (Thomas et al., 2011). The difficulties experienced by the children in this study might therefore warrant further research

into excluded children's ability to access techniques such as the *Ideal Teacher Drawing* when supported with tailored language-based strategies.

5.2.2.4 Teaching qualities.

The theme of teaching qualities featured in six of the seven children's 'worst' teacher drawings. The child participants described their 'worst' teacher's approach to teaching as 'lazy' and that the work provided by this teacher would be too difficult to complete. Previous research in this area has identified that excluded pupils felt challenged by the work demands in their excluding schools (Hilton, 2006; Jarvis, 2018). Similarly, previous research found excluded pupils feeling unsupported by their teachers (Loizidou, 2009), which somewhat reflects the current findings of children describing their 'worst' teacher as 'lazy'. Interestingly, when asked to rate their previous and current teachers on the scale at the end of the *Drawing Ideal Teacher* technique, the child participants did not discuss factors related to their previous teacher's teaching style or support strategies. Instead, the children reported that they would have liked lessons to have focused on their topics of interest.

On reflection, it was considered that the lack of discussion about 'teaching qualities' during the scaling activity might have been due to the limited structure provided during this part of the technique. While the 'worst' and 'best' teacher drawing parts of the technique follow a clear structure and guidelines, the scaling activity asks the children to reflect on their drawings and rate their previous and current teachers without the researcher necessarily providing any further guidance or structure. The provision of discussion points focussing on the seven distinct elements of the drawings might have therefore aided the children's participation in this final part of the technique.

5.2.2.5 Professional relationships.

The final theme of professional relationships was explored by all seven children in this study. Based on these findings, the child participants imagined the 'worst' teacher as someone who pretends to be nice to other adults, is tolerated by others and would be described as 'bossy'. As before mentioned, children's perception of teacher's relationships with other professionals has not been explored in previous research. However, the literature review by Graham et al. (2019) showed that excluded pupils often felt unfairly treated by school staff and that other children frequently received a reduced punishment for misconducts greater than theirs. By describing the 'worst' teacher as someone who pretends to be nice and as tolerated by others, the child participants might have attempted to describe similar experiences which led them to depict the 'worst' teacher in this way in the current study, which would again reflect Kelly's (1991) theory whereby constructs are developed through personal experiences.

5.2.3 Research Question 3

The final objective of the research was to explore adult participants' perception of the usefulness of the *Drawing Ideal Teacher* technique and if they considered it valuable to their practice. Relevant themes were extracted from the adult participants' semi-structured interviews to answer the third research question. Four superordinate themes emerged from these interviews, including 1) Reflections on findings, 2) Impact on practice, 3) Relevance of the technique and 4) Qualities of the technique.

5.2.3.1 Reflections on findings.

During the semi-structured interview, all adult participants offered reflections on the findings from the collated child participants' *Ideal Teacher Drawing* data. Those reflections included the adult participants' interpretations of the children's information as well as some personal associations to the drawings and reflections on the stereotypical nature of the children's responses. Adult participants in this research reported that they expected some of the findings, in

particular the depiction of the 'worst' teacher as someone who is angry and tells children off. However, other findings took the adult participants by surprise, such as the depictions of the 'worst' and 'best' teacher's workspaces. Other findings reinforced the adult participants' existing values and principles, such as the importance of direct interactions through play and communication to build a positive rapport with children.

It was encouraging to hear adult participants trying to make meaning of the children's data, even though they had no direct reference point due to the data being anonymised and presented as a collective. By exploring the children's data, adult participants also made direct personal comparisons of visual descriptors such as hairstyles, age and gender as well as teaching styles. These comparisons appeared to upset some of the adult participants, particularly those who felt that they somehow resembled the 'worst' teachers' physical appearance more than that of the 'best' teacher. The staff realised that these were hypothetical figures which might resemble a range of people the children might have been in contact with and also considered that these depictions might reflect the influence of modern media which frequently depicts the antagonist as ugly, old and angry.

Other resemblances were taken more positively, such as those related to the adult participants' practice. All adults were quick to identify practices which the child participants associated with the 'best' teacher as things they do daily; the adults also appeared to take the collated child participants' data as a tick box exercise. Some adult participants reflected on their 'worst days' and considered how they might sometimes appear in parts like the 'worst' teacher. It was encouraging to hear most adult participants considering and openly discussing their perceived faults and the impact these might have on their practice and their relationship to the pupils. However, a minority of the adult participants appeared to avoid exploring the 'worst' teacher's data and instead focused on naming the things they believed to be doing well, based on the 'best' teacher's data. This observation raised some concerns about how the technique might be taken up

by different teaching professionals, which, as the next section explores, is likely to impact on the usefulness of the technique on teaching practice.

5.2.3.2 Impact on practice.

In response to the third interview question, all adult participants explored ways in which the *Drawing Ideal Teacher* technique and its outcomes could impact on their professional practice as well as the wider profession. During the interviews, adult participants considered ways in which they can adapt their interactions and behaviours to build and maintain positive rapports with children. Others reflected on how the *Ideal Teacher Drawing* technique offers information which can help and support the restoration of broken relationships between teachers and students. Further reflections concerned the impact of the technique on the wider profession and how the children's views of 'best' and 'worst' teachers can help guide teacher training and professional development. Finally, adult participants explored the impact of the technique on supporting children at risk of exclusion and discussed ways in which the technique can offer a broader understanding of the children's circumstances and experiences.

It was particularly encouraging to hear almost all adult participants speak of the importance of being a reflective practitioner who is able to analyse their interactions with children and make adjustments accordingly to meet the children's needs and maintain functional relationships. One adult participant also discussed the possibility of resistance towards the technique and spoke of how some professionals might struggle to engage with the feedback obtained from the *Ideal Teacher Drawing*. These concerns were shared by the researcher and reflect findings from previous research, that PCP can provide staff with valuable information about students; however, the level of engagement from school staff will be vital in identifying and supporting students' progress (Connelly, 2018; Hardman, 2001).

5.2.3.3 Relevance of the technique.

The PRU in which the research was conducted currently seeks children's views about the provision, the teaching and their relationships to their peers through termly questionnaires, individual discussions with pupils and the student council. The adult participants therefore felt that the existing strategies already offered them great insight into the children's views. However, some adult participants commented on the lack of information gathered about children's teacher-pupil relationships and expressed that this might be an area for further development. All adult participants spoke of the *Ideal Teacher Drawing* technique to have offered them an insight into the child participants' unique perspectives of teachers. Furthermore, adult participants expressed that the collated findings helped them to gain a greater understanding of the children's behaviours while also offering them an insight into the child participant's previous school experiences.

Hearing adult participants speak passionately of the PRU's existing strategies for gaining children's views was inspiring; however, it also raised questions related to the lack of strategies for gathering children's views of teacher-pupil relationships. With consideration of the lack of existing research that privileges children's voice on this topic (Munn & Lloyd, 2005), it could be speculated that the topic raises uncomfortable feelings not only for teaching professionals but also for researchers, which might have led to the lack of interventions and research in this area. While the avoidance of this topic might have a variety of possible reasons, it is important to consider that by evading these conversations, we deny children the right to express their opinions on this matter. Given the dearth of research in this area and the perceived avoidance of the topic, this therefore opens up opportunities for further research which might explore school staff's perceived usefulness of this technique when used with children in mainstream provisions or provisions less well equipped to gaining children's views.

5.2.3.4 Qualities of the technique.

The final theme identified from the semi-structured interviews explored adult participants' perception of the quality of the technique which they discussed at different times throughout the interview. Overall, adult participants' response to the *Ideal Teacher Drawing* technique was overwhelmingly positive. As evident from other research, PCP based drawing technique can be a valuable and potent source of information into pupils' views of themselves (Moran, 2001; 2006), school life (Maxwell, 2006; 2015; Morgan-Rose, 2015; Pirotta, 2016; Williams and Hanke, 2007) or themselves as a learner (Connelly, 2018). The findings from this study demonstrated that school staff found the *Ideal Teacher Drawing* a useful technique which offered them a unique understanding of the child participants' views and needs. By using drawing to elicit children's views, some adult participants commented on this offering a non-intrusive approach to gaining children's perspective. The findings in this research therefore mirror those of other studies which explored the impact of PCP to elicit perceptions of students (Connelly, 2018; Moran, 2001). However, it should be considered that to obtain pupils' views on this topic in this manner; it might take external professionals who are not in daily contact with the targeted child to explore potentially complex teacher-pupil relationships.

5.3 Reflections on the Current Research

5.3.1 The Ideal Teacher Drawing

The application of drawing can, as previously mentioned, be a helpful strategy to support children of all ages for whom talking may seem embarrassing or awkward (Burnham, 2008). In the current study, the drawing component was approached differently by each child participant. While some children chose to draw an image for each of the seven distinct elements of the technique, others provided verbal descriptions of their imaginary 'worst' and 'best' teacher and requested these to be drawn by the researcher. The latter option, which was chosen by most of the

child participants, raised some concerns regarding the accuracy of the researcher's interpretation of the children's description. Additionally, by removing the opportunity to participate in the physical act of drawing from the child participants, the researcher was concerned that this might reduce the children's chance to express potentially challenging aspects at a speed that was comfortable to them (Burnham, 2008). However, based on the researcher's observations, all child participants who chose this approach seemed to take pleasure in using the researcher's drawing of their description as a mediator to discuss their thoughts. Similar observations were made with children who independently drew their images of teachers. Therefore, it could be argued that the drawing aided the child participants' ability to express their thoughts and that this was perceived as less awkward than talking directly to the researcher about their experiences with teachers.

5.3.2 Recommendations for future research.

The current study benefitted from a variety of factors, such as the researcher's opportunity to access an educational provision which frequently gathers children's views through a variety of means. Child and adult participants were therefore somewhat familiar with this information seeking process. Additionally, at the time of the child participant data collection, all children had spent some time with the researcher in their lessons or participated in playground activities with the researcher during break and lunchtimes. These interactions aided the development of positive rapport with the children and appeared to help them feel secure and comfortable throughout the individual interactions with the researcher. Additionally, it was helpful to have a brief conversation with each teacher before taking the children for the study, as this provided the researcher with an understanding of the child's present state of mind. The majority of the child participants therefore entered the session in a perceived 'calm' state. Future practitioners who apply this technique should continue to be mindful of the perceived relationship between them and the child, the child's emotional state of mind as well as their experiences of recent events which might have caused them distress, as these are likely to impact the children's participation in the technique negatively.

While most children in this research responded well to the technique and were able to participate in the drawing and answer the questions, one child struggled to maintain focus throughout the technique and requested to terminate the process after the 'worst' teacher activity was completed. Also, some children did not engage with the drawing aspect of the technique but discussed their views while watching the researcher draw their descriptions. In addition, the sessions with the child participants highlighted the difficulties they experienced discussing their teachers, lacking descriptive content and words to describe their constructs. It must therefore be noted that the most relevant approach or tool which is tailored to the child's needs and ability is chosen when attempting to obtaining children's perceptions of their teacher-pupil relationships (Gersch, 1996). The *Ideal Teacher Drawing* technique might therefore be adapted through additional tools such as a word bank to offer children a diverse range of vocabulary to choose from while completing the technique. However, it should also be considered that the *Ideal Teacher Drawing* technique might not be the most suitable technique for all children with an experience of permanent school exclusion.

On reflection of the current study, the researcher identified other potential factors which were not explored within this study. For example, the existing literature on excluded pupils identified school-home relationships as a potential risk factor contributing to school exclusions (Graham et al., 2019). Future research might therefore consider expanding on the *Ideal Teacher Drawing* by including an element which explores the 'worst' and 'best' teachers' interactions with parents or carers. This might add further depth to the understanding of the child's perception of their teacher. Additionally, future research might choose to focus on exploring the views of teacher-pupil relationships with children in mainstream provisions, those at risk of exclusion or pupils in specialist provisions. Previous research which has applied PCP based drawing activities with those mentioned populations has found that pupils responded positively to those techniques (Connelly, 2018; Maxwell, 2006; Moran, 2006; Williams and Hanke, 2007). However, as with the

current study, future researchers might want to explore school staff's perception of the technique

and whether or not it is considered beneficial to mainstream or specialist, primary and secondary

school teachers' practice and understanding of pupils' needs. Finally, future research might also

like to explore the impact of the *Ideal Teacher Drawing* technique on teaching practice by placing

the teacher's interpretation of the techniques findings in the foreground and focus on the impact

of these findings on the teacher's practice. At the same time, future researchers might choose to

revisit teachers to see if the outcomes had any lasting impact on their practice.

5.3.3 Links to Educational Psychology role.

The research into school exclusion shows that permanent exclusions have again seen a

yearly increase since the academic year 2013/14. Numerous risk factors related to the child, their

family and the school are believed to contribute to these increasing numbers (Graham et al., 2019).

Supporting our understanding of at-risk and excluded children and young people's experiences of

school and in particular, their relationships with teachers can and should be part of the role of an

Educational Psychologist (EP). Through gathering these perspectives, Educational Psychologists

(EPs) can act as an advocate for these children and inform interventions aimed at addressing these

concerns. However, this does not discredit the importance of school staff taking on the advocate

role for those marginalised pupils who struggle to engage in those relationships with teachers

(Munn et al., 2000). The current tool could therefore be used by EPs and other professionals to

gain these views from children in a child-friendly and non-intrusive manner.

One of the issues which EPs might encounter when using this technique is the time demand

associated with completing all aspects of the *Drawing Ideal Teacher* technique. To address these

potential time demands, EPs might choose to facilitate training on PCP based strategies to schools

and alternative provisions. Developing school staff's understanding of PCP and the *Ideal Teacher*

Drawing technique would allow staff to gather information of the pupil's past, present and their

ideal teacher and construct interventions which are suited to the pupil and the provision they attend.

However, as previously mentioned, caution should be given to the professionals' ability to reflect on the outcome of the technique and respect the pupil's views and opinions within this process. Therefore, while the technique has the potential to engage school staff in the process of gathering pupil's views of teacher-pupil relationships, it will take a reflective practitioner with an understanding of PCP to apply this technique and identify outcomes which can help develop the pupil's relationships with teachers.

Along with being considerate of other professionals' abilities to gather children's views through PCP, EPs and trainee EPs should also reflect on their knowledge and experience of PCP when using this technique. While EPs and trainee EPs are well placed to use this technique due to their extensive knowledge of psychology and access to frequent supervision, the importance of understanding and embedding PCP principles when practising this technique (and others alike) should not be underestimated. Therefore, while the technique has the potential to provide EPs with a new, non-intrusive and accessible tool to elicit children's views of teacher-pupil relationships, it will take a reflective practitioner with experience and great understanding of PCP to elicit detailed and comprehensive constructs from children and in particular those with experience of school exclusion.

5.3.4 Limitations.

As previously mentioned, the *Drawing Ideal Teacher* technique was well received by all participants and considered to be a useful tool for understanding and supporting children's teacher-pupil relationships. However, the study and the technique had certain limitations. One of the most noticeable limitations of this technique was the demand the technique placed on the child participants' language capacity. While previous research provided evidence to suggest that children as young as six years were able to participate in PCP based drawing techniques (Williams & Hanke, 2007), it was evident that children in this study struggled to verbalise their views. Instead, child participants frequently used short sentences or phrases, such as '*She is just nice*'

(CP4, p. 267) when exploring their constructs. A comparison of the child participants' data and the data collected during the pilot study showed that the child participants had used significantly less descriptive language than children of similar age who participated in the pilot study. This was particularly noticeable during the 'best' teacher drawing. While previous research which applied PCP based drawing techniques suggested this to be a suitable technique for the work with neurotypical and neuro-diverse pupils (Connelly, 2018; Moran, 2006; Morgan-Rose, 2015; Pirotta, 2016), it is possible that children in this research required further aids to support their participation in the technique. As previously mentioned, the use of a word bank, showing a range of descriptive or emotive words, might have been beneficial to support the child participants' expressive language skills.

A further aspect to consider in line with the data gathered from the child participants is the researcher's experience of practising PCP strategies. Through their previous role and EP training, the researcher had some experience of using PCP techniques with children. However, it should be considered that to practice PCP adequately and elicit children's constructs in a safe and supportive manner, appropriate training and practice are required. Therefore, the limited information gathered about the child participants' constructs of their ideal and non-ideal teachers might reflect not only their expressive language skills but also the researcher's ability to elicit detailed constructs. The findings of this research should therefore be considered in light of the researcher's experience with PCP.

Another limitation of this research was the small sample size, taken from a convenient sample. Therefore, the findings cannot be generalised to the target population of children who have been excluded from school. However, the purpose of this research was to explore children's constructs of an ideal and non-ideal teacher and understand how the collated information from the children is understood and used by school staff. The *Ideal Teacher Drawing* technique is believed

to elicit individual responses from each child due to the nature of their experiences, needs and background.

An added limitation of the technique concerned the lack of information gathered about teacher-parent relationships and children's views on this concept. The existing literature on excluded pupils identified school-home relationships as a potential risk factor contributing to school exclusions (Graham et al., 2019). Under the premise that parts of the teacher's role include effective communication with parents or carers (DfE, 2011), the *Ideal Teacher Drawing* technique could have been used to facilitate an exploration of teacher-parent relationships from the children's perspective. Such an exploration might have provided further insight into factors children perceive to be important when developing relationships with their teachers.

A final limitation of the study concerns the researcher's reflexivity and potential bias throughout the data analysis process. To aid the thematic analysis process, the researcher kept a reflexive diary (Appendix Q for example) throughout their whole data collection and analysis process to address any thoughts, concerns or biases they might have felt. This allowed the researcher to reflect and consider their impact on the data and the subsequent data analysis (Braun & Clakre, 2013; Braun, Clarke, Hayfield & Terry, 2018). While the reflexive thematic analysis approach encompasses the researcher's influence on the data within its process, the researcher was mindful of the shift between their role as a trainee EP and as a researcher. This proved challenging during data collection process as it required the researcher to ask questions in line with the research questions and not engage in the process of joint problem solving as would be common practice in the role as trainee EP.

5.3.5 Strengths.

One of the strengths of this research is its exploratory and evaluative purpose. The current study involved the development of a new PCP based technique and offered an evaluation of this

technique from the school staff's perspective. Through the *Ideal Teacher Drawing* technique, the researcher was able to gain a greater understanding of children's views of teacher-pupil relationships and explore factors not previously considered, such as pupil's perspective of their teacher's appearance or the teacher's relationships with other professionals. These findings have added depth to the understanding of excluded children's perspectives of their teacher-pupil relationships and could be used to inform future research and school-based interventions. Additionally, through the evaluation of the technique, the researcher was able to gain an understanding of how useful and valuable school staff perceive the technique to be to their practice. The current study therefore offers a new PCP based technique which has been deemed useful by school staff and offers professionals a new way of capturing the pupil's views of teacher-pupil relationships in a child-friendly and non-intrusive way.

While offering a new technique for exploring children's views, the current study also draws attention to the importance of gathering children's views on matters which impact their school experience. As evident from the existing research on excluded pupils, teacher-pupil relationships are an area of difficulty for most excluded children (Hilton, 2006, Hart, 2013; Jarvis, 2018; Loizidou, 2009, Trotman et al., 2015). The current study therefore further emphasises the relevance of these relationships and highlights the importance of including pupils' views of those relationships in professional practice.

A final strength of the research concerns its transferability. By offering a 'thick description' (Geertz, 1973) of the participants' characteristics, location, culture, place, and context in which the research was conducted as well as the technique and semi-structured interview process, the researcher hoped to provide enough information to allow the reader of this work to transfer the findings to other contexts or settings.

5.4 Dissemination

5.4.1 Within the PRU.

All adult participants spoke of their admiration for the technique and expressed an interest in using it in their practice. Some also spoke of wanting to try the technique in their outreach projects with children at risk of exclusion, or when children enter the PRU provision. The headteacher of the primary PRU also requested for the anonymised outcomes of the collated child participants' data to be shared with the school so that the information can be used for future staff training and be made into visual reminders for the provision. Supporting these developments, the researcher agreed to present the research to all participants and the respective parents at the end of the academic year. However, due to the current COVID-19 crisis, which has led to school closures across the United Kingdom, adaptations were made to this process (see Appendix R).

5.4.2 Educational Psychologist.

To disseminate the technique and the findings, the researcher intents to present the research at the next Division of Educational and Child Psychology (DECP) conference in January 2021. Additionally, to allow for free access to the technique, the researcher hopes to have the technique and the research published on Heather Moran's website. For this to happen, the researcher has made contact with Ms Moran and is awaiting her response. Finally, the researcher hopes to present the research and the technique to the Educational Psychology service in the local authority in which the research was conducted. If this can not be achieved face to face due to the COVID-19 crisis, the researcher plans to share the presentation during a team meeting using the service's online communication tool to disseminate the information.

5.4.3 Publication.

The researcher intends to initially publish the thesis using an online database such as EThOS before writing and disseminating a research article within a year of passing the Viva.

5.5 Concluding remarks

Permanent school exclusions have seen an increase in numbers for several years. Factors contributing to this rise are considered to be multiple, with poor teacher-pupil relationships being one of the main identified factors. A review of the literature revealed that although papers have been written about school exclusions, relatively little research has explored teacher-pupil relationships. The current study explored the constructs of teacher-pupil relationships of children attending a PRU using a new version of an established technique and determine how the collated information from the technique is understood and used by school staff. Children's constructs of an ideal and non-ideal teacher were therefore explored through the application of the Personal Construct Psychology based *Ideal Teaching Drawing* technique, while the usefulness of the technique was determined through semi-structured interviews with school staff.

The current study found that the children responded well to the technique and used this opportunity to offer their views of their ideal and non-ideal teacher. However, many of the children had difficulty offering a detailed description of their imaginary teachers and instead provided short, recurring phrases to describe those teachers' characteristics. Despite these difficulties, all children participated in the technique and provided responses which offered a broader understanding of their views. Additionally, the current study also found school staff to believe the technique to be useful in gathering information on teacher-pupil relationships from the children's perspective and gain information to inform teaching practice. While these specific findings from these participants might not be transferable, the research provides evidence to suggest that PCP, and in particular the *Ideal Teacher Drawing* technique, can be used to obtain excluded children's views of their ideal and non-ideal teacher.

Through the exploration and evaluation of the *Ideal Teacher Drawing* technique, this research directly contributed to the existing literature into the application of PCP with marginalised

pupils. The research also further highlighted the importance of gaining children's views and emphasises the relevance of teacher-pupil relationships and the impact of these on children's school experiences. By gathering pupils' constructs of these relationships, professionals gain an opportunity to understand excluded pupils' views and a chance to use this information to transform the pupils' school experience by helping teachers to understand the children's perspective and adapt their practice to meet the pupils' needs which might have previously been unrecognised.

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Appendix A

Excluded papers and reasons for exclusion

Title	Author	Reason for exclusion
Initial search including 1) and 3) Articles excluded at database search		
1. A new twist on old questions: A life span approach to the trait concept.	Hampson & Edmonds (2018)	Did not attempt to gain pupils' views of teacher-pupil relationships using a Personal Construct Psychology approach or used Personal Construct Psychology approach with a focus on exploring children's views of teacher-pupil relationships.
2. A student and faculty partnership to develop leaders in primary care at a research-oriented institution.	Krishnan, Johnson-Paben, Arnold, Zuo, Ho, Molloy, Ram, Haag, Ziegelstein, Christmas & Colleen (2017)	
3. Social information processing patterns, social skills, and school readiness in preschool children.	Ziv (2013)	
4. Assessment of preschool classroom practices: Application of Q-sort methodology.	Bracken & Fischel (2006),	
5. The essential practitioner's handbook of personal construct psychology.	Fransella (2005)	
6. The child within: The exploration of personal construct theory with young people.	Butler & Green, (1998)	
7. A Study of Time Utilisation in the Reception Class with Particular Reference to Teacher-Pupil Interaction.	Orchard (1996)	
8. The Child-School Interface: Environment and Behaviour. Children, Teachers and Learning Series.	Jones (1995)	
9. Teacher expectations and the able child.	Lee-Corbin (1994)	
10. Teachers' personal constructs and their pupils' self-images.	Blease (1986)	
11. Teachers' perceptions of slow learning children: an ethnographic study.	Blease (1978)	
12. Attribution of implicit personality theories in an	Bierhoff & Bierhoff-Alfermann (1977)	

interaction situation between judges.		
13.Teacher-pupil relationship in view of recent research findings: A transactional model.	Nickel (1976)	
Initial search including 1), 2) and 3)		
Articles excluded which were read and excluded from the literature review		
1.A student and faculty partnership to develop leaders in primary care at a research-oriented institution.	Krishnan, Johnson-Paben, Arnold, Zuo, Ho, Molloy, Ram, Haag, Ziegelstein, Christmas & Colleen (2017)	Did not attempt to gain pupils' views of teacher-pupil relationships using a Personal Construct Psychology approach or used Personal Construct Psychology approach with a focus on exploring children's views of teacher-pupil relationships.
2.Assessment of preschool classroom practices: Application of Q-sort methodology.	Bracken & Fischel (2006)	
3.A Study of Time Utilisation in the Reception Class with Particular Reference to Teacher-Pupil Interaction.	Orchard (1996)	
4.The Child-School Interface: Environment and Behaviour. Children, Teachers and Learning Series.	Jones (1995)	
5.Teacher expectations and the able child.	Lee-Corbin (1994)	
6.Teachers' personal constructs and their pupils' self-images.	Blease (1986)	
7.Teachers' perceptions of slow learning children: an ethnographic study.	Blease (1978)	
8.Attribution of implicit personality theories in an interaction situation between judges.	Bierhoff & Bierhoff-Alfermann (1977)	
9.Teacher-pupil relationship in view of recent research findings: A transactional model.	Nickel (1976)	
Articles excluded from ProQuest search using search 'in abstract'		
10.My ideal school: a personal construct psychology approach to understanding the school constructs of children described as anxious	Pirotta (2016)	Did not attempt to gain pupils' views of teacher-pupil relationships using a Personal Construct Psychology approach or used Personal Construct Psychology approach with a focus on exploring children's views of teacher-pupil relationships.
11.In What Way Can Children's Drawings Together with a Personal Construct Discussion Help to Illuminate Our	Maxwell (2001)	

Understanding of Their Views of Their Educational Experiences?		
12.The Perceived Attributes and Role of Environment to Creative Instruction	Nyboer (2018)	
Search 1 Articles excluded at database search stage		
1.A personal construct approach to understanding stress in mothers of children diagnosed with autism spectrum disorders.	Sharma, Winter & McCarthy (2013)	Research not conducted with pupils
2.Review of Let's talk: Using personal construct psychology to support children and young people.	Donnelly (2009)	Book review
3.Families, children, and Down syndrome: Personal and social constructions and reconstructions.	Costigan (2000)	Research not conducted with pupils
4.Definitions of successful education for the 'looked after' child: A multi-agency perspective.	Coulling (2000)	Research not conducted with pupils
5. Inclusive and exclusive masculinities in physical education: A Scottish case study.	Campbell, Gray Kelly, MacIsaac (2018)	Research did not apply PCP
6. Expert teachers' personal constructs on effective parental involvement for adolescent students.	Kolodnicki	Research not conducted with pupils
7. Impact of student leadership engagement on early adolescents' self-concepts.	Hollar	Study not at PHD level
8. O conhecimento dos outros e a construção de si mesmo em adolescentes com e sem sintomatologia depressiva: Um estudo exploratório.	Carapeto, Feixas, (2013)	Study not in English
9. Emotional and aesthetic attachment to digital artefacts.	Turner, Turner, (2013)	Research did not apply PCP
10. Processes of enhanced self-understanding during a counselling programme for parents of children with disabilities.	Sulheim; Sidsel; Bukholm, Haugli, Hallberg, (2013)	Research did not apply PCP
11.Deafness-related self-perceptions and psychological	Mance, Edwards (2012)	Research did not apply PCP

well-being in deaf adolescents with cochlear implants.		
12. Childhood sexual abuse and construction of self and others in people who have experienced psychosis.	Sporle, Winter, Rhodes (2011)	Research not conducted with pupils
13. The self-perceptions of bullies in Cyprus primary schools.	Kaloyirou, Lindsay (2008)	Research did not apply PCP
14. Perceived parenting dimensions and identity styles: Exploring the socialization of adolescents' processing of identity-relevant information.	Smits, Soenens, Luyckx, Duriez, Berzonsky, Goossens (2008)	Research did not apply PCP
15. Triangulation and theoretical understanding.	Ma, Norwich (2007)	Research did not apply PCP
16. The effect of music on the reading comprehension of junior high school students.	Anderson	Research did not apply PCP
17. Personality, identity styles, and religiosity: An integrative study among late and middle adolescents.	Bart, Bart (2006)	Research did not apply PCP
18. 'This one is more me!' What children think about writing test stimuli involving choice.	Johnson (2004)	Research did not apply PCP
19. Exploring the perceptions of staff towards children and young people living in community-based children's homes.	Heron, Chakrabarti, (2003)	Research did not apply PCP Research not conducted with pupils
20. What's changed? The racial orientations of South African adolescents during rapid political change	Dawes, Finchilescu (2002)	Research did not apply PCP
21. 'Someone to talk to who'll listen': Addressing the psychosocial needs of children and families.	Attride-Stirling, Davis, Markless, Sclare, Day (2001)	Research did not apply PCP
22. University students elaborate on what young persons 'at risk of suicide' need from listeners.	Pullen, Gow (2000)	Research did not apply PCP
Search 1 Articles which were read and excluded from the literature review		
1. Giving children of imprisoned parents a voice.	Weidberg (2017)	No information provided about the personal construct method

2. The perception and experience of adolescent boys with autism spectrum disorder: A personal construct psychology perspective	Cridland, Caputi, Jones, & Magee, (2015)	Did not apply a PCP method but compared interview findings to previously explored PCP construct findings of different study
3. Personal constructs and the enhancement of adolescent engagement in reading.	Irwin (2003)	Literature review, no evidence of application of PCP method
4. Using personal construct methodology to explore relationships with adolescents with autism spectrum disorder.	Murphy, Burns, Kilbey (2017)	Lack of information provided about PCP strategy
5. Understanding high-functioning autism during adolescence: A personal construct theory approach.	Cridland, Caputi, Jones, Magee (2014)	The paper provides preliminary steps toward the application of PCP but does not actually apply PCP methods
6. Self-construing in former child soldiers.	Goins, Winter, Sundin, Patient, Aslan (2012)	Participants no longer in mandatory education, older than 18 years
7. Personal constructs, childhood sexual abuse and revictimization.	Freshwater, Leach, Aldridge (2001)	Participants no longer in mandatory education, older than 18 years
8. Promoting self-awareness and role elaboration: Using repertory grids to facilitate theatrical character development.	Cruise, Sewell (2000)	Participants no longer in mandatory education, older than 18 years
9. Personal constructs of male survivors of childhood sexual abuse receiving cognitive analytic therapy.	Clarke, Pearson (2000)	Participants no longer in mandatory education, older than 18 years
Search 2) Articles excluded at database search		
Search 2.2		Research did not include a PCP based drawing technique. Or did not use a PCP based drawing technique with children and young people of mandatory school age.
1. Self-knowledge and depressive symptoms in late adolescence: A study using the repertory grid technique.	Carapeto & Feixas (2019)	
2. Characteristics of the construct systems of women victims of intimate partner violence.	Soldevilla, Feixas, Varlotta, Cirici, (2014)	
3. An exploration of the identification of implicative dilemmas and their relationship to personal construct theory-congruent measures of psychological	Badzinski & Anderson (2012)	

well-being in nonclinical samples.		
4. Cognitive factors in fibromyalgia: The role of self-concept and identity related conflicts.	Compañ, Feixas, Varlotta-Domínguez, Torres-Viñals, Aguilar-Alonso, Dada, Saúl, Luís (2011)	
5. Midpoint ratings on personal constructs: Constriction or the middle way?	Winter, Bell & Watson (2010)	
6. "Feeling part of things": Personal construction of self after brain injury.	Gracey, Palmer, Rous, Psaila, Shaw, O'Dell, Cope, Mohamed (2008)	
7. Wanting to Be Better but Thinking You Can't: Implicit Theories of Personality Moderate the Impact of Self-Discrepancies on Self-Esteem.	Renaud & McConnell (2007)	
8. The Abstracts of the 12th Australasian Conference on Personal Construct Psychology.	Hennessy (2006)	
9. A personal construct theory view of professional identity.	Ellis (2006)	
10. Discrepâncias do Eu: Diferenças entre as populações não-clínica e clínica.	Brandão, Vasco, António (2005)	
11. The reliability and the convergent/discriminant and criterion-related validity of three methods for measuring self-discrepancy.	Babel,	
12. Smoking and self-concept in young adults: An idiographic method of measurement.	Weiss, Watson, McGuire (2003)	
13. The predictive strength of personal constructs versus conventional constructs: Self-image disparity and neuroticism.	Watson & Watts (2001)	
14. Standardization of interelement distances in repertory grid technique and its consequences for psychological interpretation of self-identity plots: An empirical study.	Schoeneich & Klapp (1998)	
15. The personal constructs of coping with chronic low back	Large & Strong (1997)	

pain: Is coping a necessary evil?	
16. The meaning of drinking: A Personal Construct Psychology exploration of changes in self-construing over the course of treatment.	Matuszewsk
17. Into the community or back to the ward? Clients' construing as a predictor of the outcome of psychiatric rehabilitation.	Winter, Goggins, Baker, Metcalfe (1996)
18. Theories of personality: A systems approach.	Lester (1995)
19. Personal construct measurement of self-esteem.	Button (1994)
20. Reduced death threat in near-death experiencers.	Greyson (1992)
21. Enterprise trainees' self-construals as entrepreneurs.	Gray (1992)
22.Personal constructs of students with eating disorders: Implications for counselling.	Batty & Hall (1986)
23. Personality and personal construct logical consistency.	Chambers & Epting (1985)
24. Changes in identification during adolescence: A personal construct theory approach.	Strachan & Jones (1982)
25. Theoretical and empirical meaning of the concept 'level of aspiration.'	Straś-Romanowska (1979)
Search 2.4	
1. A Novel Use of Honey's Aggregation Approach to the Analysis of Repertory Grids	Rojon, McDowall, Saunders (2019)
2. Symptom, symbol, and the other of language: A Jungian interpretation of the linguistic turn.	Alderman (2016)
3. Bibliometric review of the repertory grid technique: 1998–2007.	Saúl, López-González, Moreno-Pulido, Corbella, Compañ, Feixas (2012)
4. Using contrasting drawings or pictures as an assessment tool within a personal construct framework.	Foster & Viney (2012)

5. Personal construct methodology.	Caputi, Viney, Walker, Crittenden (2012)
6. Review of Sexual offenders: Personal construct theory and deviant sexual behaviour.	Edmonds (2009)
7. Revisiting the performance profile technique: Theoretical underpinnings and application.	Gucciardi &Gordon (2009)
8. The repertory grid as a heuristic tool in teaching undergraduate psychology.	Mayo (2008)
9. Nonverbal Techniques in Personal Construct Psychotherapy.	Stein (2007)
10. Nonverbal Explorations of Construing: Drawing Menopause.	Foster & Viney (2007)
11. A TAProot of Social, Personality, and Political Psychology: Authoritarianism Yesterday, Today, and Tomorrow.	Suedfeld (2006)
12. Organisations and information systems: Investigating their dynamic complexities using repertory grids and cognitive mapping.	Brooks, Davis, Lycett, (2005)
13. Repertory grid technique in the diagnosis of learner difficulties and the assessment of conceptual change in physics.	Winer & Vázquez-Abad (1997)
14. An exploration of personal meanings through the use of drawings: A brief introduction to an experiential workshop.	Ravenette (1996)
15. The animal and opposite drawing technique: Implications for personality assessment.	Koocher & Simmonds (1971)
Search 2.6	
1. Investigating the factors associated with emotionally-based non-attendance at school from young people's perspective	Shilvock (2010)
2. Exploring and challenging perfectionism in four high-	Thorley (2016)

achieving UK secondary schools	
3. Investigating the impact of parental constructs of school and school related elements on their children's constructs of school and school related elements and their subsequent emotionally based school refusal behaviour	Smith (2011)
4. Perceptions of self, peers and school : the use of multi-method approach for eliciting pupil voice in provision for boys with social, emotional and behavioural difficulties	Sines (2011)
5. Exploring the friendship experiences of year 7 students with a visual impairment in mainstream secondary schools	Meehan (2012)
6. Hidden victims of the justice and education systems? : giving children of imprisoned fathers a voice	Weidberg (2015)
7.Young social beings : an investigation into the social interactions and relationships of a Year Five class	Sewell (2016)
8.Upgrading the outdoor space of primary schools in Tripoli, Libya	Shibub (2008)
9. Young people's preferences for social interaction in terms of homophily and inclusion : a critical analysis with reference to respect and democratic decision-making	Koutsouris (2014)
10. Front line education practitioners experiences of multi-agency School Years Solihull Approach Training	Sodhi (2009)
11.An exploration of the experiences of young people with Asperger's Syndrome, their parents and their teachers in Irish mainstream secondary schools	Killowry (2015)
12. "Pass the parcel" : are managed moves an effective	Bagley (2013)

intervention : is there a role for educational psychologists in facilitating the process?		
13. An illuminative study of curriculum changes in English language teaching and learning in Pakistan	Memon (1989)	
14. Understanding social anxiety : an existential phenomenological investigation	Fry (2005)	
15. Methodological issues in the exploration of teacher thinking about reading : an evaluation of the reliability and validity of personal construct psychology	Smith (1997)	
16. Utilising the views of Special Educational Needs Coordinators (SENCos) and the findings of two case studies to explore the potential impact of how young people with Attention Deficit Hyperactivity Disorder (ADHD) understand and perceive their diagnosis : a study on well-being	Gribble (2019)	
Search 3) Articles excluded at database search stage		
1.The effects of student-teacher and student-student relationship on school engagement: an empirical research in Bulgaria.	Valkov & Lavrentsova (2019)	Not conducted in the United Kingdom (UK)
2.Which School for Whom? Placement Choices for Inclusion or Exclusion of Dutch Students With Social, Emotional, and Behavioral Difficulties in Primary Education.	Zweer, Bijstra, de Castro, Tick, van de Schoot & Eckert (2019)	Not conducted in the UK
3.Inclusive education for Internally Displaced Children in Kenya: children perceptions of their learning and development needs in post-conflict schooling.	Wanjiru (2018)	Not conducted in the UK
4.Caste and control in schools: A systematic review of the	Welsh & Little (2018)	Not conducted in the UK

pathways, rates and correlates of exclusion due to school discipline.		
5.School-based support for children with conduct disorders; a qualitative longitudinal study of high-need families.	Stevens (2018)	Participants had not been permanently excluded from school
6.The perceptions and experiences of young people with a BESD/SEMH classification.	Sheffield & Morgan, (2017)	Participants had not been permanently excluded from school
7.The political dimension of multicultural social work education.	Nadan, Weinberg-Kurnik & Ben-Ari (2016)	Not conducted in the UK and does not explore permanent exclusion
8.Fostering Inclusion and Positive Physical Education Experiences for Overweight and Obese Students.	Rukavina & Doolittle (2016)	Not conducted in the UK and does not explore permanent exclusion
9.Teaching Practice of Physical Education Teachers for Students with Special Needs: An Application of the Theory of Planned Behaviour.	Wang, Wang, & Wen (2015)	Not conducted in the UK and does not explore permanent exclusion
10.Optimization as a Dispositive in the Production of Differences in Denmark Schools.	Hamre (2003)	Not conducted in the UK and does not explore permanent exclusion
11.Deaf Young People with Sequential Bilateral Cochlear Implants: The Experience of Parents and Teachers.	Mather, Archbold & Gregory (2011)	Does not explore teacher-pupil relationships Does not focus on excluded pupils' views
12.A Validation of the Classroom Assessment Scoring System in Finnish Kindergartens.	Pakarinen, Lerkkanen, Poikkeus, Kiuru, Siekkinen, Rasku-Puttonen & Nurmi (2010)	Not conducted in the UK
13.Understanding disability with children's social capital.	Allan, Smyth, I'Anson & Mott (2009)	Does not focus on excluded pupils' views
14.How Students Design and Enact Physics Lessons: Five Immigrant Caribbean Youth and the Cultivation of Student Voice.	Basu (2008)	Does not focus on excluded pupils' views
15.Attitudes, inclusion and widening participation: a model of interactive teaching and leadership.	Jones (2004)	Does not focus on excluded pupils' views
16.Mental health in schools: what about the staff?	Jackson (2002)	Does not focus on excluded pupils' views

Search 3.2		
1. What are the views of pastoral staff regarding exclusion from secondary school?	Cochrane (2018)	Does not focus on excluded pupils' views
2. School exclusions and pupil identities	Kane (2007)	Does not explore teacher-pupil relationships
3. An Appreciative Inquiry of facilitative factors within educational provision perceived to support engagement of students attending a secondary school-based alternative provision unit	Looney (2018)	Does not explore teacher-pupil relationships
4. Supporting pupils at risk of exclusion : an evaluation of an intensive, out-of-school, emotional literacy programme for key stage 3 pupils	Pratt (2009)	Does not focus on excluded pupils' views
5. Toward a contextual theory of school exclusion : a multi-layered view of the interaction between national policies and local school practices	Rustique-Forrester (2003)	Does not focus on excluded pupils' views
6. Eliciting and foregrounding the voices of young people at risk of school exclusion : how does this change schools' perceptions of pupil disaffection?	Sartory (2014)	Does not focus on excluded pupils' views
7. "It helped me when ..." : a Q methodological study exploring pupil views regarding the factors that support a successful reintegration into mainstream education following permanent exclusion	Atkinson (2017)	Does not focus on excluded pupils' views
8. Person Centred Planning 'in action' : exploring with young people their views and experiences of education and the use of Person Centred Planning in supporting transition and re-integration to mainstream settings	Ewan-Corrigan (2013)	Does not explore teacher-pupil relationships
9. Exploring perceptions of enablers and barriers to positive outcomes in a	Taylor (2019)	Does not explore teacher-pupil relationships

primary Pupil Referral Unit : the perspectives of pupils, primary caregivers and staff		
10.Scottish secondary education from a critical community psychological perspective : power, control and exclusion	Fox (2008)	Does not explore teacher-pupil relationships Does not focus on excluded pupils' views
11.Non-formal education in Palestine : a response to school exclusion	Al-zaroo (1998)	Not conducted in UK
12.Failing children? : a study of the educational experiences of young people in residential care	Francis (2005)	Does not focus on excluded pupils' views
13.Strength-based interventions in secondary school : how can they be most helpful for pupils at risk and not-at-risk of exclusion?	Chatzinikolaou (2015)	Does not focus on excluded pupils' views
14. Promoting inclusion instead of exclusion : the effectiveness of school wide behavioural interventions and a rich account of school staffs' perspectives	Hindmarch (2017)	Does not focus on excluded pupils' views
15.Using 'Write, Draw, Show and Tell' to explore the views of primary pupils reintegrating into mainstream and specialist provision	Glazzard (2019)	Does not focus on excluded pupils' views
Search 3 Articles which were read and excluded from the literature review		
1.School exclusion in children with psychiatric disorder or impairing psychopathology: a systematic review.	Parker, Whear, Ukoumunne, Bethel, Thompson-Coon, Stein & Ford (2015)	Does not explore teacher-pupil relationships
2.Pupil vulnerability and school exclusion: developing responsive pastoral policies and practices in secondary education in the UK	Tucker (2013)	Focus on policies and professional practice, mentions teacher-pupil relationships as an area of research interest yet provides no findings in this area. A mixture of excluded and non-excluded pupils' interviews as well as staff. Findings show insignificant differentiation of participant findings.

3.Influence of problematic child-teacher relationships on future psychiatric disorder: Population survey with 3-year follow-up.	Lang, Marlow, Goodman, Meltzer, & Ford (2013)	Participants not excluded pupils but their parents
4.Exclusion and excluded pupils	Munn & Lloyd (2005)	Does not explore excluded pupils' views of teacher-pupil relationships
5.'Including' permanently excluded students from pupil referral units in further education	Culham (2003)	Does not explore excluded pupils' views of teacher-pupil relationships

Appendix B

SURE analysis of included papers

Specialist Unit for Review Evidence (SURE)
Questions to assist with the critical appraisal of <u>randomised controlled trials and other</u> <u>experimental</u> studies1

Citation 1: Self-knowledge and depressive symptoms in late adolescence: a study using the repertory grid technique. (Carapeto, & Feixas, 2019)

Study design: Non-randomized trial			
	Yes	**Can't tell**	**No**
1. Does the study address a clearly focused question/hypothesis	Yes		
Population/Problem? Can you identify the setting & eligibility criteria?	Final sample- 19 (2 male, mean age 17.6) in depression group, 16 (9 boys, mean age 17.3) no symptoms group Secondary school pupils southern Portugal		
Intervention?	No		
Comparator/control?	Yes, see above		
Can you identify the primary outcome?	Clearly defined: lower self-esteem for adolescents with depressive symptoms and higher likelihood of intrapersonal conflicts. No difference between groups for self (actual or ideal) and others (identification, and perceived adequacy of others).		
2. Was the population randomised? **If YES, were appropriate methods used?** Eg: random number tables, opaque envelopes Note: The following methods are not appropriate: alternating participants coin toss, birth dates, record numbers, days of the week	No		
3. Was allocation to intervention or comparator groups concealed?	Not clear		
Is it possible for those allocating to know which group they are allocating people to? As above, methods such as alternating participants coin toss, birth dates, record numbers, days of the week will not allow appropriate allocation concealment.	Yes, a pre-test established the level of depression exhibited by participants. Student's above the mean were grouped into the depression group		

4. Were participants/investigators blinded to group allocation? If NO, was assessment of outcomes blinded?	Not clear
5. Were interventions (and comparisons) well described and appropriate?	Yes comparison seemed appropriate and well enough described for this study
Aside from the intervention, were the groups treated equally?	Not applicable
Was exposure to intervention and comparison adequate?	Not clear, also not clear if participants received support for their depression symptoms
Was contamination acceptably low?	Yes
6. Was ethical approval sought and received?	Not clear
Do the authors report this?	No
7. Was a trial protocol published?	Not clear
Was a protocol published in a journal or clinical trial registry before participants were recruited?	-
If a protocol is available, are the outcomes reported in the paper listed in the protocol?	-
8. Were the groups similar at the start of the trial?	Yes
Are baseline characteristics provided and discussed (eg age, sex, social class, life style etc.)?	To some extent, only sex and age reported
Are there any significant differences that may influence study outcomes?	Not clear
9. Was the sample size sufficient?	Relatively small
Were there enough participants?	35 in final study. 357 in first phase
Was there a power calculation? If YES, for which outcome?	No
Were there sufficient participants?	Sample should have been bigger
10. Were participants properly accounted for?	Not clear
Was follow-up ≥ 80%?	Not clear
Were patients analysed in the groups to which they were randomised?	yes
Was an Intention to Treat analysis conducted?	No
Was the follow-up period long enough?	No/ not clear if follow up was conducted
11. Data analysis	
Are the statistical methods well described? Consider: How missing data was handled; were potential sources of bias (confounding factors) controlled for; How loss to follow-up was addressed.	Yes but missing data were not reported and follow up was not discussed
12. Results	

Were all important outcomes assessed?	Yes
Were outcome measures reliable (eg objective or subjective measures)?	Yes
Are effect sizes, confidence intervals/standard deviations provided?	Yes
Were all outcome measurements complete?	Yes
Are the authors' conclusions adequately supported by the results?	Yes
13. Is any sponsorship/conflict of interest reported?	No
14. Finally…consider:	
Did the authors identify any limitations?	Yes, small sample size and absence of clinical comparison group
Are the conclusions the same in the abstract and the full text?	Yes
Summary: A detailed description of method and application. However, a greater description of the sample could have been provided. A follow up with participants or intend for further treatment should have been considered given the focus of this research. The final sample size is surprisingly small, considering the initial sample for the first phase. However, overall results are reliable and useful for the current study.	

This checklist should be cited as: Specialist Unit for Review Evidence (SURE) 2018. Questions to assist with the critical appraisal of randomised controlled trials and other experimental studies available at: http://www.cardiff.ac.uk/specialist-unit-for-review-evidence/resources/critical-appraisal-checklists

1 Adapted and updated from the former Health Evidence Bulletins Wales (HEBW) checklist (http://www.cardiff.ac.uk/insrv/libraries/sure/doc/Project%20Methodology%205.pdf) with reference to the NICE Public Health Methods Manual (2012) and previous versions of the Critical Appraisal Skills Programme (CASP) checklists, with reference to the CONSORT statement.

Citation 2: A further test of a model of self-reflection with children ages 10 and 11 (Adams-

Webber, 2000)

Study design: Non-randomised trial	
1. Does the study address a clearly focused question/hypothesis	<u>Yes,</u> self and others will be assigned to the same poles of bipolar constructs
Population/Problem? Can you identify the setting & eligibility criteria?	163 children (88 girls) ages 10 to 11.
Intervention?	No
Comparator/control?	Yes, both age groups
Outcomes? Can you identify the primary outcome?	children aged 11 were consistent with all of the hypothesised predictions.10-year-old children showed several significant differences
2. Was the population randomised? **If YES, were appropriate methods used?** Eg: random number tables, opaque envelopes Note: The following methods are not appropriate: alternating participants coin toss, birth dates, record numbers, days of the week	No
3. Was allocation to intervention or comparator groups concealed?	Not relevant
Is it possible for those allocating to know which group they are allocating people to? As above, methods such as alternating participants coin toss, birth dates, record numbers, days of the week will not allow appropriate allocation concealment.	-
4. Were participants/investigators blinded to group allocation? If NO, was assessment of outcomes blinded?	No/ not relevant
5. Were interventions (and comparisons) well described and appropriate?	Yes
Aside from the intervention, were the groups treated equally?	Yes
Was exposure to intervention and comparison adequate?	Yes
Was contamination acceptably low?	Yes
6. Was ethical approval sought and received?	Not clear
Do the authors report this?	No
7. Was a trial protocol published?	Not clear though references are made to earlier research by the same researcher
Was a protocol published in a journal or clinical trial registry before participants were recruited?	No/ Not clear

If a protocol is available, are the outcomes reported in the paper listed in the protocol?	No
8. Were the groups similar at the start of the trial?	Yes
Are baseline characteristics provided and discussed (eg age, sex, social class, life style etc.)?	Yes
Are there any significant differences that may influence study outcomes?	No
9. Was the sample size sufficient?	Yes
Were there enough participants?	Yes
Was there a power calculation? If YES, for which outcome?	No
Were there sufficient participants?	Yes
10. Were participants properly accounted for?	No/ Not clear
Was follow-up $\geq 80\%$?	No/ not clear
Were patients analysed in the groups to which they were randomised?	Not relevant
Was an Intention to Treat analysis conducted?	No
Was the follow-up period long enough?	No
11. Data analysis	
Are the statistical methods well described? Consider: How missing data was handled; were potential sources of bias (confounding factors) controlled for; How loss to follow-up was addressed.	Yes
12. Results	
Were all important outcomes assessed?	Yes
Were outcome measures reliable (eg objective or subjective measures)?	Yes
Are effect sizes, confidence intervals/standard deviations provided?	Yes
Were all outcome measurements complete?	Yes
Are the authors' conclusions adequately supported by the results?	Yes
13. Is any sponsorship/conflict of interest reported?	No
14. Finally…consider:	
Did the authors identify any limitations?	Not explicitly, though the author refers to potential areas for future research
Are the conclusions the same in the abstract and the full text?	Yes

Summary

A detailed research which outlines the effectiveness of PCP based strategies on different age groups. The PCP based technique used in this research offers the researcher to collect information of a large group of participants and analyse this data reliably to obtain a greater understanding of children's ability to form bipolar constructs of themselves and others. However, the approach to obtain these bipolar constructs might somewhat negate the person-centred principles of PCP (Kelly, 1991). A more standard procedure for constructing a repertory grid, focusing on eliciting the individual child's constructs before ranking parts of the constructs on a scale, might have offered further insight to the development of constructs in 10-year-old children. However, the results highlight some concerns which might need to be considered with the population chosen for this current study.

Citation 3: Using personal construct theory to explore self-image with adolescents with learning disabilities (Thomas, Butler, Hare, & Green, 2011)

Study design: Non-randomised trial	
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u> PCP based methods can be used to elicit self-constructs of adolescents with learning disabilities
Population/Problem? Can you identify the setting & eligibility criteria?	Inclusion and exclusion criteria are clear
Intervention?	No
Comparator/control?	Yes, with previously existing data from the Self-Image Profile for children, adolescents and the pilot of the self-image profile for young people as these used the same methods. However, the researcher separates the findings in the end and compares two participants groups construct developments based on their language skills.
Outcomes? Can you identify the primary outcome?	Yes, PCP was used successfully to support students to discuss constructs of self
2. Was the population randomised? **If YES, were appropriate methods used?** Eg: random number tables, opaque envelopes Note: The following methods are not appropriate: alternating participants coin toss, birth dates, record numbers, days of the week	No
3. Was allocation to intervention or comparator groups concealed?	No
Is it possible for those allocating to know which group they are allocating people to? As above, methods such as alternating participants coin toss, birth dates, record numbers, days of the week will not allow appropriate allocation concealment.	Not relevant
4. Were participants/investigators blinded to group allocation? If NO, was assessment of outcomes blinded?	No and no
5. Were interventions (and comparisons) well described and appropriate?	Yes and yes
Aside from the intervention, were the groups treated equally?	Not relevant
Was exposure to intervention and comparison adequate?	
Was contamination acceptably low?	
6. Was ethical approval sought and received?	Yes
Do the authors report this?	Yes
7. Was a trial protocol published?	Not clear
Was a protocol published in a journal or clinical trial registry before participants were recruited?	Not clear

If a protocol is available, are the outcomes reported in the paper listed in the protocol?	No
8. **Were the groups similar at the start of the trial?**	Yes
Are baseline characteristics provided and discussed (eg age, sex, social class, life style etc.)?	Yes
Are there any significant differences that may influence study outcomes?	Not clear
9. Was the sample size sufficient?	Yes
Were there enough participants?	Yes
Was there a power calculation? If YES, for which outcome?	No
Were there sufficient participants?	Yes
10. Were participants properly accounted for?	No/ Not clear
Was follow-up ≥ 80%?	No/ not clear
Were patients analysed in the groups to which they were randomised?	Not relevant
Was an Intention to Treat analysis conducted?	No
Was the follow-up period long enough?	No/ not clear
11. Data analysis	
Are the statistical methods well described? Consider: How missing data was handled; were potential sources of bias (confounding factors) controlled for; How loss to follow-up was addressed.	Yes
12. Results	
Were all important outcomes assessed?	Yes
Were outcome measures reliable (eg objective or subjective measures)?	Yes
Are effect sizes, confidence intervals/standard deviations provided?	Yes
Were all outcome measurements complete?	Yes
Are the authors' conclusions adequately supported by the results?	Yes
13. Is any sponsorship/conflict of interest reported?	None reported
14. Finally…consider:	
Did the authors identify any limitations?	Not explicitly
Are the conclusions the same in the abstract and the full text?	yes

Summary
The research provides a clear outline of how PCP techniques can be used with children and young people with learning disabilities. The final results focus heavily on the constructs elicited from the group of young people with lower language abilities. An even distribution of the findings and discussion of the findings would have provided a greater understanding of the research. The results of this research are useful for the current study as they emphasise the importance of participants' expressive and receptive language skills and the impact of these on their ability to develop constructs of self and others.

Citation 4: The bigger picture: young children's perception of fatness in the context of other physical differences (Charsley, Collins & Hill, 2018)

Study design: Case series	
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u> Young children choose 'fatness' as the feature that most distinguishing character trait. 'Fat' character would be the least likely chosen as a friend
Population/Problem? Can you identify the setting & eligibility criteria?	85 children (42 girls; between 4.3 to 7.1 years old) from two primary schools in the north of England
Intervention?	No, exposure to assessment
Comparator/control?	No
Outcomes? Can you identify the primary outcome?	Yes, 'fat', opposite gender and wheelchair users characters were equally perceived as different. Children were more likely to reject the opposite gender character as a friend
2. Was the population randomised? **If YES, were appropriate methods used?** Eg: random number tables, opaque envelopes Note: The following methods are not appropriate: alternating participants coin toss, birth dates, record numbers, days of the week	No
3. Was allocation to intervention or comparator groups concealed?	No
Is it possible for those allocating to know which group they are allocating people to? As above, methods such as alternating participants coin toss, birth dates, record numbers, days of the week will not allow appropriate allocation concealment.	Not relevant
4. Were participants/investigators blinded to group allocation? If NO, was assessment of outcomes blinded?	Not relevant
5. Were interventions (and comparisons) well described and appropriate?	Yes
Aside from the intervention, were the groups treated equally? Was exposure to intervention and comparison adequate? Was contamination acceptably low?	Not relevant
6. Was ethical approval sought and received?	Ethical approval for the study was granted.

Do the authors report this?	Yes
7. Was a trial protocol published?	Not clear
Was a protocol published in a journal or clinical trial registry before participants were recruited?	Not clear
If a protocol is available, are the outcomes reported in the paper listed in the protocol?	
8. Were the groups similar at the start of the trial?	Yes
Are baseline characteristics provided and discussed (eg age, sex, social class, life style etc.)?	Yes
Are there any significant differences that may influence study outcomes?	No
9. Was the sample size sufficient?	Yes
Were there enough participants?	Yes
Was there a power calculation? If YES, for which outcome?	Not clear
Were there sufficient participants?	Yes
10. Were participants properly accounted for?	Not clear/ No
Was follow-up $\geq 80\%$?	No/ not clear
Were patients analysed in the groups to which they were randomised?	Not relevant
Was an Intention to Treat analysis conducted?	No
Was the follow-up period long enough?	No
11. Data analysis	
Are the statistical methods well described? Consider: How missing data was handled; were potential sources of bias (confounding factors) controlled for; How loss to follow-up was addressed.	Yes
12. Results	
Were all important outcomes assessed?	Yes
Were outcome measures reliable (eg objective or subjective measures)?	Yes
Are effect sizes, confidence intervals/standard deviations provided?	Yes
Were all outcome measurements complete?	Yes
Are the authors' conclusions adequately supported by the results?	Yes
13. Is any sponsorship/conflict of interest reported?	No conflict of interest
14. Finally…consider:	
Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes
Summary Despite the research's limitations, such as a lack of illustrations of children from a black, Asian and minority ethnic background and the focus on physical appearance rather than social behaviours, the study highlights the importance of exploring children's views in an individualised and non-judgemental way. The study also shows the repertory grid to be an accessible technique for participants as young as five years which is relevant for the current research which aims to explore young children's constructs through a PCP based approach.	

Citation 5: Evaluating Personal Construct Group Work With Troubled Adolescents

(Truneckova and Viney, 2007)

Study design: three phased randomised trial			
1. Does the study address a clearly focused question/hypothesis	**Yes**	Can't tell	No
Population/Problem? Can you identify the setting & eligibility criteria?	Yes, Seventy-six adolescents (ages 12-15, 28 'functional' and 48 'troubled') from five government secondary schools in New South Wales, Australia, and their parents and teachers.		
Intervention?	Yes, group work, weekly, during school hours 1.5 hours long using personal construct psychology-based counselling		
Comparator/control?	Yes, parents and teachers and compare group of 'functional' adolescents		
Outcomes? Can you identify the primary outcome?	Yes, PCP based group work deemed affective for 'troubled' participants.		
2. Was the population randomised? **If YES, were appropriate methods used?** Eg: random number tables, opaque envelopes Note: The following methods are not appropriate: alternating participants coin toss, birth dates, record numbers, days of the week	Yes, random assignment to groups, no clear description of how this was conducted		
3. Was allocation to intervention or comparator groups concealed?	Can't tell		
Is it possible for those allocating to know which group they are allocating people to? As above, methods such as alternating participants coin toss, birth dates, record numbers, days of the week will not allow appropriate allocation concealment.	Can't tell		
4. Were participants/investigators blinded to group allocation? If NO, was assessment of outcomes blinded?	Not reported		
5. Were interventions (and comparisons) well described and appropriate?	Not well described, only participant grouping is described. Unclear if the intervention was appropriate for the students' needs		
Aside from the intervention, were the groups treated equally?	Yes		
Was exposure to intervention and comparison adequate?	Can't tell		
Was contamination acceptably low?	Can't tell		

6. Was ethical approval sought and received?	Can't tell
Do the authors report this?	No
7. Was a trial protocol published?	No
Was a protocol published in a journal or clinical trial registry before participants were recruited?	-
If a protocol is available, are the outcomes reported in the paper listed in the protocol?	-
8. **Were the groups similar at the start of the trial?**	Yes
Are baseline characteristics provided and discussed (eg age, sex, social class, life style etc.)?	Yes
Are there any significant differences that may influence study outcomes?	No
9. Was the sample size sufficient?	Yes
Were there enough participants?	Researcher reports a small sample size
Was there a power calculation? If YES, for which outcome?	Not clear
Were there sufficient participants?	Yes
10. Were participants properly accounted for?	Yes
Was follow-up $\geq 80\%$?	Yes
Were patients analysed in the groups to which they were randomised?	Yes
Was an Intention to Treat analysis conducted?	No
Was the follow-up period long enough?	Not clear
11. Data analysis	
Are the statistical methods well described?	Yes
Consider: How missing data was handled; were potential sources of bias (confounding factors) controlled for; How loss to follow-up was addressed.	No missing data reported
12. Results	
Were all important outcomes assessed?	Yes
Were outcome measures reliable (eg objective or subjective measures)?	Yes
Are effect sizes, confidence intervals/standard deviations provided?	Yes
Were all outcome measurements complete?	No, not across all three phases of the research
Are the authors' conclusions adequately supported by the results?	Yes
13. Is any sponsorship/conflict of interest reported?	No
14. Finally…consider:	
Did the authors identify any limitations?	Yes, gender distribution, sample size, analysis
Are the conclusions the same in the abstract and the full text?	Yes
Summary The research did not provide clear information on the PCP based therapeutic intervention and instead focused on the evaluation of the intervention using PCP based strategies. The research is very detailed and provided useful information relevant to this study.	

Specialist Unit for Review Evidence (SURE)

Questions to assist with the critical appraisal of qualitative studies1

Citation 6: Using personal construct psychology to reduce the risk of exclusion. (Hardman, 2001)

Study design: Single Case study			
1. Does the study address a clearly focused question/hypothesis	<u>**Yes**</u>	Can't tell	No
Setting?	Mixed comprehensive school in Gateshead		
Perspective?	Exploratory (but not clearly stated)- perspective of child on self and if PCP can have positive impact on his behaviour		
Intervention or Phenomena	Intervention using a range of PCP based strategies from prolonged involvement		
Comparator/control (if any)	No		
Evaluation/Exploration	School staff feedback questionnaires but their answers are not shared in the study		
2. Is the choice of qualitative method appropriate?	Yes, case study of individual pupil		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Yes of behaviour		
Do the authors discuss how they decided which method to use?	Yes, appropriate detail of Personal construct psychology approach and reason for application		
3. Is the sampling strategy clearly described and justified?	Yes, clearly described and justified		
Is it clear how participants were selected?	Yes, research conducted as part of referral to the psychology service		
Do the authors explain why they selected these particular participants?	Yes, to gain an understanding of how he construed his behaviour		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes, sufficient detail provided about the participant		
4. Is the method of data collection well described?	Yes, very detailed description of session and interview process with staff		
Was the setting appropriate for data collection?	Yes, information collected at school attended by participant		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Type of methods are clearly described however not clear if recording tools were used		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes, detailed description of each technique used during the intervention, provided information of length of sessions and space in which it was conducted. Relevant information provided about interview questions given to school staff. However, information on staff interviews could have been more detailed
Were the methods modified during the study? If YES, is this explained?	Yes, dependent on each session as participants involvement, techniques were altered to address the participants needs. This is explained in sufficient detail
Is there triangulation of data (ie more than one source of data collection)?	Yes feedback was sought from school staff
Do the authors report achieving data saturation?	No, it is unclear if 8 weeks was a previously set time frame are a saturation point
5. Is the relationship between the researcher(s) and participants explored?	To some extend
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data.	Researcher explores role of Educational Psychologist but appears to jump between EP role and researcher role. Researcher described herself as advocate for the participant
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	Not clear, participant appears to have responded positively to intervention
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	No
Was ethical approval sought?	Not clear, parents consented to EP involvement. Case study does not appear to have university-level ethics approval
Are there any potential confidentiality issues in relation to data collection?	It is unclear if the participant's name was changed. There are several identifiers in the study which might breach confidentiality issues.
7.Is the data analysis/ interpretation process described and justified?	Not clear
Is it clear how the themes and concepts were identified in the data?	No. a qualitative description of the participant's engagement with the different interventions is given
Was the analysis performed by more than one researcher?	No/ Not clear- there is a reference to a supervisor. Giving current EP training requirement, it is possible that the supervisor oversaw the intervention and the study
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	

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Are there sufficient data to support the findings?	The analysis of the intervention is not transparent enough but provides a detailed description of the participant's involvement
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Some transcriptions are provided
Are the data rich (ie are the participants' voices foregrounded)?	No, they were written from the researcher's perspective.
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	No
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Pros and cons of the intervention are discussed
Are the conclusions the same in the abstract and the full text?	Yes

Summary:
An insightful piece of work which used a broad range of PCP techniques and demonstrated theory into practice applications in long term case involvement. Further detail of the analysis of the intervention would have been useful, and information collected from school staff would have enriched this case study. This study provides useful information which can be used to inform the current study.

This checklist should be cited as:

Citation 7: Assessing Personal Constructs of Adolescents with Autism Spectrum Disorder:

A Person Centered Measure of Social Cognition (Hess, Self, DiLollo, 2017)

Study design: Multiple case study design	
1. Does the study address a clearly focused question/hypothesis	<u>Can't tell</u> The purpose of the study is mentioned by not a research question
Setting?	Midwestern university's speech-language-hearing clinic
Perspective?	Explorative- to see if adolescents with ASD (with average or above-average intelligence and receptive and expressive language skills) could participate in the repertory grid assessment process.
Intervention or Phenomena	Intervention
Comparator/control (if any)	Cross case analysis to explore similarities and differences
Evaluation/Exploration	Evaluation of each individual case using correlation analysis
2. Is the choice of qualitative method appropriate?	Yes
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Yes, reasoning of young people with Autism
Do the authors discuss how they decided which method to use?	Yes
3. Is the sampling strategy clearly described and justified?	Yes, detailed analysis of participants
Is it clear how participants were selected?	Yes, word of mouth followed by detailed exploration of their cognitive and speech and language skills
Do the authors explain why they selected these particular participants?	Yes, to explore autistic young people's constructs of self-using repertory grid technique
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes for those who participated Not clear for those who chose not to participate or those who were excluded from the study
4. Is the method of data collection well described?	Yes
Was the setting appropriate for data collection?	Not clear, the setting sounded very clinical. It is not clear how participants responded to this environment

Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, repertory grid was used with all participants who were filmed with two video cameras
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes, detailed description of repertory grid process
Were the methods modified during the study? If YES, is this explained?	No
Is there triangulation of data (ie more than one source of data collection)?	Parents completed Autism rating scale. No more than one group of participants completed the main part of the study
Do the authors report achieving data saturation?	No, not reported
5. Is the relationship between the researcher(s) and participants explored?	No
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	No
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	Not clear/ No
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes, approved by the university's Institutional Review Board (IRB).
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Not clear
Are negative/discrepant results taken into account?	A broad description of all results are presented
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes

Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No conflict of interest reported
10. Finally…consider:	
Did the authors identify any limitations?	Yes, time consumption of technique if applied to clinical practice, generalisability, the uncertainty of application of technique when used with participants of lower cognitive ability or those with speech and language difficulties
Are the conclusions the same in the abstract and the full text?	Yes

Summary:
A very detailed study of multiple cases. Further exploration of researcher's position and role within the study could have been useful to gain an understanding of participants level of comfort during the study and if the researcher's position might have influenced the data analysis and findings. Overall, the study offers useful information on the repertory grid and PCP for the current study.

Citation 8: Perceptions of Socially Disadvantaged Children: A Personal Construct Approach

(Ijaz, Malik, Ijaz, 2019)

Study design: two phased mixed design			
1. Does the study address a clearly focused question/hypothesis	Yes	Can't tell	No
Setting?	Three different settings: the institute for runaway children, the institute for AB children, and government schools of Lahore		
Perspective?	Explorative		
Intervention or Phenomena	Phenomena- Explore the runaway children's constructions of their present, past, and future through personal construct theory and repertory grid technique		
Comparator/control (if any)	Compare to home living children		
Evaluation/Exploration	Evaluation through statistical tool but analysis very descriptive with effect sizes, confidence intervals/standard deviations provided		
2. Is the choice of qualitative method appropriate?	Choice of method is very unclear		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Exploration of reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	No, it appears that the focus of the description was towards runaway children. The conditions of home living children are not specified		
Do the authors explain why they selected these particular participants?	Yes, a convenience sample		
Is detailed information provided about participant characteristics and about those who chose not to participate?	No, very limited information		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes, the main study was carried out in three different settings: the institute for runaway children, the institute for		

	abandoned children, and government schools of Lahore.
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, repertory grid
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	A brief exploration of the method. Possibly enough for a mixed research study; however, not very transparent enough for a qualitative study
Were the methods modified during the study? If YES, is this explained?	No
Is there triangulation of data (ie more than one source of data collection)?	Yes, three groups of participants
Do the authors report achieving data saturation?	No, report that the sample size is small
5. Is the relationship between the researcher(s) and participants explored?	No
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	No
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	No, but it mentions that participants were informed of the research focus
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Not clear/ No
Are negative/discrepant results taken into account?	Not clear/ yes, the researcher talks about all children's results showing that they felt confused and unsure of their self-concept
8. Are the findings credible?	Yes

Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	No, possibly due to the mixed-method approach of the study
Are the data rich (ie are the participants' voices foregrounded)?	No
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary:
The study was well written and provided a great insight into a marginalised group of young people. Its design felt difficult to follow; however, due to the detail description in parts, it seemed more appropriate to use this literature analysis to analyse the information. The participant details could have been more precise, and it was difficult to understand what the 'home living' children home experience was actually like. However, the research provides a helpful insight into the use of the repertory grid and its accessibility for young people from marginalised backgrounds.

Citation 9: Personal construct system of a runaway adolescent: an illustrative case study

(Ijaz and Mahmood, 2012)

Study design: Mixed research using single case study approach with statistical analysis			
1. Does the study address a clearly focused question/hypothesis	Yes	<u>Can't tell</u>	No
Setting?	Government-based shelter home for runaway children and had been living there for a period of three months.		
Perspective?	Evaluative- evaluating the effectiveness of repertory grid on runaway children Explorative- inner world of a runaway adolescent		
Intervention or Phenomena	Phenomena- the inner world of a runaway adolescent		
Comparator/control (if any)	No, single case study		
Evaluation/Exploration	Using Principal Component Analysis to evaluate the inner world of a runaway adolescent		
2. Is the choice of qualitative method appropriate?	Similar to their later research, the design approach is very unclear and maybe not appropriate for the participant group		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Yes, reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?			
Is it clear how participants were selected?	Not clear, no clear inclusion or exclusion provided		
Do the authors explain why they selected these particular participants?	Yes, he represented the typical runaway youth (belonging to a lower socioeconomic class with exposure to both street life and shelter homes)		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		

Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, but no mentions of a recording tool
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes
Were the methods modified during the study? If YES, is this explained?	No
Is there triangulation of data (ie more than one source of data collection)?	No, single case study.
Do the authors report achieving data saturation?	Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes somewhat
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data.	No, but researcher addresses need to build rapport with the participant
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	Not clear
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	PCA is not well described, no explanation given for why a statistical analysis was used
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No/Not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes

Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	For a case study, the data appears very clinical
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	Not clear
10. Finally…consider: Did the authors identify any limitations?	No
Are the conclusions the same in the abstract and the full text?	Yes

Summary

The study was well written and provided great insight into the lived experience of marginalised young people. Its design felt difficult to follow; however, due to the detail description in parts, it seemed more appropriate to use this literature analysis to analyse the information. The research provides a helpful insight into the use of the repertory grid and its accessibility for a young person from a marginalised background.

Citation 10: Therapeutic relationships in child-centered personal construct psychotherapy: experiments in constructions of self (Truneckova, & Viney, 2015).

Study design: Case study		
1. **Does the study address a clearly focused question/hypothesis**	<u>**Yes/ Can't tell-**</u> focus on 9 assumptions	No
Setting?	Not clear	
Perspective?	Explorative, descriptive	
Intervention or Phenomena	Phenomena, child-centred personal construct psychotherapy through the medium of play therapy	
Comparator/control (if any)	No	
Evaluation/Exploration	Can't tell	
2. **Is the choice of qualitative method appropriate?**	Yes	
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Yes, reasoning and behaviour	
Do the authors discuss how they decided which method to use?	Yes	
3. **Is the sampling strategy clearly described and justified?**	No	
Is it clear how participants were selected?	No, though a clear background to the participant's history is provided	
Do the authors explain why they selected these particular participants?	No	
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes	
4. **Is the method of data collection well described?**	Yes	
Was the setting appropriate for data collection?	Not clear	
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes	
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	No, the study focuses on the theoretical background of the method and does not provide much evidence of what the therapeutic intervention entailed	

Were the methods modified during the study? If YES, is this explained?	The participant engaged in therapeutic play therapy for several years. No changes to the approach are discussed in the study
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	Can't tell
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes from a therapist rather than researcher position
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	No
Was ethical approval sought?	Not clear, consent from the participant's parents was sought
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Can't tell, the theory applied to understand the participant's engagement during the intervention seems appropriate
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Can't tell
Are negative/discrepant results taken into account?	Can't tell
8. Are the findings credible?	No findings reported
Are there sufficient data to support the findings?	No
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	No, very theory-heavy representation of the participant
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	No results reported but responses to the therapy compared to theory

9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	No
Are the conclusions the same in the abstract and the full text?	Yes

Summary
The study provides an outline of a therapeutic play therapy intervention which was conducted over several years. The study is very theory-heavy and provides little explanation of the participant's experience of the therapy. It suggests that following weekly therapeutic involvement for three years, the participant developed a more positive understanding of his constructions of himself and his relationship with others. A greater exploration of the intervention would have been useful for future practice; however, the study provides relevant information which PCP to be a relevant approach to supporting children with adverse childhood experiences.

Citation 11: The mystery of the well-attended group. A model of Personal Construct Therapy for adolescent self-harm and depression in a community CAMHS service (Moran, Pathak, Sharma, 2009)

Study design: Case study	
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u> It questions the effectiveness of the therapeutic intervention and why it is so well attended
Setting?	Child and Adolescent Mental health service
Perspective?	Evaluative
Intervention or Phenomena	Therapeutic intervention
Comparator/control (if any)	Within participant compare of development throughout the intervention
Evaluation/Exploration	Yes, the individualized approach within a group was considered feasible but formal evaluation and comparison are required to prove its value
2. Is the choice of qualitative method appropriate?	Yes
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Behaviour and reasoning
Do the authors discuss how they decided which method to use?	Yes
3. Is the sampling strategy clearly described and justified?	Yes
Is it clear how participants were selected?	Yes
Do the authors explain why they selected these particular participants?	Yes
Is detailed information provided about participant characteristics and about those who chose not to participate?	Considering that the case study uses the actual group intervention as a case, the participant sample is described well enough
4. Is the method of data collection well described?	Yes
Was the setting appropriate for data collection?	Yes

Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, PCP based intervention tailored to the needs of the participants, recorded on whiteboards and notes taken by the clinician
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes, session content and style is discussed in sufficient detail
Were the methods modified during the study? If YES, is this explained?	Yes, to address the participants needs throughout the intervention sessions were adjusted and did not follow a consistent structure. This was clearly reported in the study
Is there triangulation of data (ie more than one source of data collection)?	No, though all participants are also reported to have an allocated clinician for individual therapy
Do the authors report achieving data saturation?	Not relevant
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	Not clear
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Consent was sought from parents/carers, but no ethical approval is discussed
Are there any potential confidentiality issues in relation to data collection?	No
7. Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes

Are there sufficient data to support the findings?	Not a formal study, so no
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	No, as the focus is on the intervention as a case study and not individual participants
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No conflict reported
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary

A lovely study which discusses the link between theory and practice and explores a somewhat rare occurrence in practice. The study shows that PCP is a useful technique in changing C&YP's constructs of themselves and others and again highlight that PCP techniques can be used with children and young people with adverse childhood experiences.

Citation 12: Researching into some primary school children's views about school: Using personal construct psychology in practice with children on the special needs register. (Maxwell, 2006)

Study design: Case study			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	Can't tell		
Perspective?	Explorative		
Intervention or Phenomena	Phenomena with real-life contexts-children's views of their school experiences and interactions others		
Comparator/control (if any)	No		
Evaluation/Exploration	Thematic analysis of themes which emerged from the drawings		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	No/ Not clear		
Is it clear how participants were selected?	No		
Do the authors explain why they selected these particular participants?	Not clear		
Is detailed information provided about participant characteristics and about those who chose not to participate?	No		
4. Is the method of data collection well described?	No		
Was the setting appropriate for data collection?	Not clear		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, but not well described/ not very transparent.		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	No
Were the methods modified during the study? If YES, is this explained?	Not clear
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	Not clear/ No
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	No
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Not clear
Are negative/discrepant results taken into account?	Yes
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	No
Are the data rich (ie are the participants' voices foregrounded)?	Not clear/ No
Are the explanations for the results plausible and coherent?	Yes

Are the results of the study compared with those from other studies?	No
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes, but very limited exploration
Are the conclusions the same in the abstract and the full text?	Yes

Summary
Overall the study lacked detail and description. While identifying the study as a case study, there was little to no information provided about the participants or the technique used to gain information from them. The findings section provided a little more detail. Overall the study is not well presented but emphasises the need for strategies which allow children to express themselves through drawing techniques.

Citation 13: What can year-5 children's drawings tell us about their primary school experiences? (Maxwell, 2015)

Study design: Multiple case study			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	Can't tell		
Perspective?	Illuminative – exploratory		
Intervention or Phenomena	Phenomena		
Comparator/control (if any)	No		
Evaluation/Exploration	Analyses of whole data using thematic analysis and a single case example is also selected		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes, briefly		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	No clear inclusion and exclusion criteria		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Some information though could be more detailed		
4. Is the method of data collection well described?	Not very detailed		
Was the setting appropriate for data collection?	Not clear		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Mostly clear, participants were provided with writing and drawing equipment		
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes		

Were the methods modified during the study? If YES, is this explained?	No/not clear
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	No/ not clear
5. Is the relationship between the researcher(s) and participants explored?	No
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes, but not very detailed or in-depth
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7. Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Not clear
Are negative/discrepant results taken into account?	-
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	No
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes

Are the conclusions the same in the abstract and the full text?	Yes

Summary

A more explicit exploration of children's constructs which employed a well-established technique to elicit children's views on school. The study shows that mainstream children can engage and participate in this type of activity. A more detailed description of the participants would have been helpful. Overall, the research is beneficial to the current study as it highlights the relevance of drawing techniques for gathering children's voice and shows Year 5 pupil as able to participate in PCP based drawing techniques.

Citation 14: Who do you think you are? Drawing the ideal self: a technique to explore a child's sense of self. Moran (2001)

Study design: Not clear			
1. Does the study address a clearly focused question/hypothesis	Yes	Can't tell	<u>No</u>
Setting?	Not clear		
Perspective?	Explorative		
Intervention or Phenomena	Intervention		
Comparator/control (if any)	No		
Evaluation/Exploration	Requires research to explore the usefulness of the technique		
2. Is the choice of qualitative method appropriate?	Not a clear study design, description of the technique seems appropriate		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Not clear		
Do the authors discuss how they decided which method to use?	No		
3. Is the sampling strategy clearly described and justified?	No/ not relevant		
Is it clear how participants were selected?	Not relevant		
Do the authors explain why they selected these particular participants?			
Is detailed information provided about participant characteristics and about those who chose not to participate?			
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Not relevant		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes		
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes		
Were the methods modified during the study? If YES, is this explained?	Not relevant		
Is there triangulation of data (ie more than one source of data collection)?			

Do the authors report achieving data saturation?	
5. Is the relationship between the researcher(s) and participants explored?	Not relevant
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	
6. **Are ethical issues explicitly discussed?**	No/ Not relevant
Is there sufficient information on how the research was explained to participants?	
Was ethical approval sought?	
Are there any potential confidentiality issues in relation to data collection?	
7.Is the data analysis/ interpretation process described and justified?	Not relevant
Is it clear how the themes and concepts were identified in the data?	
Was the analysis performed by more than one researcher?	
Are negative/discrepant results taken into account?	
8. Are the findings credible?	Not relevant
Are there sufficient data to support the findings?	
Are sequences from the original data presented (eg quotations) and were these fairly selected?	
Are the data rich (ie are the participants' voices foregrounded)?	
Are the explanations for the results plausible and coherent?	
Are the results of the study compared with those from other studies?	
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Not relevant
Summary The current report outlines a new technique which has been applied in practice. The researcher suggests that the technique is put through a research process to identify its usefulness. The report was considered vital for the current study as it provides the basis for the development of a new PCP based technique.	

Citation 15: A very personal assessment: Using personal construct psychology assessment technique (Drawing the Ideal Self) with young people with ASD to explore the child's view of the self. (Moran 2006)

Study design: Case study			
1. Does the study address a clearly focused question/hypothesis	Yes	Can't tell	<u>No</u>
Setting?	Not clear		
Perspective?	Explorative and Evaluative		
Intervention or Phenomena	Intervention		
Comparator/control (if any)	No		
Evaluation/Exploration	Considers the technique a valuable assessment for a child with ASD with sufficient verbal skills		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	No		
Is it clear how participants were selected?	No		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Not clear		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes		
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes		

Were the methods modified during the study? If YES, is this explained?	Not clear
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes, the reference to the 'therapist' and their relationship to the participant
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	No
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	No/ Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7. Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	No
9. Is any sponsorship/conflict of interest reported?	No

10. Finally…consider: Did the authors identify any limitations?	No
Are the conclusions the same in the abstract and the full text?	No abstract provided

Summary

The case study presented here gives a detailed description of how the technique was used in practice. The paper lacks the rigour one might expect from a published study but provides a personal and detailed account of the technique and the young person. The paper is again of particular importance to the current study as it outlines the importance of gathering children's views through drawing while also providing a basis of this studies' technique.

Citation 16: The ideal classroom: perspectives of young people attending a nurture group (Unpublished doctoral thesis) (Morgan-Rose, 2015).

Study design: multiple case study			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	The participants' school		
Perspective?	Explorative and evaluative		
Intervention or Phenomena	Phenomena- the classroom		
Comparator/control (if any)	No		
Evaluation/Exploration	Yes		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	No clear inclusion or exclusion criteria		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, Lego, photograph		
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes		
Were the methods modified during the study? If YES, is this explained?	No		

Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No/ Not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary
A well written thesis which could have benefitted from a little more clarity concerning the participant selection. Morgan-Rose concluded that her research suggests that a PCP based Lego building blocks technique is an appropriate tool used to explore the views of young people with learning difficulties.

Citation 17: My ideal school: A personal construct psychology approach to understanding the school constructs of children described as anxious (Unpublished doctoral thesis) (Pirotta, 2016).

Study design: Not clearly defined- described as qualitative design			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	child's school or at the Psychological Service		
Perspective?	Exploratory		
Intervention or Phenomena	Phenomena-to seek individual perception and experience of school		
Comparator/control (if any)	No		
Evaluation/Exploration	Thematic analysis- showed children to value relationships within their schools and feeling a sense of belonging to a shared value system		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, all participants were provided with stationary to complete the drawing. Semi-structured interviews as part of the drawing were audio-recorded and later transcribed		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes
Were the methods modified during the study? If YES, is this explained?	No
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No/ not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes

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Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary
The thesis presents a strong argument for using PCP based drawing techniques with children who present with anxiety. The thesis could have benefitted from a clearer structure; some information appears disjointed. The emerging themes emphasised pupils' preoccupation with relationships, in particular the relationships between pupils and staff, as well as between pupils and pupils. The current thesis therefore provides further evidence suggesting that teacher-pupil relationships are a significant factor in pupil's school experiences.

Citation 18: 'Do you want to know what sort of school I want?': optimum features of school provision for pupils with autistic spectrum disorder. (Williams & Hanke, 2007).

Study design: Case study			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	School		
Perspective?	Explorative- gather children's views of their optimum elements of educational provision using newly established PCP based technique		
Intervention or Phenomena	Phenomena		
Comparator/control (if any)	Not reported in article but related PowerPoint discusses that teachers' views were also gathered		
Evaluation/Exploration	Evaluated through teachers views which are however not explored in the presented study		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes, random selection based on open caseload		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	No		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes
Were the methods modified during the study? If YES, is this explained?	Not clear/No
Is there triangulation of data (ie more than one source of data collection)?	Not reported in the study but in a presentation that accommodates the study there is evidence of triangulation
Do the authors report achieving data saturation?	No/Not clear
5. Is the relationship between the researcher(s) and participants explored?	No
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	No
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Not clear
Is there sufficient information on how the research was explained to participants?	No
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	No
Is it clear how the themes and concepts were identified in the data?	No
Was the analysis performed by more than one researcher?	Yes
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	No

9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	No/ Not clearly
Are the conclusions the same in the abstract and the full text?	Yes
Summary The study provides an outline of a new PCP based drawing technique. It lacks certain research rigour and does not provide enough transparency. However, the study further emphasises the relevance of PCP based drawing techniques in understanding and gaining children's perspectives and was therefore included in this current literature review.	

Citation 19: The Ideal Learner: Does Sharing Constructs Elicited from Children at Risk of Exclusion Alter the Perceptions of Teachers Working with Them? (Unpublished doctoral thesis) (Connelly, 2018)

Study design: Multiple case study design			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	School		
Perspective?	Exploratory- find out the constructs teachers have of students at risk of exclusion		
Intervention or Phenomena	Phenomena		
Comparator/control (if any)	No		
Evaluation/Exploration	Thematic analysis- explore themes from teachers semi-structured interview		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Behaviour and reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes
Were the methods modified during the study? If YES, is this explained?	No
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	No/ Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No/ Not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes

Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary
The thesis is well written and structured. It focuses on teachers' perspectives on the usefulness of a PCP technique. The study also discusses the PCP technique and the student's response to using the technique; however, this is not the focus of this thesis. The thesis is relevant to the current study due to its focus on exploring teachers perspective.

Citation 20: Exploring the experiences of excluded pupils: a case study at a primary Pupil Referral Unit. (Unpublished doctoral thesis) (Jarvis, 2018)

Study design: Case study			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	Primary-aged Pupil Referral Unit		
Perspective?	<u>Exploratory</u>- explore different perspectives of pupil's experience of exclusion and support <u>Evaluative</u>- of support provided in the provision, what had the most impact and is valued by the children		
Intervention or Phenomena	Phenomena		
Comparator/control (if any)	No		
Evaluation/Exploration	Thematic analysis- focus on treatment, school environment and relationships		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, recorded using a Dictaphone		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes
Were the methods modified during the study? If YES, is this explained?	Questions were modified as part of the semi-structured interview process. All is recorded in detail
Is there triangulation of data (ie more than one source of data collection)?	Yes
Do the authors report achieving data saturation?	Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).	Yes
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Yes
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes

Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes
Summary This thesis is well written and organised. It focuses on children's perspective is detailed and appears to represent the participants' views well. The findings further emphasise the importance of teacher-pupil relationships which is relevant to the current study.	

Citation 21: Disaffection and school exclusion: Why are inclusion policies still not working in Scotland? (Hilton, 2006)

Study design: Multiple case studies			
1. Does the study address a clearly focused question/hypothesis	Yes	Can't tell	No
Setting?	The children's alternative institutional environments		
Perspective?	Explorative		
Intervention or Phenomena	Phenomena		
Comparator/control (if any)	No		
Evaluation/Exploration	Understanding the complexity of disaffection, exploring some of the participants' similarities and differences		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning and beliefs		
Do the authors discuss how they decided which method to use?	No		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	No		
4. Is the method of data collection well described?	No/ Can't tell- would benefit from more description		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Not clear/ No
Were the methods modified during the study? If YES, is this explained?	No
Is there triangulation of data (ie more than one source of data collection)?	No
Do the authors report achieving data saturation?	Not clear
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data)?	No
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	The settings attended by the students are named in the study. Given that the population chosen for this study is small children and young people might be recognised from this data
7.Is the data analysis/ interpretation process described and justified?	No
Is it clear how the themes and concepts were identified in the data?	No
Was the analysis performed by more than one researcher?	Not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	They are similar to previous findings however the lack of transparency concerning the data analysis makes it difficult to judge the credibility of these findings

Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary
The study raises some concerns regarding its ethical practice by naming the educational institutions attended by the participants. Furthermore, the study does not clarify its method/ process of analysis, which raises concerns regarding the finding's credibility. Overall, the findings are similar to those reported by other researchers in this field and will therefore be considered in this thesis

Citation 22: School exclusion: exploring young people's views. (Unpublished doctoral thesis). (Loizidou, 2009)

Study design: Mixed method design using questionnaires and a narrative approach			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	School (three different schools)		
Perspective?	interactionist		
Intervention or Phenomena	Phenomenon- school exclusion		
Comparator/control (if any)	Yes, pupils at risk and those who have been excluded from school		
Evaluation/Exploration	Thematic analysis was used to analyse the data, exploring the participants perspective of school exclusions		
2. Is the choice of qualitative method appropriate?	Mixed method approach, qualitative aspects seems appropriate		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?	Yes		
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes		

Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes
Were the methods modified during the study? If YES, is this explained?	Not clear/No
Is there triangulation of data (ie more than one source of data collection)?	Yes
Do the authors report achieving data saturation?	The sample of 13 is relatively small for mixed-method research. Saturation was not reported.
5. Is the relationship between the researcher(s) and participants explored?	Yes
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data)?	No, limited exploration of the relationship between participants and researcher
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No
Are negative/discrepant results taken into account?	Yes
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Not clear
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes

Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No
10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary
This mixed-method research provides a detailed understanding of children's exclusion experience and once again highlights the teacher-pupil relationship to be a key component for children. Given its mixed-method design, a larger participant sample would have improved the research's reliability.

Citation 23: Understanding problematic pupil behaviour: perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city (Trotman, Tucker & Martyn, 2015)

Study design: Ethnographic approach, individual semi-structured interviews and qualitative data analysis			
1. Does the study address a clearly focused question/hypothesis	Yes	Can't tell	No but outlines a purpose
Setting?	School provisions in West Midlands, England (seven secondary schools and two alternative provisions)		
Perspective?	Exploratory- Gains perspective of young people (13-14 years of age, 23 girls, 26 boys) and eight behaviour coordinators		
Intervention or Phenomena	Phenomena- 'better understanding of the factors affecting school exclusion from the perspective of pupils and behaviour coordinators'		
Comparator/control (if any)	Compare staff and students		
Evaluation/Exploration	Exploration of overarching themes of both groups		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Explores pupils and staff's reasoning of behaviours		
Do the authors discuss how they decided which method to use?	Somewhat- hope for a thick description and opportunity for discussion between both participant groups		
3. Is the sampling strategy clearly described and justified?	Yes, criterion sampling to identify Alternative provisions and random sampling to select mainstream settings		
Is it clear how participants were selected?	Schools chose student samples, schools process is not clearly defined, but a criterion was given to schools. Random selection of adult participants by researcher		
Do the authors explain why they selected these particular participants?	No		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes for those who participated, no evidence was given of participant dropouts		
4. Is the method of data collection well described?	Somewhat brief description		

Was the setting appropriate for data collection?	Not clear, no information is given
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, one-to-one semi-structured interviews recorded using a combination of digital Dictaphones and field notes
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Questions were piloted and grouped into themes, no information provided about the length of the interviews
Were the methods modified during the study? If YES, is this explained?	Not clear
Is there triangulation of data (ie more than one source of data collection)?	Yes adult and student participant groups
Do the authors report achieving data saturation?	No/Not clear
5. Is the relationship between the researcher(s) and participants explored?	Researcher reports no conflict of interest
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data)?	No
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	Not clear/ Not discussed
6. Are ethical issues explicitly discussed?	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Not clear
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	Yes
Are negative/discrepant results taken into account?	Yes

8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	Yes, yes
Are the data rich (ie are the participants' voices foregrounded)?	Yes
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Somewhat, minimal reference to literature comparison
9. Is any sponsorship/conflict of interest reported?	No conflict of interest reported
10.Finally…consider:	
Did the authors identify any limitations?	No
Are the conclusions the same in the abstract and the full text?	In part, very narrowed down in abstract

Summary
Overall, the well-presented study could have benefitted from greater detail in method section and exploration of the researcher's role. Also, the quality of teacher-pupil relationships or their impact on students' behaviour and learning were not explored; this could have given further study depth. However, outlines important information of excluded pupils perspective which are considered relevant for this study.

Citation 24: What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff. (Hart, 2013).

Study design: Multiple case study			
1. Does the study address a clearly focused question/hypothesis	<u>Yes</u>	Can't tell	No
Setting?	School/ alternative provision		
Perspective?	explorative		
Intervention or Phenomena	Phenomena		
Comparator/control (if any)	Yes, pupils and staff		
Evaluation/Exploration	Thematic analysis of perspectives exploring pupils and school staff perspective of pupil referral units		
2. Is the choice of qualitative method appropriate?	Yes		
Is it an exploration of eg behaviour/reasoning/ beliefs)?	Reasoning		
Do the authors discuss how they decided which method to use?	Yes		
3. Is the sampling strategy clearly described and justified?	Yes		
Is it clear how participants were selected?	Yes		
Do the authors explain why they selected these particular participants?	Yes		
Is detailed information provided about participant characteristics and about those who chose not to participate?	Yes		
4. Is the method of data collection well described?			
Was the setting appropriate for data collection?	Yes		
Is it clear what methods were used to collect data? Type of method (eg, focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).	Yes, semi-structured interviews recorded with a Dictaphone		
Is there sufficient detail of the methods used (eg how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?	Yes		

Were the methods modified during the study? If YES, is this explained?	Not clear/ No
Is there triangulation of data (ie more than one source of data collection)?	Yes
Do the authors report achieving data saturation?	No
5. Is the relationship between the researcher(s) and participants explored?	No
Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data)?	No
Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?	No
6. **Are ethical issues explicitly discussed?**	Yes
Is there sufficient information on how the research was explained to participants?	Yes
Was ethical approval sought?	Yes
Are there any potential confidentiality issues in relation to data collection?	No
7.Is the data analysis/ interpretation process described and justified?	Yes
Is it clear how the themes and concepts were identified in the data?	Yes
Was the analysis performed by more than one researcher?	No/not clear
Are negative/discrepant results taken into account?	Not clear
8. Are the findings credible?	Yes
Are there sufficient data to support the findings?	Yes
Are sequences from the original data presented (eg quotations) and were these fairly selected?	No
Are the data rich (ie are the participants' voices foregrounded)?	Yes, but lack of original data
Are the explanations for the results plausible and coherent?	Yes
Are the results of the study compared with those from other studies?	Yes
9. Is any sponsorship/conflict of interest reported?	No

10. Finally…consider: Did the authors identify any limitations?	Yes
Are the conclusions the same in the abstract and the full text?	Yes

Summary

The study offers a unique contribution to professionals understanding of children's PRU experience by including the perspective of PRU staff. The study is well written and comprises important information on teacher-pupil relationships which will be used to inform the current study.

Appendix C

Detailed documentation of all steps taken throughout the research process

Research Protocol
- Initial protocol suggested exploring excluded pupils views through psycho social interviews
- Ethical concerns regarding this approach were discussed with research supervisior
- Adjustments disgussed in supervision exploring possiblity of PCP based drawing activity to explore teacher-pupil relationships

Ethics application
- Initial ethical application submitted in February 2019
- Amendmends made to consent form and age range of child participants
- Resubmission of Ethics application in April 2019

Participant identification
- Discussion with link EP for PRU in Local Authority
- Meeting with Head of PRU to discuss project in March 2019
- Discussion with Head of primary PRU provision in March 2019
- Identify potential children who were lin the appropriate age range and most likely to be in the PRU in September 2019 with Head of primary provision

Introduction and Parental consent
- Attend PRU's end of year event which is attended by most parents
- Introduce study to each identified parent
- Ask parents of identified children to sign consent form

Phase 1 Rapport building
- spend three school days within PRU in different classes to play with children during break and lunch times and support in lessons
- speak to identified children during break and lunch times about myself and my study

Data collection with children
- Attend PRU each Thursday for one half term from September 2019
- Complete Ideal Teacher Drawing with individual children (two per day)

Phase 2 Feedback to staff
- Identify themes in completed Ideal Teacher Drawing in November 2019
- Design power pointpresentation including reason for study and findings from the children's data
- Present presentation to staff at PRU in November 2019

Data collection with staff
- Individual interviews with PRU staff who attended the presentation over two seperate days in November 2019
- Each interview was conducted after the children left on a Thursday. Each interview lasted approximatly 20 minutes

Data analysis
- Thematic analysis of childrens data (November 2019- January 2020)
- Transcribing transcripts from PRU staff interviews (December 2019)
- Thematic analysis of PRU staff data (January-February 2020)
- Peer coding of themes (February 2020)

Write up
- Methodology July-August 2019
- Introduction and Literature review August-December 2019
- Results December-February 2020
- Discussion February -April 2020

The Tavistock and Portman **NHS**
NHS Foundation Trust

Appendix D

Freia Schulz
Trainee Educational Psychologist
The Tavistock and Portman NHS Foundation Trust
Child & Family Department
Tavistock Centre
120 Belsize Lane
London NW3 5BA

Parent information sheet

Dear Parent/Carer,

RE: The Ideal Teacher Drawing- Exploring pupils, who have been excluded from mainstream school, constructs of teacher-pupil relationships.

My name is Freia Schulz and I am a Trainee Educational Psychologist, studying at the Tavistock and Portman and working for XX Educational Psychology Service. I am carrying out the above named research as part of my doctoral thesis.

NAME OF SCHOOL's Head Teacher has identified your son/daughter as a potential participant for this study and so has sent you this information. I have not had access to any school pupil records.
Taking part in this study is not compulsory for your son/daughter and not taking part will not have a detrimental effect on the quality of education they receive at the school.

The Aim of the Study
The study aims to gain a better understanding of how students of NAME OF SCHOOL feel about their relationships with teachers and how they would feel better supported by teachers. Furthermore, the study aims to identify if this process of gaining children's views can be used to construct and inform support strategies for children.

Drawing Activity
- I will meet with your son/daughter up to three times
- I will meet with your son/daughter at school outside of main curricular activities (not during English and Maths lessons)
- **I will carry out an adapted version of an established drawing technique called 'Drawing the Ideal Self' where your son/daughter will be asked to draw some pictures and talk about how they view teachers**

Please contact me on the above email if you require further information about the study.

Benefits and risks
Currently, there is no intervention that provides an understanding of children's views about their pupil-teacher relationships using drawing and interviews to gain the children's perceptions. Your son/daughter's views and experiences are really important in helping us provide insight into this area and help us identify new ways of gaining their views. At a more personal level, participation will provide your son/daughter with a forum to think and reflect on their experiences.
There is little risk associated with this research. However, should there be any unexpected outcomes such as personal distress, your son/daughter will be offered the opportunity to withdraw from the study and signposted to support from school staff or services that can provide further help and support.

Withdrawing from the Study
- At any point up to, and including the one-to-one drawing session with myself, your son/daughter can withdraw from the study. Just let Mrs/Mr xxxxxxx at the school or myself know (contact details above).

- Following the drawing session, your son/daughter can withdraw from the study– up until the 1st of September 2019. Just let Mrs/Mr xxxxxxxxx at the school or myself know (contact details above).

Data from the Study
- The Tavistock and Portman Ethics Board have approved this study.
- The encrypted memory stick with copies of the drawings and hand-written notes from the drawing session will be kept in a locked filing cabinet (along with consent forms) in line with XXX's Children's Services data protection policy and kept for six to ten years at which point they will be destroyed/shredded. During those ten years, only myself, the University Course Director and external examiners can access them.
- As I am meeting with a small sample of children, it is possible that your child may recognise something they drew or have said in the research findings. To protect their identity, your son/daughter will not be named in any part of the published research – they will be simply identified as "P1, P2…" etc.
- Data cannot be kept confidential if your child tells me something that makes me concerned about either their or someone else's safety. In this case, I will have to share this information with a member of the school staff to maintain safety. If possible, I will aim to discuss this with your child and yourself first.

Results of the Study
- The study will be written up as a thesis for a Doctorate in Educational, Child and Community Psychology with a hard copy held at the University. This will include copies of the drawings and details of key themes from all the data collected. Neither of these will make your son/daughter identifiable to others although they may be able to identify their own drawing from the images (You can opt out of this on the Consent-out form).
- I will be summarising my findings for the school, the children and parent/carers during a school assembly.

Further Information
Further information on this study can be sought from either Mrs/Mr xxxxxxxxx at school, myself at the address above or should you wish to discuss the study with my Supervising University Tutor the contact details are: Dr. Rachael Green, The Tavistock and Portman NHS Foundation Trust, Child & Family Department, Tavistock Centre 120 Belsize Lane, London NW3 5BA.

This research has received formal approval from the Tavistock and Portman Trust Research Ethics Committee (TREC). If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

Please complete the enclosed consent form along with a SAE. Alternatively, should it be easier for you to pass the forms onto your son/daughter's school, please feel free to do so as they can pass them onto me.

Thank you for taking the time to consider this request.
Yours sincerely,

Freia Schulz

Appendix E

Parent/Carer Consent Form

Research Study: The Ideal Teacher Drawing- Exploring pupils, who have been excluded from mainstream school, constructs of teacher-pupil relationships.

Parent/Carer's Name: _____

Your Child's Name: _____

Your Child's Age: _____

Today's Date: ____/____/2019

Your Signature: _____

Please tick the boxes that apply:

<u>**Consent**</u>

☐ I **<u>give consent</u>** for my son/daughter to take part in the above-named study. I understand that my son/daughter cannot withdraw from the study after the 1st of September 2019.

☐ I **<u>do not</u>** give consent for my son/daughter to take part in the above-named study

Copies of the Drawings

☐ I <u>do not</u> give consent for the copies of my son's/daughter's drawings to be included in the results and summaries of the study.

Results

☐ I <u>would like</u> to receive a summary of the findings by post.

☐ I would <u>also</u> like to attend an open session at the school to hear the results.

☐ I <u>would not</u> like to receive a summary of the findings from the study.

Please find enclosed a SAE for your convenience for the return of the two consent forms. Alternatively, should it be easier for you to pass the forms onto your son/daughter's school please feel free to do so, as they can pass them onto me.

Thank you for supporting this study

Appendix F The Tavistock and Portman **NHS**
NHS Foundation Trust

Student Consent Form

Would you like to help me with my project and make the 2 drawings about your idea of the best and worst teacher?

Yes	☐	No	☐

(Please tick one box)

Please tick one box

☐ It is OK for a copy of my drawing to go into your project book

☐ I don't want a copy of my drawing to go into your project book

You can say "yes"
You can say "no" and that is OK.
You can say "Yes" now, make the drawings and then say "no" later. That is OK. The last day you can do that is the 1st of September 2019 (tell Mrs/Mr xxxx).

Your parent/carer will send this form back to me.
Thank you!
From Freia

Appendix G

Student Information Sheet

(You can keep this)

Dear ……………………
Can you help me with my project?

I need students from (NAME OF SCHOOL) to complete some drawings and answer some questions.

- Before you draw the pictures, I will come to your school and we will be together in a room for approximately one hour where you can ask me questions about this project
- I will then come to your school again for one hour where you can draw the pictures.

I would like you to draw two pictures of your ideas for a "best teacher" and "worst teacher" so I can better understand what you might need and want in school.

- You will get a mini-break afterwards.
- In the mini-break, we can play games together.
- This will happen in either May or June 2019.
- You do not have to do this – it is your choice.

There is no right or wrong way of making the drawing as it is all your own ideas. I will ask you about 20 easy questions about your 2 drawings. There are no right or wrong answers as it is all your own ideas.

- At the end of our time together, I will collect the drawings and later talk to (NAME OF SENCO) at your school about how we can try to make things better for you
- At the end of our time together, I will collect the drawings and use them in my project
- If you do not want your drawings to go into my project, that is OK.
- I will not take photographs of you.
- I will type up, for my project, what we say about the drawings, but I will not type your name as I am not allowed to.

When I finish writing up my project into a book, other people can read my project book, but it will not have your name or school name in it, as I am not allowed to put that in.

- The original drawings of your 2 pictures and my hand-written notes from our time together will be kept safely in a locked cupboard at my work for ten years. Only me and my university teacher can see them.
- If you have any questions before or after making the pictures, you can ask Mrs/Mr xxxx at school, as she knows everything about this project.

If you do not want to do it anymore after saying yes, that is OK too as long as you tell me or Mrs/Mr xxx before the 1st of September 2019.

The next page is the page you use to tell me if you want to do this.

School Staff Information Sheet

The following information is provided to ensure that you have a clear understanding of the current study and what participating would involve. This information is shared with you so that you can provide informed consent should you wish to take part.

Research title

The Ideal Teacher Drawing- Exploring pupils, who have been excluded from mainstream school, constructs of teacher-pupil relationships.

Who is doing this research?

My name is Freia Schulz and I am currently studying a course in Educational Psychology at the Tavistock and Portman NHS Trust. I am carrying out this research as part of my doctoral thesis.

What is the aim and purpose of this research?

Using a new intervention called the 'ideal teacher', the aim of the study is to gain a better understanding of how students of NAME OF SCHOOL feel about their relationships with teachers and how they would feel better supported by teachers. Furthermore, the study aims to identify if this process of gaining children's views can be used to construct and inform support strategies for children.

Who has given permission for this research to take place?

The Tavistock and Portman NHS Trust Ethics Committee has given ethical approval for this piece of research to be conducted. Additionally, the headteacher of the provision you work within has also agreed to staff participating.

Do I have to take part?

It is your decision as to whether you wish to participate or choose not to participate in this research. This information sheet has been provided to help you make an informed decision, so you can give informed consent about your participation should you wish to participate. Even if you do decide to participate, you are free to withdraw from this research at a later point, up until the data is analysed, and you do not have to give a reason for this decision.

What happens if I take part?

An interview will be scheduled at your school for a time that is convenient for you. At the beginning of the meeting, I will explain the intervention completed by the children and discuss the findings of this intervention with you. I will then ask you questions about the findings and how valuable you consider these to be in relation to supporting or structuring support for the identified child. This interview will last between 45 to 60 minutes and I will record this on an audio-tape. If you feel it is necessary, you will be able to stop the interview at any time.

What are the possible benefits and risks?

Currently, there is no intervention that provides an understanding of children's views about their pupil-teacher relationships using drawing and interviews to gain the children's perceptions. Your views and opinions about the intervention findings are really important in helping us provide insight into the usefulness of this new intervention.

There is little risk associated with this research. However, should there be any unexpected outcomes such as personal distress, you will be offered the opportunity to withdraw from the study and signposted to services that can provide further help and support.

What will happen to the findings of this research?

The findings from this research will be used for my thesis as part of my Educational Psychology doctorate qualification. I will be summarising my findings for the school, the children and parent/carers. Should you wish to receive a copy of these, please indicate on the enclosed staff consent form.

What will happen if I do not want to carry on with the research?

If you decide you do not wish to take any further part in this study, you are welcome to withdraw at any time and you will not have to provide further explanation. You can ask for your contribution to be withdrawn up until the point of analysis when I will not be able to extract the influence your data has had on the findings. Before this, you can request your data is not included and is destroyed.

What about confidentiality?

In accordance with ethical and legal practice, all information collected from you will be handled securely and kept strictly confidential. All records of personal information, consent and audio-recordings will be stored securely, with your identity on these records changed to a code rather than your name. As I am meeting with a small sample of school staff, it is possible you may

recognise something you have said in the research findings. To protect your identity, your name will be changed to a code, while the school and the local authority will not be mentioned by name so that you remain unidentifiable. All data will be kept for a minimum of 6-10 years as specified in the Data Protection Act (1998).

Data cannot be kept confidential if you tell me something that makes me concerned about either you or someone else. In this case, I will have to share this information with others to maintain safety. If possible, I will aim to discuss this with you first.

What if I complain?

If you have any concerns about the research or how you have been treated, you can speak these through with myself, my supervisor or the course director.

Further Information:

This research has received formal approval from the Tavistock and Portman Trust Research Ethics Committee (TREC). If you have any concerns about the conduct of the researcher or any other aspect of this research project, please contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

If you have any questions about the research or if you would like to know more about it, you can contact me using the following information:

Freia Schulz

Trainee Child and Educational Psychologist

Educational Psychology Service,

Address

Email: email address

Thank you for taking the time to read this information.

Appendix I

School Staff Consent Form

Name of researcher: Freia Schulz

Working title of study: The Ideal Teacher Drawing- Exploring pupils, who have been excluded from mainstream school, constructs of teacher-pupil relationships.

Please initial the statements below if you agree with them:

1. I confirm that I have read and understood the information sheet for the study and have been given the opportunity to ask questions.

2. I understand that my participation in this study is voluntary and I can withdraw at any point, up until the data is analysed, without providing a reason.

3. I agree to be interviewed and for the interview to be audio-recorded.

4. I understand that my data will be anonymised so that I cannot be linked to the original recordings.

6. I understand that the findings from this research may be published and available for the public to read.

7. I understand that if I share information that leads the researcher to fear for my safety or the safety of others, the researcher will share this information in order to try and keep everyone safe.

8. I have read and understood the above and agree to take part in this research

Results

I <u>would like</u> to receive a summary of the findings by post.

I would like to attend an open session at the school to hear the results.

I <u>would not</u> like to receive a summary of the findings from the study.

Name of participant:	Name of researcher:
Signature:	Signature:
Date:	Date:

Appendix J

The Ideal Teacher Drawing

The child can be introduced to the technique with the following explanation:

I will ask you to do some sketches, and I will do some writing today. For the sketches, I would like to know what the worst and the best teachers would be like for you, so I can see how this part of school could be better for children. Are you willing to have a go?

In the first step of Drawing the Ideal Teacher, the child is asked: **First think about the kind of teacher you would not like to have. This is not a real person, but someone from your imagination.** The researcher writes The Worst Teacher at the top of the page. The child is invited to make a quick sketch of the worst teacher in the middle of this page.

After the character is drawn, the child is asked **What kind of person is this? How would you describe this person you wouldn't like to have as a teacher?** The researcher writes the child's descriptions next to the sketch. The child is encouraged to think of three or so descriptions which are written down verbatim. If the child uses descriptive words such "flab" he or she will be asked to explain the meaning in a way which did not suggest that he/she was incorrect in their use of language: **That's interesting, what do you mean by flab, because everyone has their own meanings of words?**

Further sketches exploring the teacher character will be drawn around the initial image. This results in a layout as shown below. The order of these elements of the character is not fixed, except for the final one 'The most notable thing'. This needs to come at the end of the process because the character needs to have been developed for those parts to make sense.

Desk

The child is asked to draw under the title Desk that teacher's desk and its contents with something like: **Every teacher has a desk: what would a teacher like this have on and in their desk? Remember, this is the worst teacher who is ... (insert constructs from the child's description). Can you sketch their desk and what is in and on it?** The child may be asked to discuss their drawing further resulting in objects being labelled and descriptions given to the drawing.

With other teachers

Underneath the title 'with other teachers', the child is asked: **Can you draw something to show how a teacher like this is with other teachers?**. The child will be asked to explain their sketch and the researcher writes what they say next to the drawing.

<u>Teaching</u>

The child is asked: **Underneath the title 'teaching'**, **can you draw something to show how a teacher like this teaches their class?** The child will be asked to explain their sketch, and the researcher writes what they say next to the drawing. The child may be prompted by saying: **How does a teacher like this help their students learn?**

<u>On a bad day</u>

The researcher writes 'On a bad day' and says to the child: **Everyone has a bad day someday. What would a teacher like this be like on a bad day? Can you draw them here on a bad day?** The researcher asks the child **how they would know this teacher had a bad day** and writes down what they say.

<u>At break time</u>

The child is asked: **What would a teacher who is ... (insert constructs) do during break time? Sketch something to show what they are like.** The child's description is written next to their drawing.

<u>With students</u>

Researcher writes the next title 'with students' and asks the child: **How would a teacher like this get on with their students? Can you sketch something to show me what they are like?** The child's description is written next to their drawing.

<u>The most notable thing</u>

Finally, the researcher asks the child: **What is the most notable thing about this teacher? What would you almost always notice about this teacher?** The researcher writes down what the child says under the title 'most notable thing'.

The final picture is put on one side, upside down so that it is truly out of sight. This is so that the child will not merely make the most obvious contrast without considering possibilities.

The next step is to explore the kind of teacher the child would like to have. An example is given below. The same steps as above will be followed to create a picture of the best teacher. The child will be told: **Now let's have a look at the kind of teacher you would like to have. Think about what they might be like. Again, this isn't a real person, but it could be made up of bits of people you have met, or it could be from your imagination.**

Worst Teacher

the most notable
thing
never smiles

Detention Don't
Today

Desk
full of work dirty cups

with students
Rule 1 children should be seen not heard

with other
teachers in school
Friends/Humbug
no friends

teaching
no talking
only writing
no one
learns

at break
time No
no
No
no running
no ball games
no speaking

on a bad day
smelling
of
alcohol
angrier than
normal

Best Teacher

Desk — class pictures

tidy desk

the most notable thing

always time to talk

Please help

with other teachers in school

friendly & supportive with other teachers

with students

well liked

Thank you

asks meaningful questions

shows interest in student

How can I help?

Miss?

takes times

at break time

plays with kids

outside

teaching

listens to students

sits with the students

learning through interaction

on a bad day

doesn't want to talk much

tired

hair a bit messy

Scaling Activity.

The last step in *Ideal Teacher Drawing* is an exploration of the child's actual experience. The two pictures will be placed on either side of a landscape-oriented A4 piece, as indicated in figure 1 below.

Figure 1: Layout of the three pages

The child will be told that: **Now, let's get an idea of where you think your current teachers are on this scale. We have the kind of teacher you don't want to have**, (point to the picture on the left), **and the kind of teacher you would like to have** (point to the picture on the right). **Think about what your teacher has been like recently, for most of the time. Put a line like this** (demonstrate a short vertical line which crosses the rating scale) **to show where they usually are**.

When the child has drawn their line, the researcher writes 'Now' above the line. Next, the child is asked to rate the place they would like this teacher to be: **Where would you like this teacher to be on this line, in a perfect world?,** this is marked 'Ideal'. The researcher notes the difference between the Now and Ideal ratings. The child is then encouraged to consider whether this needs to become exactly like their' Ideal': **If they can't get all the way there, what would be good enough? Put a mark on the line to show that.** This is marked as 'Good enough'.

The child will then be asked the following: **Can you think about the teacher in your previous school and what they have been like most of the time? Can you make a mark on the line to show that?** This is marked 'previous teacher'.

Once the marks have been made the child and the researcher examine the line and the different marks, some children might reflect on more than two teachers. The researcher might then say: **Most of your teachers are here** (pointing to the marks made by the child) **and your 'good enough' would be here. Can you tell me three or more things your teachers could do to help them get here** (point to 'ideal')**?** The researcher notes down what the child says verbatim. The child might have some ideas of how they can help their teachers reach the 'ideal', at this point the child is asked: **Can you think of any ways you can help your teacher here** (points to 'now') **to get to here** (points to 'good enough') **or even here** (points to 'ideal')**?**

Appendix K

Presentation of collective child participants data to staff

255

The Tavistock and Portman NHS
NHS Foundation Trust

DoesHelpYouWhenYouAsk DoesNotHelpYou
DoesNotLetKidsHaveFood
GetsChildrenInTrouble TalksWeirdly
WouldNotTeachYou
PretendsToBeNice DoesNotGoOnThePlayground
PushesMyButtons
HasSomeBrainCells NoTalkingInClass DifferentWithMe
DoesNotTalkToStudents
TreatsChildrenLikeSlaves
DoesNotListenToChildren GetsAnnoyed
ChildrenDoNoTrustHer
Messy NiceWithAdults ChatsWithTeachers
NotNiceToMe woman Angry PunishYou
CurlyHair
GivesLotsOfPaperwork
Disgusting Scruffy mean
SleepsInClass Shouts Bossy Rude LetsChildrenKickDoors
KindOfNice strict Man NiceToOtherChildren
fat SpiesOnChildren
DoesNotLetKidsOutside
BadSkin Old Ugly Aggressive
TellsChildrenOff Short
ChildrenDoNotUnderstandHer
GivesHardWork
TalksTooCalmly

The Tavistock and Portman NHS
NHS Foundation Trust

WHAT NEXT?

Appendix L

School staff semi-structured interview

Questions 1
What is the school's current process of gaining pupil's views?

Follow up question if not answered in Q1
What are your views on this current process?

Question 2
Looking at the outcome of the findings, what are your thoughts on this intervention?

Follow up question if not answered in Q2
Were these expected findings?

Question 3
Looking at the outcome of the findings, do you see these impacting on your practice?

Question 4
On a scale of 1-10 (10 being the highest), how useful would you rate this intervention in gaining the child's views about their teacher-pupil relationship? Explain the decision. (What could have made it better?)

Question 5
On a scale of 1-10 (10 being the highest), how useful would you rate this intervention in gaining an understanding of how to best support this pupil's relationship with their teachers? Explain the decision. (What could have made it better?)

Appendix M

Completed Ideal Teacher Drawings

Child Participant 1

Best
teacher

the most noticable
thing

always

happy
(when not having
a bad day)

Desk

tidy

clean

spot for
students
to sit & talk

with other teachers

really
nice

have a chat
be nice
'school trips & stuff'

for reading (cadeirs or tiny)

women
young

with students

nice, talks to
them, not
shouting
shouts rarely
lets you do stuff
like choosing

teaching

make the lesson
fun for students

watch things to calm
down

movies

when you
finished your work

acts young
& plays with children

also do normal work
do anything

gives reward points

on a bad
day

at least
try to be to
everyone

acts nice
but looks
sad or
would just
not come to
school

at break time

walk around
& talk to
people

Hi
Hi

· not tell
people
off all
the time

What's
wrong?

Why did
you do that?

don't leave the
children
be every day at all

Maths
- not be touched
  by teachers
- I am viocious
  like a tiger
  I bite stuff
  to keep happy
  like paper & stuff
- I will chew on anything

would not pinch me
hold me
not shout

Child Participant 2

worst Teacher

Desk

messy desk
tiny desk — hair brushes & cream because she has bad skin

with other teachers

friendly to other teachers   some friends
some teachers think she is bossy a bit

the most noticable thing

old

curley hair
glasses
old lady
a dress black & white spots
tights
flat shoes

something

with students

bossy
always acts differently to me & push my buttons

teaching

strict teacher
if you were talking
"if you had one more thing to say to your partner" she would not allow it & tell you to stand up & stand in the corner.

on a bad day

really grumpy   stay in her room
did barely anything all day
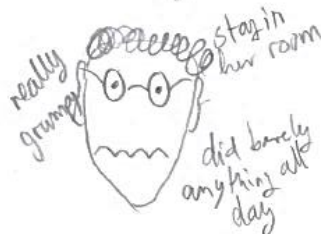
at break time

if I accidently hurt someone she would not let me out for break
she would stay in her office
sometimes go out & stand there

Best Teacher

Desk

laptop

very tidy only the essential things

with other teachers

friendly because she is

other teachers say she is kind

Teaching

makes it fun

written work

Maths games

Smart computer games

every one gets to do stuff

women

kind nice smiles most time
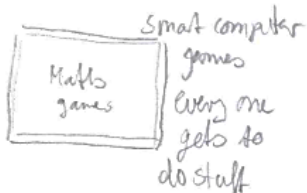
on a bad day

doesn't have a bad day not that I know

the most noticable thing

Smiles a lot

with students

friendly amaizing always has a chat about stuff that I like & interests me

at break time

plays with the children

'it'

dodge ball

kind of a
good teacher

not there
because

• start
smile more
• be bit nicer
change his whole
facial expression
look less depressed

keep
being
like
he is
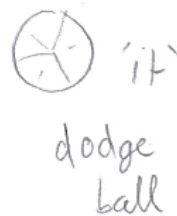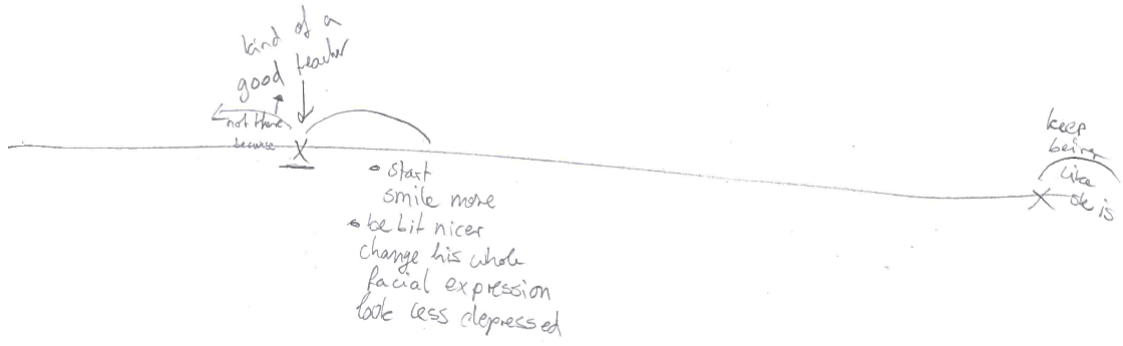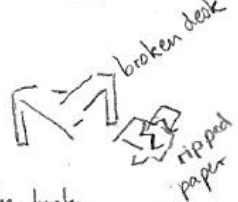
Child Participant 3

Worst teacher

Desk

broken desk

ripped paper

she broke
the desk on her first day
because me of students anoyed her

the most notable thing

rude to
nice very
quickly

angry aggressive
short hair
rude
not nice
short
dresses like she is going to a party

with other teachers
in school

pretends to be happy with other teachers
talks to other teachers
pretends to chat nice stuff

with students
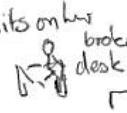
smacks the children

or
shouts at them
"Do NOT DO
that again!"

teaching

nasty ugly & disgusting

sits on her broken desk
lots of paper work-hard
no talking
no chatting
tells them off rudly

"sit down & do paper work
because I am talking"

on a bad day

no talking at all
just do your work

at break time

would be outside spying on the children

Spys on them to scare them & tells, fips on them to the other children.

Best teacher

Desk
- teddy
- always tidy
- colourful
- lovely
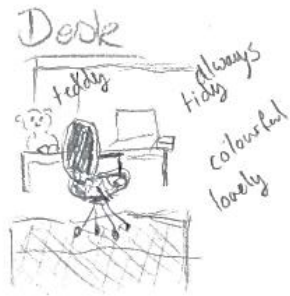
the most notable thing
that she is beautiful

(central figure labels)
- beautiful
- smells nice
- nice
- lovely
- chatty

with other teachers in school
- always happy friends
- talk about teacher stuff

with students
- happy
- say 'hi' to students & 'how you doing?' when she sees them
- kind & cuddle
- chat to all students

teaching
- nicely
- talking to students from the front
- not a lot of work
- mostly in books some on the computer
- sit with students during lesson & go on laptops

on a bad day
- students wouldn't notice when she has a bad day
- She might be a little quieter

at break time
- play with the students
- plays 'It' & stuck in the 'mud' stuck in the
- run around

have behind to everyone

· always be happy

· play with children

Child Participant 4

worst
teacher

desk

printers out of paper
yelled
put it up
powder
pens
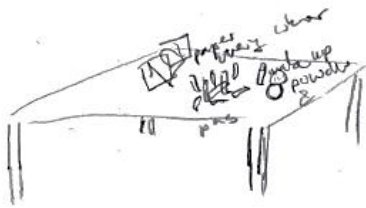
most noticable
thing

that she is
so ugly
like Mrs
Twit

not good enough
to be a teacher
TA not
ugly teacher

large, fat
scruffy
scratchy
like Mrs
Twit

with other teachers

Bossy
tell people
what to do

don't mind her
(other adults)

with students

other students don't
mind her

she is rude to me
& bossy
tells me what
to do.

teaching

treat them as
a slave

make her dinner
cook & clean
for her
when ever any other
teachers come in
she hites the cooker &
washing machine

on a bad
day

she will take it
out on the children
she will hit them

at break
time.

just
chilling out on
her own inside

Best Teacher

desk

neat pile of books

pens ruler

most noticable thing

she is nice

I didn't have many nice teachers

nice

women

no specific age
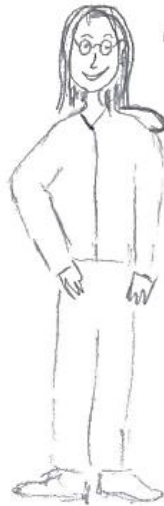
with other teachers

nice

nice othr teachrs would

just be friends in school

with students

nice

plays

listens

teaching

nice to the students

no paperwork

activities like games

on a bad day

get a bit grumpy

but then say sorry after

grumpy with adults not with kids

at break time

plaes with thes wke toble catch & stuff

Don't shout don't always tell
not bossy   me what to do

give
me
something
to do
like teach
gymnastics

Child Participant 5

Worst
teacher

most noticable
things

notice the words
on his face &
nose & his
cane

desk

see picture
boring like any other
desk with a
computer & camera
a burger on the floor
disgusting rotten burger

with other
teachers

very very nice
with any other teacher
or people who watch
him in the classroom

cane in his hand
& very long nails

bit ugly
some brain
cells

With students

wouldn't be nice
high on his cool-
aid & burgers.
Not really talk
to the students.
if he did talk to
them tell them to do their
work or else they
can't go to play for

10 years.

at break.
time

watch people he
doesn't like & see
how he can get them
in trouble

teaching

2+2=?
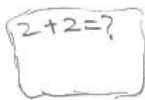
just give them
questions to
answer
he would just eat
his burgers &
leave the loser
on recce

wouldn't teach
people

on a bad
day

Shouting
at both adults
& students

would not use
his cane because
he knows he would
not be allowed
to teach anymore

Best teacher

most noticeable thing

has really cool shoes

desk

very clean & tidy
even her computer is
smiling
has a picture on her
desk

teacher
a woman

trainers

with other teachers

be funny around other
teachers.
The greatest teacher in the
world → what others would say

with students

be nice but most
the time ~~she~~ would
be teaching.

If she sees students
inside at break she
would tell them to go
outside & if they don't
listen give them a 'slip'
(detention)

at break time

be outside & play
games with the
children like play
tennis or
something

on a bad day

would not be
rude to anyone
but be less
funny & you
could see that she
is not happy.
Be able to tell
from her
face.

teaching

she would put 'it' on the
board and when
some one is struggling she
would go over & help
them.
Would probably do painting
& stuff.

not tell people how to grow horns

we did SATs & I didn't like that

She said she knows how to grow horns to become the devil

no more teaching & teach us how to be a rake test & stress.

Don't like Maths on Mondays

Do Maths any other day

English first would be nicer

Child Participant 6

Worst teacher

Desk

computer paper

tidy desk

most noticable thing

they might not even let kids go to lunch & eat lunch infront of them

kind of nice

man & women

might wear perfume deoderant

t-shirt

belly top

jeans

leggins

With students

- get students into class
- just let children get on with on with leaving doors

o if children are working they will say "Don't copy her copy me" "You won't be as good as me"

smart shoes

high heels

with other teachers

have chats with them "how are your students doing?" other teachers might think they need some help

teaching

students would often ask them "what did you say" "I didn't understand that".

tell people to tidy up & do stuff when the bell gets up

the lessons would be English Maths, Punctuation, Spelling

on a bad day

maybe a bit moody

give children the todos & let the kids walk around

have more coffee/tea than normal

not teaching class properly just sitting in their seat

at break time

forget about the class. stay inside just leave door open so children can come back in. Not do work

zzz sleep in their chair

274

Best teacher

desk

Hide desk computer
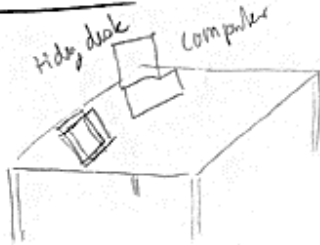
most noticable thing

help students when they are upset

kind of nice

with other teachers

properly
kind & nice
other teachers
"are you having a good day or bad day"
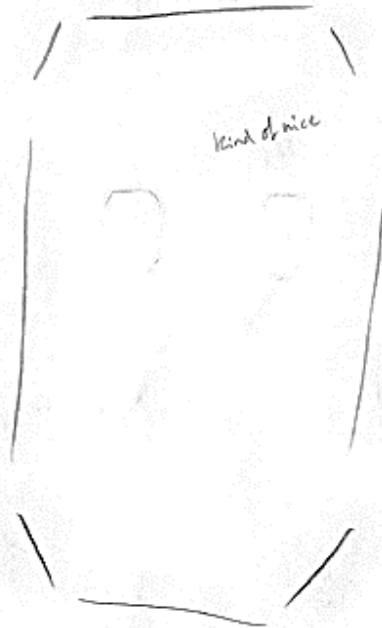
with students

help them when they get hurt
have lunch with them
help students when they are sad

when you (students) don't eat they know something is wrong

at break time

let children out & give them fruit

go outside with children & watch children & help them if they get hurt

teaching

good & explain things well

would say: "put your hand up when you want say something"

"come up with my permission"

on a bad day

yeah I am fine

children would like to help them feel better

like tea & coffee

did + say
things loud & clear

X
Worst
1/2
he did
not let me
out

let me
out

X
Yes
5
leader
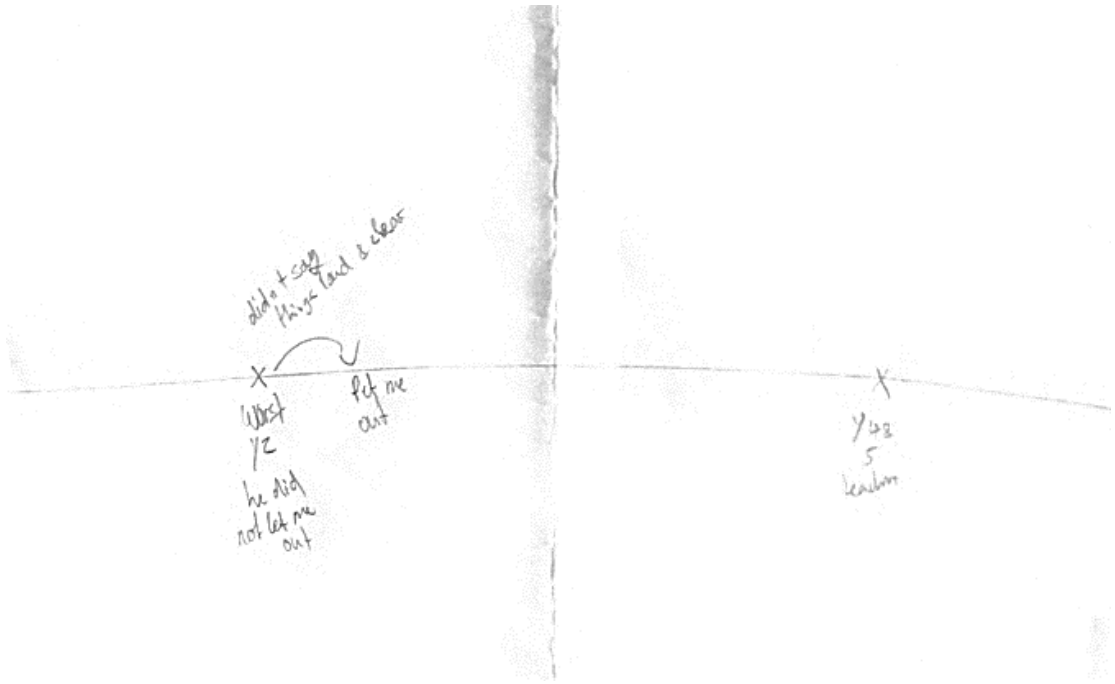
Child Participant 7

Worst teacher

Desk

paperwork

computer

nothing else

the most notable thing

ask you "What Did you do?"

she would not listen to you

sometimes she not's nice with pants

pretty short

angry

dark clothes

would not listen

with other teachers in school

Q be nice to other teacher

talk about some work

not friends with them

teachers think she is good
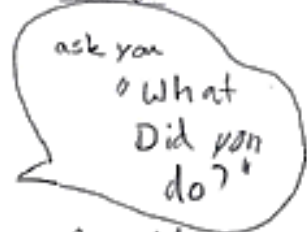
with students

hars & mean to other students

some times, to students nice

give you a sticker even if super good

mostly angry.

students don't trust her

Teaching

only talk about the work is done

shout at students

confuse them & get angry

give tricky work

Would punish you for talking wrong?

when you don't finish your work she would tell you to stay in so when you slow coming & confused what to answer she would keep you in

pretty hard work always, sometimes help you when you ask her

when student get angry she would tell me off, do work as your own

on a bad day

punish Everyone for talking & keep them in

at break time

be outside doing watches the kids see if they been bad

nothing to play with for the children

Appendix N

Interview transcripts from adult participants

Interview 1

1   **Researcher**

2   Can I just ask what your title is at the PRU?

3   **Adult Participant** 1

4   Ahm a teaching assistant

5   **Researcher**

6   XX, cool. It's just so if I noticed that there is any differences, I can, ahm, speak to them.

7   Okay, I've left some questions….

8   **Adult Participant** 1

9   Sorry

10   **Researcher**

11   No, no, it's fine. for you to just, like, I quite like looking at questions when I've been asked so

12   in case….

13   **Adult Participant** 1

14   Oh thanks.

15   **Researcher**

16   Others benefit from it as well.Okay, so hopefully this should be quite straightforward. And it's

17   all kind of in relation to the presentation is that, did you (places presentation handout in front

18   of teaching assistant) in case you want to refer to them at any point, right. So, there's no kind

19 of right or wrong answer. If you feel like, you don't really know any of them at the moment,

20 that's fine. So, it's not a test. It's not like a, Ofsted.

21 Um, so yeah, what is the school's current process of gaining pupils views?

22 **Adult Participant** 1

23 Um, I think the current process is quite an open one; because, we talk to the children a lot. And

24 I think because we already have quite a good relationship with them, they're willing to kind of

25 tell us how they feel on a day to day basis. So, they like to tell us, oh, they don't like this, or

26 they don't like that teacher, they're quite confident in telling us how they think and feel. Which

27 is, I think, they've gotten to that point with us where they've, they're able to kinda build that in

28 terms of relationship.

29 But ahm we've also done things that, especially like when things like Ofsted are, there we'd

30 like to get their views and their opinions and things. Like we had an incident in the library the

31 other day and the library got absolutely trashed and by a couple of students and one of our

32 students went round and they went around asking everybody how amh, how they felt about the

33 library and everybody got a chance to look at the library and ask how they felt about it and

34 how they felt about the people that were doing it and they erm express they were angry there

35 was this, there was that. So, there's a lot of points where we get their views on things.

36 **Researcher**

37 Mh…

38 **Adult Participant** 1

39 We ask them all the time for feedback in terms of the lessons and whether they're enjoying the

40 topics and the things that we're doing in class. Ermmm, I'm not too sure if we asked too much

41 about what they think of us as teachers; because that's erm, personal but I'm sure everybody

42   thinks of each other in different ways (smiles). Erm. But that's why I think I quite like this

43   because it's nice to see it without them talking at you with kinda emotion, whether they love

44   you or hated you. They might be quite extreme or whatever they say, but erm, talk to almost

45   an outsider and about us erm. It's nice to kind of see and hear all these things and what they

46   really think and feel. So, yeah, lots of different ways, but maybe not as direct as this in terms

47   of what they think about us as teaching staff. So, yeah.

48   **Researcher**

49   It, that sounds like you include them quite a lot on the whole day to day aspect of it, and like

50   thinking about the library and also how are you kind of checking in on them, so that emotional

51   aspect as well as learning. So,

52   **Adult Participant** 1

53   Yeah, definitely. Yeah, cover a lot of that thing.

54   **Researcher**

55   And what are your views on that current process,

56   **Adult Participant** 1

57   That current process. I think. Well, seeing this, there's obviously more that, I think more that

58   we could do in terms of getting their voice across and hearing what they'd like from the

59   teaching staff and about the teaching staff just because, we're kind of most crucial aspect here.

60   They come here to learn, to teach to, to be, to be able to manage their behaviour and they learn

61   all those things through us. But if they can't build that relationship, and if they don't really like

62   us, or they struggle, don't get that connection with us, how are they supposed to do anything

63   that we're, we're asking we're trying to, kind of support them in doing sooo. It's, it's something

64   that could probably be done even more so. But I think we do it more than anywhere else. I've

65   been on outreach last year in schools and, I don't think I've ever heard children's opinions on,

66   what they think that the school or what they think about certain day to day things or what they

67   think about teachers, but being a person on outreach, asking the child, what do you think of

68   your teacher? What do you think of your class and getting that chance to actually ask them, I

69   mean, that's probably like the first time 'oh'. Like,

70   **Researcher**

71   Someone's listening to me?

72   **Adult Participant** 1

73   Yeah, but I really don't like this, or I really don't like that person, or I don't like it when they

74   do this. And it's, I think it starts opening them and looking at things and when you start asking

75   them what they think and feel they start having to think about what they are actually feeling.

76   So, it's um, I think we do it more here than I've ever experienced in the other schools around

77   the borough personally, as I've been out of outreach, but um, we, I guess there's always room

78   for im…, for improvement and getting more opinions out there and kind of building on what

79   they like and taking away more of what they dislike or working on how to adapt that to be

80   something that's maybe more enjoyable or what they can see as a better thing or positive. So,

81   yeah, we could probably always do more of it, anywhere.

82   **Researcher**

83   I would agree with you, though, in terms of how you guys here are gathering children's views

84   I can't say I've seen this in any other school so that's ahm and let me just check if this recording.

85   **Adult Participant** 1

86   Imagine!

87   **Researcher**

88	Yes! There we go. (laughter) yeah and repeat, exactly the same words. Okay, ahm looking at
89	question two. So, looking at the outcome of the findings, what are your thoughts on the
90	intervention? You kind of touched on that already? But ahm yeah, I guess more specifically
91	Yeah.

92	**Adult Participant** 1

93	The thoughts on your intervention?

94	**Researcher**

95	Yeah

96	**Adult Participant** 1

97	and what you've done with the kids? (researcher nods) I think it's really valuable because again,
98	we don't get to see this kind of stuff and what they personally think and feel or what kind of
99	attributes they may be still bringing in or holding on to from their old schools that they kind of
100	feel so disengaged from, or feel kind of let down by or pushed out or ousted out from, so they
101	could still be hanging on to a lot of stuff that they see there. And maybe they're kind of
102	reflecting on what the worst teacher is there and what they've seen that is better here, maybe
103	that's one? Well, like we said, and like you said in your PowerPoint, there's like certain things
104	in their schools that led them to come out of schools and be excluded. And one of them being
105	teacher relationships. And maybe those relationships are what broke down here. Maybe they've
106	seen parts of what they think is the best teacher here because we're able to talk to them and
107	able to get those things across. So, they could still be seeing the worst teacher here. Who
108	knows? But I'd like to think that majority of them have seen what, what they do like and have
109	a relationship with the teachers and can kind of, can kind of like relate to what they, what they
110	do like and these teachers. So, this, this intervention is probably so helpful, just even if it was
111	brought back to their old schools, I think, and maybe that they could see from, the teachers can

112   see from the perspective of what they think and maybe it gives us the time to reflect as well as,

113   we might be doing wrong and what we might not be doing good at what they might even notice

114   that.

115   Like they said that they've noticed things like the messy desk and stuff like that. Was really

116   interesting cause it's like erm a messy desk is like a, a bit of like an unravelling life or like, it's

117   somebody that kind of can't control a situation that have a very messy desk. I'm picturing it, if

118   I was a child…probably kind of think in that way. And erm, it's interesting to see what they've

119   kind of picked up on. So, you, you probably wouldn't get this stuff, even from a teacher asking

120   a child just because it's, it's that relationship. And it's that barrier. But from an outsider asking

121   it 'in', I think it could definitely be really useful. And it could erm change your teaching style,

122   the way you approach things. Essentially change the way that a child responds to you and how

123   much they're accessing in their learning or just in managing the behaviour. So, there's yeah,

124   there's a lot of things like this. And I think it should be done everywhere.

125   Because there's a lot of times other schools' children are bouncing out. They don't realise,

126   maybe why some of those things might be poverty, this, that, the other, things that happened

127   in their life, but erm to be able to see what they might be doing wrong, which is hard to see

128   when you're in your body, you don't know what you're kind of doing wrong. Or what might

129   somebody else might perceive as, you're not doing right for them. So, it's nice to, to have that

130   aspect of it and to be able to kind of correlate back to what do they value and what they don't,

131   what they don't really agree with. So, yeah, I think it's majorly useful. Yeah, it would work

132   everywhere.

133   **Researcher**

134   Thanks. (laughs)

135   **Adult Participant** 1

136   (Laughs) That's alright.

137   **Researcher**

138   So, kind of looking at the findings, do you see these impacting on your practice?

139   **Adult Participant** 1

140   Yeah, I definitely would. Erm I'm planning to be a teacher maybe next year, planning to start

141   teacher training erm and seeing something like this, I feel like it's already kind of coming into

142   play what, what I want to try and make sure that I'm doing or make sure that I'm kind of

143   focusing on in order to help children kind of see the positive in every aspect. Like the think

144   with the messy desk really threw me I thought, like, how are they sitting there noticing the

145   messy desk? But it's like, I can see it completely and I can relate to why they think all this

146   messy desk, this person's like struggling with this, that, the other and they're not kind of

147   connecting as much. And I think you can take this into practice so much because, it kind of

148   gives you those little tips and things that you don't really see, being in yourself, but you can

149   then see from the child's perspective. So, I'm saying like it's important for anybody to be able

150   to kind of study these things and look at what, what kind of things are perceived negatively,

151   and erm to be able to kind of alter that or, help change or explain why things are the way they

152   are. And erm, yeah, it would definitely, (looks at handout from Power Point presentation and

153   reads over interview question) findings impact on my practice. Yeah, I think I got, I'd be trying

154   to smile more and would be trying to be more greeting, trying to be more happy, funny, chatty,

155   not trying to be, but making sure that that's, something within my practices. That's what

156   children respond to. And that's how I'm going to get them to manage their behaviour and to be

157   able to access learning. I'd try anything to be able to get them to access learning and get them

158   to where they need to be. So, to see that things like this can be so simple, but they might not

159   be able to say this to the person, but to be able to kind of share it with somebody else. I think

160   it'd be silly to not be able to take it into your practice and try. And another thing that you can't

161   help but again, being fat or ugly, that's personal opinion, and you can't really help that but

162   (laughs). But things like doing nothing or not giving them a chance to speak or not letting them

163   go out for play. Maybe it would be a different punishment or a different kind of resolution to,

164   what to kind of fix whatever they've done wrong if that's what your kind of using, as character

165   to take back. So, yeah, definitely say it could impact on your practice a lot, because you alter

166   it to try and see the children here in order to get them to where they need to be building up that

167   trust and that relationship with you. Yeah. Definitely.

168   **Researcher**

169   Thanks. So, question four, erm on a scale of one to ten, ten being kind of the highest, and how

170   useful would you rate this intervention in gaining the children's views about their teacher pupil

171   relationship?

172   **Adult Participant** 1

173   I'd say how useful it is for us at X, I would say it's about erm a seven, just because the children

174   are so open here. I feel like, I, I knew maybe half of this stuff prior to seeing it but to be able

175   to see it on paper is a different thing and to be able to actually see it and correlate it all and

176   realise kind of what they're picking up on. But in terms of what this can equally do, and outside

177   in schools, I would say like nine borderline 10, because I think, again, there's so many children

178   bouncing out of schools and there's so many children at risk of exclusion, if there was to be

179   able to see things like this and realise maybe there could be something so small that they could

180   alter and maybe they can just bring that child back in and get them back into kind of feeling

181   supported, loved and where they want to be and where they need to be. I think it could be so

182   useful. So, I think it depends on the settings and how much they do use this kind of thing and

183   get the children's voice across. Wherever they don't use the children's voices, they need to

184   impact the other stuff even more. Erm but just because we use them, we get their voices and

185   we try to hear what they're saying and their views. I wouldn't say 10; but erm, other schools

186   definitely. I'd say it's yeah, it's a Must. You're trying to teach the children, you're trying to learn

187   and gain access into their lives and make them trusting of you and trusting of what you're

188   saying you're telling the sky is purple, but this, the sky is blue they can see your, they believe

189   in their heart, but it's not what you're saying it is. You need to be able to kind of build that

190   relationship and let them trust you, to believe in what your kind of saying, given to them if

191   there's little things that you could do to help adjust that. Why not? And if you can get their

192   voice and their opinion across the wire, then that's even better. So, yeah, very, very useful.

193   **Researcher**

194   So, last question then. And it's on a scale of one to 10. Again, 10 being the highest, how useful

195   would you rate this intervention in gaining an understanding of how to best support the people's

196   relationship with teachers? Erm, I think you kind of answered this already in your previous

197   answer. So, erm is there anything you want to add, I guess?

198   **Adult Participant** 1

199   Well, I'm not really sure how I could, how it could be any better. Well, I would say just continue

200   following your next step and be able to kind of make those resolutions with the child and

201   people and be able to, to tell the teacher and to tell the people kind of share all of their views

202   and well share their views and in a way to make them understand why they might see that this

203   teacher in this certain light. Even if it's the good version, it doesn't have to be the bad version.

204   I mean, teachers should be knowing what they're doing right as well as what they're doing

205   wrong. So, they know what the impact on change, on what to bring up, what's of lower down

206   a little bit. So, yes, yeah, that's, I don't really know how you can make it better to be honest.

207   And say continue with what you're, what you're planning to do, and you know, been amazing

208   to be able to have that next step.

209   **Researcher**

210   And so, one that isn't on here just thinking about kind of a feedback you've given me I'm

211   thinking of your role of an hour each. Could you imagine, yourself using this intervention and

212   feeding it back to the teacher?

213   **Adult Participant**1

214   I think I was thinking about it when you're talking about it. And X mentioned outreach, and I

215   think it's probably a key thing that we need to bring into outreach because half of the time the

216   children that are now bouncing out of the classrooms are risking exclusion there now labelled

217   that problem child, you're there for the problem little child. And like everybody in the school,

218   it seems to be a general consensus, everybody knows that this child's behaviour is this and

219   this, like everybody's aware of. You have to have that kind of general consensus and know

220   what's going on even around the school. But I feel like it's almost like a negative label attached

221   to the children in terms of it being somebody that needs support, just keep an eye out. It's just

222   a car coming through the corridor again, like this. And it's kind of like that negative perception

223   on them. And if there was, if a person of outreach could be able to talk to the teacher and the

224   people and maybe even the same CO and involve people like that, and to be able to explain to

225   them what the child might be seeing is so wrong with this relationship, or what they might not

226   be valuing, or what they really love, that maybe they missed and still not getting from the

227   teacher in terms of what was the best teacher. I think it would be useful and again, for the child,

228   you can maybe be understanding that there's different teaching styles. A lot of the time it's

229   when they move up to a different year, is a different teacher and its different teachers. There

230   might be a female that they don't like, but they had a male before it might be the fact that they're

231   more smiley and jokey, but the other person wasn't. And, again, there's so many autistic

232   children as well that are bouncing out of schools, they get very attached to a certain way of

233   thinking, feeling and being dealt with when it goes on to a new year or a new person. And

234   something's completely different. It might be all for the better, it might be even the best teacher

235   in the world. But because it wasn't the same, it's still not, it's still not right and regardless of

236   kind of whether they're providing the best kind of intervention or not. So, I think definitely

237   would have to be used in outreach for sure. Because it's, it's one of the ways that you're going

238   to kind of build that relationship back up and hope to keep the child in school because that's

239   the whole point of outreach is to be able to reintegrate them and keep them into school and

240   stop them from being at risk of exclusion. And one of those main things are the relationships

241   and half of the time it is the teachers I call the shots doing this and this again, so this is why

242   you've come here Look, that's what they're doing. That's what they always do. And it's like,

243   they already have that kind of perception of them. So, I think it'll even be useful for the teacher

244   to be able to just see what they kind of seen so negatively, or maybe they, they're missing what,

245   like the funny joke every morning that the old teacher used to say that the teacher doesn't. And

246   that's why they don't click well. But to be able to just know, that might be the way to kind of

247   turn things around and kind of bring them into and make it feel like home again. So, yeah, I

248   think it could definitely be used in outreach and on other skills and other similar things like

249   that. Because a lot of the time, they continue to bounce out. And is that because of the failing

250   relationship and it's like, you feel like you're not doing anything because the teacher that you

251   can't impact to them, and that you can't really bring them back anymore. So, to be able to kind

252   of have the confidence that this is what they don't really like, this is what they do, like crack

253   and expand on this and less than them and yeah, to work together, essentially. Yeah, very, very

254   useful and it could be used on average. Sure. I think

255   **Researcher**

256   Thank you very much.

Interview 2

1   **Researcher**

2   Okay. Hello. So, um, yeah so what's your current process and I should say before we start,

3   there's no kind of right or wrong answer. I'm not doing like an Ofsted interview or anything.

4   **Adult Participant** 2

5   Yeah.

6   **Researcher**

7   So, yeah, what's your what's your current process of gaining pupils views?

8   **Adult Participant** 2

9   The views with, regarding anything and everything about how they are?

10   **Researcher**

11   Can be anything. Can be to do with how they are. Can be to do with what they think about the

12   school, or what I think about teachers or.

13   **Adult Participant** 2

14   Ok. So, this is obviously communication is the first thing, so we always speak to the kids, ask

15   them how they are, how they do, what's happened at home. Or if something happens at school.

16   So, it's all talking. I mean, if there is a serious concern then it'll be noted, as a concern, if there

17   is an issue that will be noted. Admin wise, so there is a track. So, that's what I've done in the

18   time that I've been here.

19   **Researcher**

20   And ahm what are your views on that current process?

Adult Participant 2

I think it's good, in that it can reassure the children that you can develop a relationship with them. I think, possibly, what we may need more communication amongst staff afterwards. I am saying that because we get so caught up in the day when things happen, right, and sometimes people forget to say, say. I am 'X's assistant, right, and something will happen when she's not there on the playground or whatever. And other things will happen in the day and you can't catch up and then it will be ohh 'I needed to tell her that'. Because that would have put a lot into perspective, so I am not sure how to get around that. Because it is difficult, there's so much happening, and one child may be handled by three different people, or four different people throughout the day. So, just from my experience in being here, I notice that communication amongst the staff I see to be a bit, I don't know, needs to improve. For the children's well-being, so to get a balanced view. So, that's just my take on that.

Researcher

I should say this is also confidential so I'm not gonna say. A or B said, x y & z.

Adult Participant 2

That's fine. I'm very direct, so I don't really mind.

Researcher

So, you're basically saying that there is a process, but it would be nice if it was more, that there was more communication happening throughout the day, so everyone knows what's happening?

Adult Participant 2

Yah, yah. In such and how we would do it. You know there's already so much pressure on, with the work and everything that they have to do. I'm just not sure how we do it because

44   there's not enough time in the day to all sit and meet and discuss. The one thing that they are

45   doing now is, twice a week, maybe three times a week, they'll have a debrief after school. And

46   in that way, we can all discuss and put in input. And then everyone can catch up. The other

47   thing that they're doing is, more for the TA paperwork is, you know, have a meeting where, if

48   anyone is being held with one of your kids, they do your paperwork or whatever. So, there is

49   that. They are trying to do something.

50   **Researcher**

51   So, the second question so looking at the outcomes from the presentation or from the study

52   that I did with the kids. What are your thoughts on this intervention?

53   **Adult Participant** 2

54   So, in that you found this information is that what you mean?

55   **Researcher**

56   Or just in general, can be on the information, yes.

57   **Adult Participant** 2

58   Sadly, I agree, I agree with the kids. And I think I've always been sort of alternative. I just

59   think the teaching system is archaic. Because, you know, our great, great grandparents sat in a

60   square box in rows and nothing's really changed. I know there is slow progress, trying to

61   change things. So, I haven't had much experience in a special needs school, probably my most

62   intensive here. So, looking at a mainstream and special. It's maybe easier here in a sense;

63   because, you're in a smaller numbers, because mainstream is really big. I think that, I think this

64   (pointing at paper copy of presentation) is, you know, you can ask generations and I think it

65   will more or less be the same thing. And I think it's up to teachers to change and move in time

66   with the kids. I think education should be more education through play more hands on all

67   activities, doing things. You know, you can find some of these kids. If they're engaged in a

68   task, where, if they like arts and crafts then you won't have any problems from them. Because

69   they are engaged in something they like, so I think we should change. And that would assist,

70   and a whole approach. And the view of teaching needs to change, needs to be more hands on,

71   getting in there. Possibly teachers now could become facilitators more than lectures. So, yeah,

72   until it changes, I think you will get the same results with that. I'm not sure how to answer your

73   question,

74   **Researcher**

75   Like I said, there's no right or wrong. So, are you kind of saying that's kind of expected

76   findings, or?

77   **Adult Participant** 2

78   I would say so.

79   **Researcher**

80   Okay. Was there anything that surprised you?

81   **Adult Participant** 2

82   Um, I find it quite sad. this stereotyping of somebody as old and fat and glasses and you know.

83   Yeah, that I find sad, because I'm old, glasses. But I don't consider myself to be, like I say,

84   more sort of, I have found that I generally site with the children more than the rules. So, I get

85   myself into trouble. So, I find it sad, finding that it's stereotypical, but on the other hand, I

86   think, like you said in the hall, that's how that's portrayed through whatever media, so I get it,

87   these kids are on media all the time. Yes. So, and societal thing that needs to change.

88   **Researcher**

89   Okay. So, looking at the third questions and the outcomes. Do you see these impacting on your

90   practice?

91   **Adult Participant** 2

92   Yes. When, when it has to be structured lesson and you're standing in the front lecturing. You

93   see, these behaviours will start to come out. Not all kids are the same. Even if you give them

94   differentiated worksheets, you're still bench teaching, frankly. You may get them engaged for

95   a short period of time and that's the other thing, we expected them concentration for a 30-

96   minute lesson, that is not possible. And so, yes, when it's when it's your typical old fashion

97   teaching way, then there are issues. Change it around, have working stations, get the kids

98   involved, get them active. Do something that they enjoy, and this comes back to curriculum.

99   Then, then you're going to get a more positive response, you're going to get your kids engage.

100   And I think, happier children, less behaviour problems. Yep.

101   **Researcher**

102   Okay. So, so I guess you're referring to the teaching style and what the kids were referring to

103   in terms of liking practical aspects and?

104   **Adult Participant** 2

105   Yes.

106   **Researcher**

107   Okay, cool.

108   **Adult Participant** 2

109   Yeah so you know, it doesn't happen every lesson. But, different day, you can see the kids

110   now. We have a small group here, so you can, you know, notice and bring back, but in a 30,

111   35.

112   **Researcher**

113   You might not have the space to?

114   **Adult Participant** 2

115   Yeah, exactly. I mean in South Africa, they don't have teaching assistants, and sometimes

116   classes are in there 60s in the rural areas. There is only so much you can do, yeah that kinda

117   thing. So, yeah, it's typically really

118   **Researcher**

119   So, Question four. On a scale of one to 10, 10 being the highest how useful would you rate this

120   intervention in gaining with children's views about the teacher people relationships?

121   **Adult Participant** 2

122   I would love to do this as you said it, in the hall there, I thought I would love to do this. I've

123   always encouraged children, to, to be honest with me. I've tried to teach them how to say

124   things, as I said to them, I always say to kids 'I don't mind what you say to me, it's how you

125   say it'. I've tried to teach them that they are allowed an opinion and that they have a voice. It's

126   how they do it. So, I think something like this would be so beneficial for every single teacher

127   to do because you can then look, we all have to have bad points. Now, we're not perfect. So,

128   you could then look at how can we, how can we improve it can actually get the kids involved

129   with you, saying, 'Okay', what do you think? I did it once, with my kids, so I said 'I know

130   you're finding that's boring. So, I said, Okay, what do you think we should, we should do to

131   change this, and I got X's buy in as well and work together with me. And slowly change his

132   attitude towards maths. Right. So, buying the kids in on this and work with you. And in that

133   way; because, you could then revolver it and say, all about you, let's look at you. And again,

134   sort of, analysing their behaviour if it's possible and saying, 'that wasn't right'. I did it with

135   one of the boys this year, who hurt me. And he actually said, oh no that's not right. So, I said,

136   no it's not, for children to hit staff, and it's actually abuse. And he is such a huge culprit of

137   abuse to staff. And he agreed. And I thought, interesting. You know, we couldn't take it further,

138   but it wasn't the right moment then for him, but we could actually take it further, and get them

139   to realise things. I don't know, maybe become more empathetically. But this is brilliant

140   (pointing at presentation of Ideal Teacher drawing). Many people will take offence and feel

141   guilty.

142   **Researcher**

143   So, is there anything that you would have changed about it or make it any better, in any way?

144   So, I'm guessing this is the prototype (shows prototype). Is there anything that you think could

145   be made better about it.

146   **Adult Participant** 2

147   I didn't get a chance to look at this. You know, as I say, I am different and most of us experience

148   obviously mainstream school, thinking back on how I used to operate. I used to try and say to

149   the kids, we are a family and my classroom, we're all together and so it's your classroom as

150   well. So, we would, as a class, pick a theme and then we would rearrange the class according

151   to the theme you know. So, maybe, I think I would ask kids too to. Are you only talking about

152   teachers or?

153   **Researcher**

154   That's the focus of this activity. Yes.

155   **Adult Participant** 2

156   Okay. Because my thinking is teachers, it's everything, right so, I would get the kids to buy in,

157   on the classroom and partake in setting it up how that would like it set up, get them to put up

158   posters doesn't matter if it's skew. For them to be proud of that, and possibly that along with

159   all the other things would also enhance the relationship between kids and the teachers because

160   they were there, could have the same sort of feeling, she is really interested in me, she values

161   my opinion, and I want to be here. So, maybe just that, but I think it's brilliant. You know, it's

162   us that you've asked the kids. And that they've been so frank and honest. So, and then possibly

163   also curriculum, what would they like to learn what would they like the teachers to, to engage

164   in. But then, it's not easy to do. I mean we can't change the curriculum, curriculum. Yeah, but

165   we can't really anywhere else. But no, I'm saying Christ, I love it. I really love it.

166   **Researcher**

167   So, I guess last question then, again, on a scale of one to 10, how useful would you rate this

168   intervention in gaining an understanding of how to best support the pupil's relationship with

169   their teachers. So, the previous one asked about gaining the views and this one's more about

170   the understanding.

171   **Adult Participant** 2

172   Well, because it gives you such an insight into what they want and what they need and how

173   they perceive things. So, you could then adapt to what they need, is that an expression? So, I

174   think it's incredibly useful and it's definitely, would give you more insights into your kids. And

175   then you would understand better, the relationship, I think.

Interview 3

1 **Researcher**

2 And so there's five questions in total. So, first one is, what's the school's current process of

3 gaining their pupil's views?

4 **Adult Participant** 3

5 We have forms that we're given, give them out. We have them and we give them out

6 they say children's views. And then we fill them in with them, or we send them out with parents.

7 And they use them to describe like: Who's your favourite, Who's your best friend and how do

8 you like the school, What is your favourite bit about it, and Would you like to go back to your

9 old school, and would you like to go back to the new school? So, we give out forms that are

10 called pupil, pupil own views. So, that's how we record them.

11 **Adult Participant** 3

12 And regarding that, what my views on this current process (looks at handout of questions), I

13 think it's a very straightforward way, kind off gain opinions of the students saying themselves

14 what their opinion is about this for them, what is their opinion concerning the enterprise. And

15 also going on, going off to new school, which is sometimes very difficult for them, as they are

16 getting very used to this environment. So, yeah, that's pretty much it. That's how we record

17 views from the children.

18 **Researcher**

19 So, second question so looking at the outcomes from intervention.

20 What are your thoughts on this intervention?

21 **Adult Participant** 3

22   I think some parts of it, I would say that they're quite reasonable and not obvious because

23   nothing's really obvious but then again, for instance, I'd say, anger, and grumpiness and telling

24   children off, and raising your voice, or eyes like a, above a student with your voice. That's

25   something that would obviously give a negative impression about his view, as you can see

26   from this data. The things and the thing that I wasn't really expecting absolutely is, I wasn't

27   expecting. I mean I can see there's a lot of female teachers in primary. But I wasn't really

28   expecting it to be a thing. But yeah primary it's a trend and they do kind of tend to respond

29   better to females. So, I was really impressed also at some point (looks at the presentation

30   handout) I think that's also very important, 'plays with children'. Because sometimes, as a

31   teacher you see other people are on the break duty, they don't spend so much time playing

32   outside on so, so you don't really get, developed a relationship and done it. So, I think that was

33   also quite an important finding. Thatttt we need to spend more time, engaging the children

34   outside and this is the best way in which we can form a relationship regardless of whether

35   you're a man or a woman. But it says a lot by itself, disclaim them and let them fiddle with

36   things and explore a favourable thing so. I think this is the most critical lesson. And there was

37   another thing I wanted to comment on. This is one thing that I wasn't really expecting gives

38   written work, because it's mainly from mainstream. Because our children are not very fond of

39   homework

40   Yeah, when I saw that I was like ohhh. Whereas this would be a big thing as a PRU gives

41   reward points, they all buy into it. And they all adore it. So, it's quite surprising for me to see

42   that so small. Yeah, I would swap them around in a provision like this. Yeah.

43   **Researcher**

44   So, okay, so some expected findings and some less expected. So, again, looking at these

45   outcomes. How do you see this impacting on your practice?

46   **Adult Participant** 3

47   I mean, I always approached them in a very playful way, but I think I can increase it a bit more.

48   Let me see. I want to go through one of the worst teachers. Oh yeah. When I saw, when I first

49   saw the best teacher actually. You kind off tick things off and say 'glasses, framing' ok but I

50   don't wear them. 'Cool trainers', I have them, but I don't wear them usually when I'm doing

51   teaching. 'Smiles a lot', I think do. 'Perfumes', I do wear perfume. UNAUDIBLE 'big desk

52   but messy'. So, you kind of get to realise what my students would want me to look like. And

53   you think, I've got that, I've got that and got that. So that's, I think, that it kind of confirms the

54   kind of view I've got of a good teacher and how I am. It makes me feel very comfortable in

55   the position that I am, because you kind of feel like maybe the students like me, because I

56   know that for instance, I wouldn't do any of them on a very bad day, I know, I wouldn't take it

57   on my children and I wouldn't argue with them at all but I think other adults are taking it out

58   on children, so I know that I'm not doing this kind of things. 'Grumpiness and sadness',

59   sometimes you have to, as you said disciplinary you kind of. But you kind of get to see what

60   you should look like and what you should behave like if you want to be a very good teacher.

61   And you know, that all these obvious things you can control, and you can avoid them, you

62   better avoid them. I'm sorry if you're ugly, you cannot avoid that but then again don't

63   UNAUDIBLE as much. What I'm trying to say is that everyone can really work in a positive

64   way and approach children again more positively and engage with them and playing and all

65   that. I bet they all can do it if they are in an education environment. So we should really know

66   what it's like to be a good teacher and behave accordingly.

67   **Researcher**

68   So, thinking about the third question then on a scale of one to 10 with 10 being the highest

69   how useful would you rate this intervention in gaining the children's views about the teacher

70   relationship?

71   **Adult Participant** 3

72   So, which views are exactly from the PRU, from our children? All of them?

73   **Researcher**

74   Yeah, all of them.

75   **Adult Participant** 3

76   I think that… on a scale of one to ten. I mean I'd say nine, because I think that this one the best

77   teacher, it kind of describes us a lot. I mean, you wouldn't name, since you said you wouldn't.

78   But then again, this is when I looked at that bit of a, the men and women, that kind of described

79   the trades. However, I'm given it a benefit of doubt, because I think that there aren't as many

80   teachers here. That's the thing when it comes to, come on, when you do research you got a

81   population so when it comes to the population, I think it's quite limited. So, yeah, I think that

82   is an advantage for female practitioners. But then again, a lot of things that I get, seem like

83   students not being as articulate but being able to express what they want to say. I get to

84   understand those practitioners that do all of them. Yeah. So, I think it's quite a mental picture

85   of what we did here so I think it's quite useful, because in the beginning I just thought was a

86   finding information that you get in all schools but then again. When you say it's here. Yeah, it

87   describes us quite well.

88   **Researcher**

89   And the last question would be, again, on a scale of one to 10, how useful would you rate this

90   intervention in gaining an understanding of how to best support the teacher people relationship.

91   **Adult Participant** 3

92   Yeah, I think that one I would also give it a nine again, I'm not I'm not giving it a 10. You can,

93   because I'm just giving it the benefit of a doubt. I think there is room for improvement.

94   But when it comes to our kids as X said, I think that sometimes you get to realise that there are

95   basis between the students that's about to get excluded, and the teacher. It's not nearly the

96   student's behaviour, always. So, I think if you did point at them, did you know what the

97   problem is with you? That you're doing this as the worst teacher and you're being that and that

98   and that's why you build a bias and the children cannot approach it. If you make yourself a bit

99   more approachable. To manage him, I think, things would work out. So, there are teachers out

100   there that I think that I think we can be very good key, and I do know that profession and I

101   appreciate it. But then again, I think that kind of builds a fence, towards seeing that these pupils

102   that are about to get excluded and they cannot be managed easily and basically, they've got

103   issues behind them and obviously needs. So, I think it's a kind of, it kind of goes into your

104   mind and makes you think that the you know what, if you want to adjust and meet pupils needs

105   you shouldn't just be doing that with the majority.

106   Because the minority also matters in something like that, so you know I think it is quite useful

107   and when it comes to relationships. I think that it's the most important thing because I know

108   that if I am having a day off tomorrow, it will be manic down there. And it's not because I'm

109   doing a great job, or it's not that I'm undermining other teachers that have 20 years of

110   experience, they can go they can walk in and I've got so many years of experience in the bug

111   with so many students with profound needs. But then again, they don't have that relationship

112   that I've got with my students. And I haven't had a day off yet, but I know if I had, just like

113   in all the other classrooms, the person that's about to cover me. I'm just saying, have fun and

| 114 | good luck, because it's not going to be easy. So, yeah. That's why I do believe that this is really |
| 115 | useful. |

| 116 | **Researcher** |

| 117 | And you mentioned that there's room for improvement, which I agree. Have you had any |
| 118 | thoughts on, on what you might like to see done dif…. |

| 119 | **Adult Participant** 3 |

| 120 | I would appreciate to see other PRUs to use in the same time and have you been another PRU |
| 121 | with the research |

| 122 | |

| 123 | **Researcher** |

124	No because X the way X is set up. You only have one PRU there is only X, and, and, with the
125	because it's a certain population, I was only allowed to research at X. So, yeah that would be
126	the ideal scenario and for it to get tested out in mainstream as well as a PRU. That might be
127	something for afterwards.

| 128 | |

Interview 4

1 **Researcher**

2 so yeah, question number one, what's the school's current process of gaining pupil's views.

3 And I should say this isn't a test or anything, so I'm not gonna say you're wrong or you're right.

4 Because I don't actually know. So, I'm just interested in what's, what's the current process from

5 your perspective.

6 **Adult Participant** 4

7 We would got, you know, talking to the children, having their input, or how do you feel, getting

8 their feedback and input on things that are coming on really. Yeah just by listening. It's

9 probably more the one to one. More, you know the teacher or support staff that they know. So,

10 you know, it's a lot: What do you think about? How you feel about …? and then getting their

11 feedback and then gradually you get an idea from different people. Yeah.

12 **Researcher**

13 And how do you think this currently works. What do you think of that process?

14 **Adult Participant** 4

15 I think it's probably a good process, because I think as you get them all together, they are gonna

16 argue because of their differences. You know you've got that relationship with the child. So,

17 you know, different children and different members of staff. They can actually comfortably

18 say what their view is, whether that be good or bad whether they think it's a load of rubbish.

19 They'll say so. Or they come up with really good ideas, but they're in a comfortable position to

20 say that. So, I think that works well. More someone, or even maybe two to two maybe or on a

21 one, just getting their views. I think that works.

22 **Researcher**

23   Cool. And so kind of looking at these outcomes which I think, just remind myself, are on, on

24   these pages in terms of what the children have said, so it's quite small and I don't think I have,

25   I don't really have a big one with me anymore. Sorry about that. But

26   looking at those 'smaller' outcomes, what are your thoughts on the intervention? So, the ideal

27   teacher drawing intervention?

28   **Adult Participant** 4

29   I think it's good because you need the kids perspective on how they see, because I think that

30   can have an impact on how they behave in class, they're going into the class with a teacher that

31   actually they're not competent with or they feel sort of like, they go in like I've been in a bad

32   mood, as opposed to the teacher they say they like, kind of, but you know oh yeah they take

33   everything more relaxed more comfortable. And I think it's, I think all anybody's works in

34   school, you should be able to ahm, it's like the, forgotten the words ahm to do with feedback,

35   forgotten the words but it begins with a C. But to sort off get the feedback. You know, and I

36   think teaching staff should be able to actually look, and then go. 'Oh, actually, I do 'do' that

37   sometimes. You know, or right I do that on a good day. Oh yeah, I do that on a bad day.

38   Actually, I have done that. Okay'. And I think it's good to reflect. So, I think, I think it's good

39   because I think staff should see them. So, the schools that they've come from now. You know,

40   give them that chance to reflect because I think they need to.

41   **Researcher**

42   And would you say, those were kind of expected findings?

43   **Adult Participant** 4

44   Yeah. Yes, when I think back, years I worked in mainstream. And that, yeah, that reading.

45   Yeah, that from my own experience. Yeah that's quite, Yeah.

46   **Researcher**

47   Reflects your own thoughts as well by the sounds of it?

48   **Adult Participant** 4

49   I don't even. Yeah, like I say, I've worked in schools and out of class. And then I used to work

50   with the children that will be out of class. Yeah. And a lot of the reasons that be out of class,

51   if you look at the worst teacher. If I was the teacher, right. So, yeah, that's, yeah. Yeah,

52   definitely expect, yeah this quote normal, I guess I across most mainstream schools I would

53   say that would be normal.

54   **Researcher**

55   And in terms of feedback, I had from the kids. What do you think, obviously that was last

56   week. So, those were all the mainstream children so that probably was quite different feedback

57   they gave. And yeah, maybe this is a bit too small.

58   **Adult Participant** 4

59   (looks at the presentation from study outcomes) …' talks to students', so talks to students, I

60   think is a good one. You have to be able to talk and listen and hear what they're saying.

61   Yeah, because the feedback on their ones is like, they see is that as being shut down. If it's

62   like, no talking and all the negatives they don't look at as, there's rules to follow but as 'You

63   don't let me speak. You don't know me'. Yeah, and they just pick up on the negative.

64   (looks at bigger print out of study outcomes presented during presentation). This is probably

65   fair feedback. I've known teachers in the past who sit at their desk, not get up and interact with

66   children. And children are very good at reading…

67   I guess that's pretty accurate. Okay. Oh, yeah. Yeah, from my experience been in schools 10

68   years but now so that's pretty fair. Yeah. And that reflects.

69   **Researcher**

70   And would you say those findings are impacting on your practice? Or can you see it impact on

71   your practice?

72   **Adult Participant** 4

73   I would say I can, but I don't think it's mainly just this, because unfortunately the way teaching

74   has gone over the years from years ago. There's so much more now that the teachers have to

75   do. So, that you go back years ago. And the teacher was, could be there be more supportive.

76   Whereas now they've got so many targets to meet and things to do. So, it's boom boom, boom

77   because they've got, you know, it's all assessments and it's all this and it's all that. Which

78   doesn't help the kids. So, they're doing that. That's them reflecting, goes down to the kids, kids

79   pick up on that, so you've got. To me, I think you've got this circle, circle, this circle was just

80   going round and round. And we're seeing it in more and more behaviour with the kids. It's

81   because the teachers aren't, haven't got the time to do what they used to do, have that bit more

82   nurture and all of that, with it.

83   That's, that's my view, I mean I'm, I'm a mom to six so I've seen it change over the years, even

84   with my own, and then working in schools. And I do think it's just, you know teachers used to

85   go in, teacher used to call staff. And you could do it. And even, even support staff now. They

86   are either one-to-oneing, or small groups, and there's less and less support staff, so the teacher

87   can't teach. If you've got a child that's struggling with something, because that impacts on,

88   they've got to deal with that, then 29 other children are missing out on teaching because of one

89   child, because it's just, it's that cycle, and it's, it's just not helping. And I do feel that that's

90   where we are getting more and more behaviours, or it's contributing towards it, definitely.

| 91 | **Researcher** |

| 92 | Okay. So, ahm question four, on a scale of one to 10, ten being the highest, how useful would |
| 93 | you rate this intervention in gaining the child's view about their teacher-pupil relationship? |

| 94 | **Adult Participant** 4 |

95	Seven, eight. Because, I think I've probably explained a little bit earlier when I said I think it's
96	good for staff to be able to reflect on their practices and look at. But, but again this is hard,
97	because of everything else that's going on. And a lot of staff, I think, know that it's the stresses
98	of the job that don't allow them to do it. If that makes sense? So, yeah.

| 99 | **Researcher** |

| 100 | What could make it nine? |

| 101 | **Adult Participant** 4 |

102	Having more support staff in schools to allow the teachers to actually teach not be stressed in
103	class which I think would allow them to be more, more relaxed, they're more likely to show
104	those. What the teachers, what the children's see is a good teacher. Okay, they'll be able to
105	show that through more. I think a lot of the problems are, teachers are too stressed. So, they've
106	got those qualities, they just don't have the time for them to come through.

| 107 | **Researcher** |

108	Okay. So, last question again on a scale of one to 10,10 being the highest. How useful would
109	you rate this intervention, the ideal teacher drawing intervention, in gaining an understanding.
110	So, previous one was about, views, but this time about the understanding, or your
111	understanding of teacher people relationships?

| 112 | **Adult Participant** 4 |

113   I think you could use… I would say an 8, because you could use that to sit with a child and

114   sort of like, explain and go through the things like respect, and all of those sorts of things. And

115   teaching and sort of like, you know, have you talk, tell us, teach about teaching strategies to

116   help them be able to communicate with the teacher as well, so that it works both ways. So, the

117   you know the child can sit there and, and maybe think of a one to one.

118   'Oh so, how do you feel when you're spoken to like that', or if you, you know, and do those

119   things that they can start to understand the stress and or 'if you're shouting at the teacher

120   constantly but she's got 29 other children, can she hear you all at the same time?' And putting

121   those strategies into place, to help the child understand and even through like the, the ones that

122   they do them, or do you see that as the worst teacher… why? Get them to explain 'Why do

123   you think that?' How, and get them to think and 'How do you think we could help change

124   that?' and use it for the child to actually understand as well, so it will, with them.

125   **Researcher**

126   That's it.

Interview 5

1 **Researcher**

2 So, what is your. Should say as well, no right or wrong answer. It's just about your opinion.

3 And it's not a test so not checking your understanding of. Okay, so what is the school's current

4 process of gaining pupil's views?

5 **Adult Participant** 5

6 Am we at the end of every term do pupil viewpoint, and they fill out a sheet. And the other

7 thing we do with pupil voice. So, X as well does it, but we talked to the students about particular

8 topics, and then get their feedback. So, getting people's views as well as head teacher, I said, I

9 sit and talk to X quite a lot about of things, I'd say as well. So, yeah, the formal things are

10 termly reviews, that they do when they write on their opinion and Student Council. This is the

11 people voice. Teachers PSHE I would imagine, that as I say I often will talk to kids about their

12 viewpoint. If they find something difficult or they don't agree with something. Can't change

13 the school dinners though. That's what I say to them, I am not responsible for school dinners.

14 **Researcher**

15 (Laughs) But it's such a common thing to change those isn't it. Things haven't changed. And

16 what are your views on this current process?

17 **Adult Participant** 5

18 Ahm. I think it. Certainly, we get the feedback from kids. I think actually for us, we get regular

19 feedback on a daily basis about what the kids like what they don't like they will come and

20 speak to me about, but I think actually, in terms of the more formal ahm not formal but

21 formalising the process and, you know, maybe writing it out, and following through. That's

22 probably what we could do much more, is have, have a system whereby the kids, possibly see

23   that it means something. The outcome. So, I know that X makes us check every term and go

24   back over people voice and so anything. He does a school survey, I forgot about that. When he

25   does a school survey anything that comes up there. We have to go back and talk to them so

26   when, when one of our children said that they wanted more homework. That was something I

27   had to discuss with them.

28   And with all the children. So, I think I think not formalised, making them feel that they're

29   undergoing a formal process but for us to perhaps actually demonstrate a lot more in the

30   displays we've gotten the things that we do, that actually shows that this is children's viewpoints

31   coming through that….

32   **Researcher**

33   Right, so kind of, 'you said, we did'?

34   **Adult Participant** 5

35   yeah, yeah, yeah. Something like that

36   **Researcher**

37   Um, okay so you know about this intervention, so looking at the findings, what are your

38   thoughts on the intervention?

39   **Adult Participant** 5

40   what, when you said the intervention as in what you've found out?

41   **Researcher**

42   Yeah, the ideal teacher drawing. What are your thoughts on the ideal teacher drawing?

43   **Adult Participant** 5

44   Yeah, I think it's really good. I think it's really interesting, your feedback last week was

45   extremely interesting, and I told you I was doing a thing. I was up in X today and I only used

46   that last slide, and I talked about how interesting it was the concept. And that actually children's

47   viewpoints are extremely important to know, because, actually, what they feel. Doesn't matter

48   what we think we're doing; it's how it's received.

49   So, I think it's really interesting that I think that some of the things that have, that came out, is

50   clearly what we try to emphasise when we talk to people about effective relationships. The

51   worst teacher was clearly, poor practice. So, I can see that. And I think, I think it's quite a nice

52   way of doing it. That getting the kids point of view, rather than perhaps adults, always say

53   what they think is clearly the perception of what a child thinks a nice teacher, you know a good

54   teacher looks at what good teacher does. Because a good teacher for me when I listened to

55   them, makes them work. You know it's not that they want a good teacher, is not that teacher

56   that just says, 'Don't worry about this, you don't have to do anything', a good teacher knows

57   how to make children learn and feel funny, you're making learning fun. So, I think it's a good

58   intervention and I think you're going to get quite a lot back, and I'd be interested to know

59   because even though I could only use bits, I'd be really interested to know how that can help

60   us and support us as a service in making sure that we all understand how we can be good

61   teachers. That's what really, what we want to be.

62   **Researcher**

63   Yeah, of course.

64   And would you say most were expected findings?

65   **Adult Participant** 5

66   Yes, yeah. Yeah, there wasn't much so I didn't think. I made a joke about the curly hair.

67   Because there were certain things and as I say, I know. You know, I think they're quite genuine

68   when they talk about things. I think that if I, if I knew a child said they found something hard

69   about, that they felt really difficult about me. I'd want to know that because you know for me,

70   if I'm having a difficult relationship with a child, I really want to know what it is that they're

71   struggling with me, because if I am capable of changing that. And I think that that's the

72   important thing, that I find is, you know, I, I have very clear boundaries. But I also know the

73   kids feel very comfortable, and I'm, you know somebody that would represent a big authority

74   being up at the top, but I think that, you know, when I was listening to it. I'm hoping that most

75   of the comments for me. I'd like to think, come on to a good teacher for the sheer fact that I

76   work hard on developing those qualities.

77   And the worst teacher. I know when I'm being a poor teacher the worst teacher and that's what

78   helps me stop. Because I know that that's not affected with our, with any child, but you know

79   if they think that you're awful. I can't remember exactly what all of them were, but I know I

80   had a joke about it, because I was aware also about. So, I wanted to make sure (looks at the

81   presentation handout).

82   But yeah, it's a very archetypal thing. But I think if there is somebody that doesn't like you,

83   they will see you as ugly. And yet, you could be the same person with exactly the same stuff.

84   And they would see you differently and say you were really pretty because it's how you

85   presenting yourself. Is, is your character that's coming through that's ugly. You know I don't

86   think that they actually would say that somebody was particularly lovely, because I think that

87   is a character description, which is quite good. I think it's really good. And I found that, you

88   know, the feedback, really, really interesting. And I think this was good.

89   That was really clear. I looked at that a couple of times and thought, you know, if possible,

90   (looking at paper handout from presentation) it's the sort of thing that would be really nice to

91   put up on a board somewhere. Because I think this is something that you know 'plays with

92   children' 'wants to get engaged with them', 'talking in class', 'nice with adults', I think it's,

93   it's really, that one in particular.

94   Yeah, just displayed, so that we remember what it is that children like about a teacher. And

95   know what it is that we need to be doing with them because it's not about just, you know,

96   teaching them. It's about making them, you know, feel comfortable with who they are and grow

97   into healthy adults. And that's what helps them.

98   **Researcher**

99   Um, so looking at these outcomes. Do you see, you kind of touched on this already, but do you

100   see them impacting on your practice?

101   **Adult Participant** 5

102   Yeah. Yeah, definitely. Yeah, I think, anything that tells us how we can improve, anyone needs

103   to take on board. As well, I was saying today, you know, even after all the years I've got, and

104   the, and things that when it goes well. There isn't anything that I can't do to improve my

105   practice, so I think something that this is. Yeah, and I think it's what's also quite nice is that I

106   think it's a non-intrusive way of developing good practice good practitioners, and that helps

107   them understand what it is they need to be. And what they need to look like and how they need

108   to present themselves because we talked about the calm stance, but it's actually the calm

109   friendly approach the, you know. I think, I think X will be thinking that that's a really nice

110   thing to put up somewhere, or even as a say for him to perhaps take some of this. And some of

111   your questions and understand how we can ask those children again and again. What is it,

112   'What does a good teacher look like?' Because I think it's a really non-intrusive way of doing

113   it because I hate questionnaires, and they don't always answer truthfully. Whereas I think with

114   this, after a while, they begin to just be able to comfortably talk about what something looks

115   like, you know, do you feel safe at school is it Yes No,

116   **Researcher**

117   yeah, it's quite closed.

118   **Adult Participant** 5

119   Yeah, where is this is nice and open so I think yeah and as I say, I think it will impact on the

120   practice I think you know I lead on behaviour. I think it will impact on what would I do when

121   I talked to the staff about, you know, how, how we need to be with children and what it is they

122   look for in us and that's a really important I think.

123   **Researcher**

124   And so in terms of the fourth question. So, on a scale of one to 10, 10 being the highest how

125   useful would you rate this intervention in gaining the child's views about the teacher pupil

126   relationship?

127   **Adult Participant** 5

128   Compared or just in general. So…

129   **Researcher**

130   It's up to you. However you want to view the question.

131   **Adult Participant** 5

132   I think it's extremely important. I think that you, as I say ahm, because it's not directed at

133   somebody in particular. It's more. I think it would be quite a good thing to talk about when a

134   child comes in, if I go back to your reasons for doing the research, part of an induction process

135   will be really good. They've been really useful because it's, it's like the PASS survey we've had

136 their sort of views on what they feel themselves as a learner. But I think what be really

137 interesting is, you know, finding out what went wrong what relationships, you don't really want

138 to know who that teacher is even though they might know them, it's not important. What's

139 important is their perception of where they were as learners in that classroom, I think, yeah, I

140 mean in terms of that I mean I am going to give you a nine.

141 As I am sure you need to make, as always, things come out will need to be improved. So, I

142 think yeah, it's very good.

143 **Researcher**

144 Okay. And last question and, again, on a scale of one to 10, 10 being the highest, how useful

145 would you rate the intervention in gaining an understanding of how to best support this pupil

146 relationship with their teachers.

147 **Adult Participant** 5

148 I think the only thing I'd say I mean, I think it's very good. And I think that the feedback. My

149 experiences of staff. I wonder whether or not they might, not take in, and the characteristics. I

150 mean, I think, I think a good practitioner would, I mean I think people in the room with sitting

151 there, that a good practice practitioners, would be like myself thinking about on my worst day

152 this is what I would look like. And perhaps on a worst day, I could be that teacher. So, you

153 know, to think about it. But I think sometimes those people that perhaps need to listen often it

154 can be hard. So, in terms of. I think maybe I suppose what it is, I think it would be more useful,

155 I give you an eight, because I think it's sort of knowing how you would then support teachers,

156 moving forward, is what I think, because I think that's the hardest thing is, you know, and I

157 deliver training a lot myself. The people you want to get to.

158 **Researcher**

159   … aren't always the ones that listen

160   **Adult Participant** 5

161   Yeah, so. But I don't know, and I think it might be nice to see where this leads to. Because I'm

162   sure you're going to come from this into thinking well, how can you feed back to staff. What's

163   you know that's the next thing I would say is, you know, what can you take from this, that will

164   enable you to help staff develop in their practice. Because the one thing you don't want is where

165   you're just telling staff what they are doing wrong.

166   Or, 'she's good because she does all these things' because that does it, it's the moving

167   somebody on motivational factor. You know they can come away going 'err well I'm the worst

168   teacher, there is nothing I can do about it', so I think having clear pointers, but I think it's still

169   good.

170   I think it's still good practice, I think everyone should feel comfortable having that done

171   professionally you shouldn't really be teaching if you know that you are the worst

172   **Researcher**

173   But yeah, like you said, it's, it takes a reflective practitioner to be able to sit through that and

174   think about it.

175   **Adult Participant** 5

176   Yeah. There are, I mean I am lucky I've got quite a few. I've got a few that will and a few that

177   won't sit there and that's the problem is, you know. But then I wonder whether or not we talked

178   about too, because when I did my post 16 qualifications to teach. We had to work with

179   colleagues, that would be your critical friend. Come in, watch you, talk about it, but it was a

180   really safe environment because it wasn't, you weren't really judging you were just supporting

181   somebody seeing you. And we videoed ourselves, which was dreadful. But it really was helpful

182   in seeing how you're seen by other people. So, I do wonder if that's something that could be

183   done.

Interview 6

1   Research

2   Can you just remind me of your title.

3   **Adult Participant**6

4   So, I am X

5   **Researcher**

6   Do you…and you have teaching capacity as well don't you?

7   **Adult Participant**6

8   Yeah

9   **Researcher**

10   So, I left the questions here at the back. Um, so should say its anonymous and no right or wrong

11   answers it's all about kind of your views and opinions. And I'm not testing you on anything

12   either so I'm not expecting you to know this off the top of your head or anything.

13   So, first question, would be about, let me just check if this this recording. That's not the

14   question, yes. Okay, good. And you're happy for me to record it? I'm not playing it back to

15   you. (interviewee nods head to indicate yes).

16   So, first question is about the current process of gaining pupil's views in the school. What's the

17   current process?

18   **Adult Participant**6

19   So, we have pupil voice, where that generally happens once a term, where the pupils are

20   questioned on their feelings about certain things, they get asked about their learning, and we

319

21	do surveys every now and again as well so to find out with the children are feeling safe in
22	school, how they feel about the teaching they are receiving. Yeah, so, yeah. I think it's once a
23	term… yeah.
24	We also have a student council as well, which, probably not as often as it should, but that is
25	also a chance for the children get together and discuss their views, how they'd like to see,
26	changing the school. And generally, they all want pepperoni pizza or margarita at lunchtime,
27	so.
28	**Researcher**
29	(Laughs) That's good to know.
30	**Adult Participant**6
31	That's their main concern, which came up again today actually, so (laughs). Let's get these
32	things right, it's not about the education but the Pizza. Yeah
33	**Researcher**
34	And how would you say, what are your views on the current process?
35	**Adult Participant**6
36	Yeah, I think it's good, and I think maybe, maybe we can potentially be done more often.
37	Sometimes it's done by the head of service, rather than sort of staff here so I mean maybe we
38	could do a little bit more ourselves. And, I think often they'll say more to the staff that they
39	know. Rather than kind of the boss…So, yeah, maybe we do a little bit more with it.
40	**Researcher**
41	Okay. And then, in terms of the intervention. So, the ideal teacher drawing intervention. So,
42	looking at the findings, which are, this is the handout I gave last week, so in the last couple of

43 pages. So, what are your thoughts on the intervention? So, not specifically the outcomes, but

44 the intervention itself.

45 **Adult Participant**6

46 When you say the intervention.

47 **Researcher**

48 So, by that I mean the actual drawing the ideal teacher task.

49 **Adult Participant**6

50 Yeah, no, I thought, I thought that was nice actually. And, and being able to do little speech

51 bubbles. Probably able to draw more information out of them. Because I think actually if you,

52 if you just question the child on stuff like this, it's quite hard for some children to just explain

53 how they feel, whereas if they get the opportunity to draw and the sort of facial expression,

54 especially with a lot of our kids who have sort of like ASD tendencies. I think that, you know,

55 speaks more, you know that face there (points at example of completed ITD) tells you a lot

56 more than say my teacher wasn't very nice and you can see that that teacher perhaps frowns a

57 lot, perhaps a lot of the time, and so you know, I think that's a really, really nice way of doing

58 it actually. And the other speech bubbles as well, children remember exactly what adults are

59 saying to them. It's quite sad really some of the things isn't it?

60 **Researcher**

61 yeah, yeah.

62 **Adult Participant**6

63 I was quite shocked. You never know actually with children, you know you get some children

64 who are just very negative because of the experience they had and just remember the bad things

65   and maybe perhaps exaggerating a little bit, I mean I don't know for sure, but if a lot of this is

66   true, then I think that's really sad. That children are experiencing that kind of negativity really

67   and even, you know, whatever behaviour a child is exhibiting, it's the behaviour, you know

68   that's not nice it's not the child. It's just not nice and I think that's quite sad. Perhaps if adults

69   are responding to them in that way, then no wonder. Just kind of spiral. You know.

70   **Researcher**

71   So, would you say specifically to the findings that I presented, from, so these were my

72   colleagues' children who completed these examples that I presented but these are the responses

73   from the children here. Would you say they were expected findings?

74   **Adult Participant**6

75   And, yeah, I mean I kind of, you know, the words that they use here, you know, strict. You

76   know, that's not surprising, because a lot of the children will say I don't like teachers because

77   they're strict and, you know, maybe just not nice. It's quite, quite stereotypical some of the

78   personal characteristics aren't they? And, you know, big bad wolf and all that. This was

79   interesting though, I thought, 'pretends to be nice to other adults'. Yeah, that was, I was curious

80   about that one actually. I mean children notice a lot don't they? You don't think they are

81   noticing, and I think that's, that's really sad if they, that is happening. And that's all. Yeah, it's

82   just interesting very intuitive children, because they actually know that that kind of stuff is

83   going on.

84   Obviously been paying good attention.

85   Yeah, they are sort of typical things aren't they. 'Not talking in class'. And that 'stays in her

86   room', again, its, it's those adults that don't join in and play and I, have fun, I think that the

87   children are saying that they're not so keen on. Things like this are worrying, 'telling me stand

88   in the corner', as a punishment, I mean that's not allowed is it? 'Change mood quickly',

89   'aggressive'. Again, that's a worrying word to hear. 'Smacks children', again. It's illegal say.

90   I hope that hasn't actually happened! 'Ignores children', 'bossy', yeah.

91   **Researcher**

92   So, it sounds like some of them were expected and others you were slightly surprised by?

93   **Adult Participant**6

94   Yeah, it is a very negative things that you know I'm surprised by. You would hope that in our

95   school that these things don't happen. And if they are happening in here or in other schools you

96   know it's wrong, and it should be dealt with, it should be changed because that's, you know, it

97   shouldn't, shouldn't be that these things. I mean definitely not smacking children, 'carrying

98   children away'? I suppose that could potentially be from somebody witnessing a hold here,

99   perhaps maybe moved to another place for their own safety or another's safety. You never

100   know with children. Is it, is it really what's happened or is that their perception of the situation?

101   It's difficult, you know, when I you know if this was any, anything going on here, I would

102   want to talk to the child and learn a little bit more to find out exactly what it is, they mean by

103   it to gain, I mean could be addressed if there is an issue. 'Eating in front of children', that's

104   funny isn't it?

105   Yeah, actually my son had a teacher in Year5, or Year 4 I think it was. I can't actually

106   remember now. My son actually became a school refuser in the end I mean he is now in a

107   special school he's Autistic. And one thing that really bothered him about her is that she would

108   bring her breakfast into the classroom, so while she was doing the register, you know a bowl

109   of porridge, you know, and he would he just said well quite blunt that's really rude. She should

110   be doing the register; she shouldn't be having a breakfast when she's supposed to be teaching

111   us. So, actually, I thought he was right.

112   **Researcher**

113   So, looking at those outcomes. Do you see these impacting on your practice? So, mind, the

114   positive teacher are on the back there as well.

115   **Adult Participant**6

116   So, my own personal practice or the practice of our provision?

117   **Researcher**

118   Um, both?

119   **Adult Participant**6

120   Um,yeah. I mean you know personally, I, I hope that I am falling into the good or nice teacher

121   when I teach. I mean I, I very much spend a lot of time with the children and I mean, I try to

122   go out and play with them at play time and do all those things that actually, you know, that the

123   teachers that don't do, the children don't like about them.

124   And if we do have issues here, at this provision, I'd like to address those. Find out a little bit

125   more and perhaps you know, maybe some training or some, you know, watching others, and

126   you know, just learning better ways, more positive ways to deal with the children.

127   Cause all these things, all these best teacher things that you know you should be part of the

128   job, you know, these things should be happening. Yeah, this is interesting actually, I think, I

129   think we definitely need to see this here and we'll see. I mean I don't know how much of this

130   information; you will share with us, I mean you…

131   **Researcher**

132   Quite a bit.

133   **Adult Participant**6

134   I mean you are not gonna name the kids obviously.

135	**Researcher**

136 Exactly so that's, that's why I kind of combined all the information rather than having

137 individual children. Because obviously you're quite a small provision, and I didn't want.

138 **Adult Participant**6

139 Some of these are here? It's not just previous schools or?

140 **Researcher**

141 The majority of the 'worst teachers' were children's reflection of a previous school.

142 **Adult Participant**6

143 Yeah.

144 **Researcher**

145 And whereas the best teacher, where reflections of teachers here and they repeatedly said…

146 um so there's a scaling activity at the end of. So, they do the worst teacher first and the best

147 teacher and then we do scaling activity of, where are your teachers at the moment, what can

148 they do to be more like the best teacher, and teachers here continuously were at the best end of

149 the spectrum.

150 **Adult Participant**6

151 Oh, that's good. Yeah. Yeah. I mean, you know, for our kids, because obviously that had bad

152 experiences or their primary schools, you know, they're probably feeling very negative and

153 have been for a little while. So, you can see that they will be quite negative view of staff there

154 as well. Whether it's justified or not.

155 So, here, I hope that we can be the opposite to that because you know we need to make a

156 difference in these children, so that we can kind of get them back where they should be.

157   Whether that's a mainstream or a different provision, you know, we need to be the calming

158   influence here and we need to be the ones making them see the positive side of education again,

159   because I think a lot of them come to us with a very negative opinion of school. I hope that we

160   are changing that.

161   **Researcher**

162   From my experience of this. It seems to be the case, which is lovely to see. So, question four.

163   Yes, question four. On a scale of one to 10, 10 being the highest how useful would you rate

164   this ideal teacher drawing intervention in gaining the child's view about their teacher pupil

165   relationship?

166   **Adult Participant**6

167   Yeah, I like it. I think it's really good actually, I like the combination, the fact you've

168   interviewed them, and you know asked them to you know, draw their pictures and the way you

169   presented your findings. Yeah so, should we go for an 8?

170   **Researcher**

171   And what could, could have been done differently to make it a 9?

172   **Adult Participant**6

173   Okay. So, bigger writing (on the paper handout of the presentation), I am struggling to see the

174   words.

175   **Researcher**

176   anything about the intervention itself? That could have made it better, so you get a better view

177   of the …?

178   **Adult Participant**6

179   It would have been interesting to kind of, because I missed the beginning (of the presentation

180   of the results) when you were kind of errr, went through it last week. Did you share with us

181   the sort of questioning you use with the children?

182   **Researcher**

183   I did not

184   **Adult Participant**6

185   And was there a reason for that?

186   **Researcher**

187   Errr, it would have taken a bit too long.

188   **Adult Participant**6

189   Okay.

190   **Researcher**

191   But that will be shared at the end of it. Because like I said, hopefully I said it at the end of the

192   presentation that I want this to be accessible to schools like freely accessible, and in, in that

193   pack would be the actual questions that can be asked. It's more of a guideline rather than a

194   script. But, yeah, that will be made accessible.

195   **Adult Participant**6

196   Okay yeah, that's, that's just I was interested to see. You know, how you know, because when

197   you take a child out of a classroom, where you know you don't know them that well, suddenly

198   you're asking those questions, it's you know it's interesting. And, you know, I'm interested in

199   how, how that process kind of, how you can use you know, what sort of questions you asked

200   them. Did you kind of do anything to make them feel comfortable at first, do you sort of play

201   games or something?

202   **Researcher**

203   I, that was kind of why I spent too much time here. Kind of just being in the classroom, yeah

204   hanging out in the playground. My initial plan was to kind of meet with them on a one to one,

205   play games with them, but very quickly turned out that that was already a step too much for

206   them. Meeting a stranger, and just being in a room with them. So, that seemed to have been

207   the best approach for them, just kind of be around, so that they see get used to my face and,

208   yeah become familiar.

209   So, that, that was a learning curve for myself as well, so to kind of know that, especially with

210   children in in in a PRU, that maybe a mainstream approach to getting their views isn't

211   necessarily so applicable…

212   **Adult Participant**6

213   Yeah, yeah they are quite suspicious sometimes. Also, I suppose, because what you're wanting

214   from them is quite personal information. You're asking about something that's probably still

215   quite painful. So, yeah. It's not something they just chat chat chat about is it. But yeah, now I

216   was just interested in the process. I look forward to that.

217   **Researcher**

218   And then question five, very similar on a scale of one to 10, 10 being the highest, how useful

219   do you rate this intervention in gaining an understanding of how to support a pupils relationship

220   with their teacher.

221   **Adult Participant**6

222   You know, just thinking about when, you know the children that go back to their schools. So,

223   for example, one, one of the pupils is here on respite and is due to go back, and I think, we

224   think, they could be taught in the mainstream school. She is one people whose main issue I

225   think, was with her relationship with her teacher. So, you know, kind of a, you know, now I

226   understand how she felt, but it's, yeah, it's like, how are we going to take this forward. I mean,

227   I know a lot of it is going to be the relationship with that school as well, isn't it. And perhaps

228   talking to them and almost opening their eyes to this as well so, I haven't given you a number,

229   have I, sorry. Errmmm yeah, I think it'd be very useful. And I think, I think we need to go

230   further with it because, it, for that particular pupil, as an example. It is concerning the fact that,

231   you know, she is going to go back to that same place. I suppose she's knows that she will be in

232   a different year group and that that person will still be there and this pupil, you know has ASD

233   tendencies, you know so she's very much, you know 'No, I don't want to see that person ever

234   again'. So, yeah, it's how we're going to use this knowledge to support her going back. I think,

235   yeah obviously definitely a conversation with the school, and, you know, that's why this may

236   be, be something you could share. I mean I don't know if your plan is to show it to those

237   schools as well, you know where our children are coming from?

238   **Researcher**

239   I haven't got parental consent from that necessarily, but that doesn't mean that, from your

240   perspective you can use them anonymized or when I share the intervention itself you might

241   want to do the intervention with the child and then feed it back in that way. So, that, that's an

242   option.

243   **Adult Participant**6

244   Yeah, so yeah so that's, yeah. I think it's going to be very useful and ahm I just really think we

245   need to give these guys the best chance to get, and maybe collect their negative views, where

246   there, did all the pupil have negative views? Or some?

247   **Researcher**

248   What you mean?

249   **Adult Participant**6

250   So, every child you spoke to did, did every single one have negative views of some teacher

251   that they've had?

252   **Researcher**

253   They all had a teacher they could relate to that met a worst teacher description, which I think

254   is what they, even though it was. I asked them to kind of imagine a teacher rather than think of

255   a specific teacher, think of Mrs XYZ

256   **Adult Participant**6

257   Okay. Oh, I see right.

258   **Researcher**

259   But all of them said, I'm thinking of Miss X or Mr. X, from that and that school.

260   **Adult Participant**6

261   I mean it's difficult isn't it. Because you know you think how many teachers a child has in

262   their, in their education and even more so when they go to secondary school. And I mean this

263   is something that I have to explain to my own son with his ASD, because he's now come across

264   somebody at secondary school that he's not keen on and you know, just trying to explain, I

265   mean obviously, some of these characteristics are not acceptable. But sometimes there, there

266   is somebody who's perhaps a little bit grumpy on certain days and you're just explaining that

267   you know, that is a minor thing on its own, and you just have to tolerate. Because sometimes

268   you meet people you really like and sometimes you don't really like. But obviously, if there

269   are, you know, teaching staff out there that do lots of these things and are making a child feel

270   very unhappy then it does needs to be addressed and if, you know, you think that teacher

271   whoever he/she is knew that they were spoken about in that way, they probably will be

272   absolutely mortified. And, you know, I think it would, I mean I know for myself if this was

273   me if I'd come out as one of the worst teachers as an example. I'd really be looking at myself

274   and how I can change, and I expect the majority of teachers would probably do the same, I

275   think. I think anyone would want to know that the child thought that way of them. Yeah.

276   Interesting. …

277   **Researcher**

278   Well thank you

Interview 7

1   **Researcher**

2   So, this is mostly, so there's no right or wrong answer. It's just all about your opinion. And

3   also, it's not a test. So, don't feel like you need to know all the answers. And yeah, feel free to

4   refer to the feedback at any point, as you find helpful. Okay. And so, first question is what is

5   the school's current process of gaining pupil's views?

6   **Adult Participant**7

7   Okay, so we, and usually when we do reviews, we have pupil's view and the parents view. So,

8   there is like a checklist and then they put comments on it as well, which I think has recently

9   been updated. Then also, we have this PASS, which is about children's view of themselves and

10   of the school and how they sort of fit in, as far as I'm aware that's all the things. Possibly Mr

11   X (Head teacher) has done something extra recently, on top of that. But yes, as far as I know.

12   **Researcher**

13   And what are your views on that current process?

14   **Adult Participant**7

15   I think the children's opinion are very, very important. I think some of those, and I think the

16   kind of simple sheet that you do in the reviews is fine, because it's very simple, straightforward.

17   The PASS questions though, I don't know if you've seen the PASS?

18   **Researcher**

19   I've seen that at X, yeah. The long one, right?

20   **Adult Participant**7

21   Yeah. Yeah, it's lengthy but for young children, or children with learning difficulties some of

22   the questions are asked in a very strange way that I think the children wouldn't really

23   understand to be honest. So, I think it could be something better for younger children

24   particularly more child friendly.

25   **Researcher**

26   Mh, ok. I'm so looking at the outcome of this intervention, so the ideal teacher drawing

27   intervention, what are your thoughts on the intervention?

28   **Adult Participant**7

29   Amm, really interesting, and when the first thing that popped up for me was that they're not

30   nice teacher how to curly hair and ahm was old (laughs) and I thought, uhh God. But was

31   really, really interesting, actually some of the thoughts that the children had. And, and I think,

32   I think one of the things that children we were talking about actually in, yesterday, about how

33   children, pick up things that aren't necessarily true. I mean, it's also they 'pick up' things that

34   are true. I remember one of the children that we had, and a few years ago, used to say, and ohh

35   'I don't like when you shout at me' and in fact no one was shouting, but he perceived that

36   people were not happy with him, so he thought it was shouting. And also, like we were talking

37   about one of the children that we are, at the moment, if your face is a certain way, he thinks

38   he's done wrong. Yeah, so, I think, like, I know that the children overused the word 'Nice',

39   but I think that really makes a difference to them, how you come across to them. And I think

40   the thing that you said to me, it's quite positive about here, I think the children do, and do feel

41   save here, and I think we do feel that we hear them, maybe the newer children are not sure yet

42   but I think other children, once they've been here a while.

43   **Researcher**

44   Yeah. That's definitely what I've learned coming here.

Adult Participant7

Yeah, I think it was actually really good. Rather than, like I said to you the PASS, just given these questions that were very, and not just difficult but very sort of direct, but I think just letting the children say their piece, you get more don't you?

Researcher

And would you say those were expected findings? If you want a reminder, they are…

Adult Participant7

So, this one? Yeah, yeah. Some of them, definitely and things like 'little or no shouting', well no one wants to be shouted at, 'Smells nice' is quite nice (laughs), 'cool trainers', children do ahm. Yeah, I'm not surprised about some of it. And this one I thought was really nice that children said 'sorry for aaaa being grumpy' and I am, not necessarily about grumpiness, but I always feel that, you know, if you done something wrong, I always say to the children, 'I am sorry I got it wrong'. I think it's really important for them to hear that. And this is the best and the other one, 'messy desk', now that surprised me that the children would notice that kind of thing. I don't think they notice because they are so messy, maybe they think it's ok for them but not anyone else. I am very tidy by the way (laughs) and that, 'nice to some children and not others' that's really interesting isn't it? Children think things like that…

Researcher

I guess some of that comes down to fairness, you know how some children can be a bit black and white about it?

Adult Participant7

Yeah, that's it. The thing is, the children who are the most challenging do get more attention. Maybe, that's what the children see and think it's unfair. And so, I think to be, and this 'watches

68   out for children being bad' that's a bit sad isn't it? So, I think I'm surprised about some things

69   and not surprised about others.

70   **Researcher**

71   Yeah ok, so looking at the outcomes, do you see these impacting on your practice?

72   **Adult Participant**7

73   Yeah, I do like I said to you, I think, yeah, there's some other things, particularly ahm seeing

74   that the children will notice things that you wouldn't have noticed but just being a bit more

75   aware of it would definitely be helpful. And then you know, just being, you know people

76   always have said this you know, you have to be an actor. You know like, just pretend smile

77   and nod. So, yeah, definitely, definitely I think there seems to be picked up and. And if you

78   are honest with yourself and to be aware of that will you do that. I can't do anything about

79   being old (laughs). Maybe plastic surgery. You know, but yeah definitely there's things that

80   can help us. Absolutely.

81   **Researcher**

82   Okay. So, question four. On a scale of 1 to 10, 10 being the highest, how useful would you rate

83   this intervention in gaining the child's view about their teacher pupil relationships?

84   **Adult Participant**7

85   Yeah, I think it's very high on the scale because, and like I said to you, I think, letting the

86   children just say, rather than asking them specific questions, just kind of giving their ideas, it's

87   given you so much more. And, you know, like you said, unexpected, some of it because. And

88   I think the way that it was you've done it, saying right what would be the characteristics of the

89   best teacher and the worst teacher. So, you know, obviously no one's going to be perfect, but I

90   think you know people to be better, and also to avoid other bits.

91   So, yeah, so really, really good. And I think the findings will help people, who particularly, I

92   think in any school. I think particularly places like this help children with emotional difficulties

93   are hyper vigilant and kind of pick up things that maybe other children wouldn't so.

94   **Researcher**

95   So, that already kind of touches on the next question, which is about again on a scale of one to

96   10, how useful would you rate this intervention and gaining an understanding of how to best

97   support this pupil relationship with the teachers?

98   **Adult Participant**7

99   Yeah, it will. Looks, yeah, the same, that children. Like if you are finding the it difficult, a

100   child, to work with them. They do pick that up and it has an effect on them. And I think the

101   more challenging children that we have. And I mean one that, I wouldn't mention any names,

102   that has been. I have not really worked with him and X (head of service) was saying that he

103   really, if you're not smiling when you talk to him or are looking relaxed, he really picks that

104   up and I think it's a huge thing for a lot of our children. Particularly because some of the

105   children homelives are very traumatic. So, I think they need it to be more relaxed here. I think

106   actually even some of them find the other children's behaviour very stressful. UNAUDIBLE

107   that the adults are calm and in control, and they can feel safe. I think it's really basic thing,

108   feeling safe. And I hopefully am doing things safely.

109   **Researcher**

110   That's the impression I got from them…

111   Excellent. That would be it.

Appendix O

Thematic Coding Examples

Example of 'best' teaching drawing coding

Example of 'worst' teacher coding

Example of adult interview coding

Appendix P

Samples of Data Coded by Peers

Sample 1 Peer coded 'best' teacher

Sample 2 Peer coded 'worst' teacher

Sample 3 Peer coded worst teacher

Sample 4 Peer coded adult interview

interesting it was the concept. And that actually children's viewpoints are extremely important to know, because, actually, what they feel. Doesn't matter what we think we're doing, it's how it's received.

So I think it's really interesting that I think that some of the things that have, that came out, is clearly what we try to emphasise when we talk to people about effective relationships. The worst teacher was clearly, poor practice. So I can see that. And i think i think it's quite a nice way of doing it. That getting the kids point of view, rather than perhaps adults, always say what they think is the clearly the perception of what a child thinks a nice teacher you know a good teacher looks at what good teacher does. Because a good teacher for me when I

6/21

Handwritten annotations (left page): unique app ✓, understand ✓, RED, current school prac, interpretations ✓, unique approach ✓, ≠ understand children's PoV?

listened to them, makes them work. You know it's not that they want a good teacher is not that teacher that just says, Don't worry about this, you don't have to do anything, a good teacher knows how to make children learn and feel funny, you're making learning fun. So I think it's a good intervention and I think you're going to get quite a lot back, and I'd be interested to know because even though I could only use bits, I'd be really interested to know how that can help us and support us as a service in making sure that we all understand how we can be good teachers. That's what really what we want to be.

Researcher 4:59

Yeah, of course.

7/21

Handwritten annotations (right page): interpretations, current school prac, wider prof?, personal practice?

But yeah, it's a very archetypal thing. But I think if there is somebody that doesn't like you they will see you as ugly. And yet, you could be the same person with exactly the same stuff. And they would see you differently and say you were really pretty because it's how you presenting yourself is, is your character that's coming through that's ugly. You know i don't think that they actually would say that somebody was particularly lovely because I think that is a character description, which is quite good. I think it's really good. And I found that, you know, the feedback, really, really interesting. And I think this was good.

That was really clear. I looked at that a couple of times and thought, you know, if possible,

(looking at paper handout from presentation)

...interpretations of fi

understand
childrens
experience?

✓ rating

10/21

it's the sort of thing that would be really nice to put up on a board somewhere. Because I think this is something that you know 'plays with children' 'wants to get engaged with them'... talking in class... nice with adults.... I think it's it's really.... that one in particular. Yeah, just displayed, so that we remember what it is that children like about a teacher. And know what it is that we need to be doing with them because it's not about just, you know, teaching them. It's about making them, you know, feel comfortable with who they are and grow into healthy adults. And that's what helps them.

understands
childrens
pov?

.current ach

✓ personal pr

wider profe

✓

Researcher 8:09

Um, so looking at these outcomes. Do you see,

11/21

you kind of touched on this already, but do you see them impacting on your practice?

14 ~~or service~~

15 Yeah. Yeah, definitely. Yeah, I think, anything that tells us how we can improve... anyone needs to take on board. As well I was saying today, you know, even after all the years I've got, and the and things that when it goes well. There isn't anything that I can't do to improve my practice so I think something that this is. Yeah, and I think it's what's also quite nice is that I think it's a non intrusive way of developing good practice good practitioners, and that helps them understand what it is they need to be. And what they need to look like and how they need to present themselves because we talked about the calm stance, but

Appendix Q

Reflexive diary example

Data collection with YZ.

I have had mixed feelings about the session today. Following the initial difficulties which I experienced with YZ's teacher, I was mindful of how today's session will turn out. In particular, I wondered about Y's teacher, and if this teacher was worried about Y discussing them in my sessions. From previous classroom observations during my 'rapport-building phase' I noticed that the relationship between Y and the class teacher was difficult at times.

On the day of my session, YZ seemed to be in a good mood and eager to get out of her lesson. We spend the first part of the session discussing the study and the reason for the study before beginning to talk about the 'worst' teacher. YZ was very creative and began to draw a detailed character. The descriptions YZ used were detailed and appeared to relate to an experience. I was mindful of my previous observations of YZ in the classroom and Y's relationship to the class teacher, which made me wonder if she reflected on that particular relationship. YZ appeared very careful not to let any specific thoughts or details 'slip' about the character she drew, which further enforced my hypothesis. Y's 'best' teacher was, significantly less detailed. The descriptions did not appear as emotionally charged. However, this was also observed during previous sessions with other children.

Throughout this session, I was increasingly more aware of my two roles, one as an EP and the other as a researcher. As a researcher, I needed to follow my ethical guidelines and work within the perimeters to which the child participants parents consented. However, as an EP, I considered Y's need for safety and attachment and considered how I could communicate my concerns for Y's relationship with her teacher to the school.

Reflexive notes: *Discuss boundaries within research with supervisor, in reference to this child and pay particular attention to data analysis of this child when exploring it with peers during co-coding.*

Appendix R

COVID-19 restrictions

Dissemination of research findings and the Ideal Teacher Drawing technique under the restrictions of the COVID-19 crisis.

To the educational provision:

- The researcher will produce a PowerPoint presentation which outlines the findings and the technique

- The researcher will pre-record the presentation using online software such as 'Zoom' which records the researcher discussing the presentation on video

- The researcher will produce a paper handout which provides a brief outline of the findings and the technique, this is intended for parents and staff

- The researcher will produce a thank you note for children, their parents and staff who participated in the research

- The presentation will be saved onto a memory stick and sent to the school via post along with a copy of the paper handout and a copy of each thank you note.

- The headteacher of the primary PRU will be emailed to ask her to disseminate the information on return to school.

  • Contact details of the researcher will be provided to the primary headteacher in case of further questions or queries

Appendix S

The Tavistock and Portman **NHS**
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
https://tavistockandportman.nhs.uk/

Freia Schulz

By Email

8 May 2019

Dear Ms Schulz

Re: Trust Research Ethics Application

Title: The Ideal Teacher Drawing- Exploring pupils, who have been excluded from mainstream school, constructs of teacher-pupil relationships.

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,

Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: academicquality@tavi-Port.nhs.uk

cc.   Course Lead, Supervisor, research Lead

The Tavistock and Portman **NHS**

NHS Foundation Trust

Tavistock and Portman Trust Research Ethics Committee (TREC)

**APPLICATION FOR ETHICAL REVIEW OF RESEARCH
INVOLVING HUMAN PARTICIPANTS**

**This application should be submitted alongside copies of any supporting documentation
which will be handed to participants, including a participant information sheet, consent
form, self-completion survey or questionnaire.**

Where a form is submitted and sections are incomplete, the form will not be considered by TREC
and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

PROJECT DETAILS

Current project title	The Ideal Teacher Drawing- Exploring pupils, who have been excluded from mainstream school, constructs of teacher-pupil relationships.		
Proposed project start date	March 2019	**Anticipated project end date**	**May 2020**

APPLICANT DETAILS

Name of Researcher	Freia Schulz
Email address	fschulz@tavi-port.nhs.uk
Contact telephone number	07963420682

CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? **YES** ☐ **NO** ☒ If **YES**, please detail below:
Is there any further possibility for conflict of interest? YES ☐   **NO** ☒ If **YES**, please detail below:

FOR ALL APPLICANTS

Is your research being conducted externally* to the Trust? (for example; within a Local Authority, Schools, Care Homes, other NHS Trusts or other organisations). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)	**NO** ☒ **YES** ☐
If **YES**, please supply details below:	
Has external* ethics approval been sought for this research? **(i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee)** *Please note that 'external' is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC) If **YES**, please supply details of the ethical approval bodies below **AND** include any letters of approval from the ethical approval bodies:	**NO** ☒ **YES** ☐
If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research?	
Do you have local approval (this includes R&D approval)?	**NO** ☐ **YES** ☒ See Appendix A

COURSE ORGANISING TUTOR
• Does the proposed research as detailed herein have your support to proceed? **YES** ☐ **NO** ☐

Signed	
Date	

APPLICANT DECLARATION I confirm that: • The information contained in this application is, to the best of my knowledge, correct and up to date. • I have attempted to identify all risks related to the research. • I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants. • I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research.	
Applicant (print name)	FREIA SCHULZ
Signed	
Date	19/02/2019

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name and School of Supervisor/Director of Studies	
Qualification for which research is being undertaken	

Supervisor/Director of Studies –

- Does the student have the necessary skills to carry out the research?
YES ☒ **NO** ☐

- Is the participant information sheet, consent form and any other documentation appropriate?
YES ☒ **NO** ☐

- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?
YES ☒ **NO** ☐

- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?
YES ☒ **NO** ☐

Signed	Rachael Sisson
Date	28.2.19

DETAILS OF THE PROPOSED RESEARCH

1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)
This research aims to explore the usefulness of the 'Ideal Teacher Drawing ' technique when used with pupils attending Pupil Referral Units (PRU) and further aims to identify common themes which emerge from the 'Ideal Teacher Drawing' about teacher-pupil relationships. This technique is based on the 'Drawing the Ideal Self' technique developed by Heather Moran (2001[2]) and will focus on gaining a better understanding of the views of excluded pupils' relationships with teachers. The 'Ideal Teacher Drawing' technique will focus on gaining the experience of children's constructs (ideas) of the 'best' (ideal) and 'worst' (non-ideal) teacher. The research considers these constructs in relation to the pupils' current and previous experience of their teacher pupil relationships. Using drawing and a semi structured interview, the research aims to provide a new approach to exploring and supporting pupils' voice. Using the information collated from the 'Ideal Teacher Drawing' the research aims to provide an understanding of how the information gained from pupils through the technique is used by school staff and if it can inform or guide child centred support strategies. This research study therefore aims to collect information from two participant groups. The initial stage of the research will collect information from students, using the 'Ideal Teacher Drawing' technique while the second stage of the research will focus on collecting information of the usefulness of this tool from school staff using a semi structured interview.
The child participants will be children between the ages of 7-14 who have been permanently excluded from mainstream school and are currently attending an alternative provision on a full-time basis. The children would have been excluded from their mainstream primary or secondary school within the previous two years and have attended the PRU for a minimum of one academic term. Between 5 - 10 child participants will be sought for this research to provide a range of perspectives from different pupils. Pending ethical approval, the PRU head teacher will be contacted to arrange individual sessions with the children. Participants will be given an opportunity to opt out of the research study at which point their data and collected information will be discarded.
Children's views about teacher relationships will be elicited using the 'Ideal Teacher Drawing' technique, which is an adapted version of the 'Drawing the Ideal Self' technique. The 'Drawing the Ideal Self' is an established technique which uses Personal Construct Psychology to elicit children's perceptions about themselves through drawing. In this study, the child participants will be asked by the researcher to complete a drawing of their imaginary idea of a best/worst teacher and discuss concepts in relation to this idea (please see Appendix H-K for the prototype of the intervention). Up to three sessions, of approximately 45 minutes, will be allocated to each child participant. In order to enable the child to show their perception of the imaginary best/worst teacher, they will be asked to sketch a picture of 'the sort of teacher they would not like to have' and in contrast to this, with the second drawing of 'the

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[2] Moran. H. (2001). Who do you think you are? Drawing the Ideal Self: a technique to explore a child's sense of self. Clinical Psychology and Psychiatry, 6, 599-604.

sort of teacher they would like to have'. Further relevant details will be obtained in a semi structured way through asking the children to draw and comment on different aspects of the teacher's role, whilst the researcher will note down the child's exact words. The child will then be guided through a process of deciding where their current and previous teachers are in comparison to the drawn examples. Potential for change that the child would like to see in their pupil- teacher relationships are discussed, and adult support is provided as appropriate.

The participants will also include members of school staff who work regularly with the selected child participants. The staff members will be asked to complete a semi structured interview (please see Appendix L). The interview aims to identify the usefulness of the information obtained from the 'Ideal Teacher Drawing' technique in relation to informing or guiding support strategies for the selected child participants. The interview is estimated to last 45 minutes. Adult Participants will be given an opportunity to opt out of the research study at which point their data and collected information will be discarded.

2. **Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)**

The proposed research aims to extend on the existing literature on excluded children's teacher-pupil relationships. Previous research in this field by Loizidou [3] (2009) and Pomeroy[4] (1999) has identified reoccurring themes of negative teacher-pupil relationships using semi structured interviews and questionnaires to collect information from excluded children and young people. Their findings highlighted that children often felt disrespected, ignored or targeted by their teachers. The proposed research aims to provide further understanding of the type of teacher-pupil relationships children perceive to be negative as well as positive or appropriate, using a new version of an established technique.

Using drawing and a semi structured interview, the proposed research aims to provide a new version of an established technique to exploring excluded pupil's views on pupil-teacher relationships. This technique would be an extension of Moran's (2001) 'Drawing the Ideal Self' and Williams and Hanke's [5] (2007) 'Ideal School' technique and would similarly employ a drawing technique to safely explore children's constructs of their best (ideal) and worst (non-ideal) teacher. Similar to Moran (2001), Williams and Hanke (2007), this approach will be heavily based on the theory of Personal Construct Psychology (Kelly,1995[6]). The theory of Personal Construct Psychology proposes that we each have unique, personal theories of life (called constructs) which are based upon our own

[3] Loizidou, C. (2009). School exclusion: exploring young people's views. (Unpublished doctoral dissertation). Institute of Education, University of London, London, England.

[4] Pomeroy, E. (1999). The Teacher-Student Relationship in Secondary School: insights from excluded students. British Journal of Sociology of Education, 20(4), 465-482.

[5] Williams, J. & Hanke, D. (2007). 'Do you want to know what sort of school I want?': Optimum features of school provision for pupils with autistic spectrum disorder. Good Autism Practice, 8, (2), 51- 63.

[6] Kelly, G. (1955). The Psychology of Personal Constructs. Vol. I and II. London, Norton (Reprinted by Routledge 1990).

experiences, and we behave in ways which make sense according to our theories (Kelly, 1995).

Like William and Hanke's research, the findings of this research will be discussed with school staff to identify the usefulness of the gained information in relation to developing child centred support strategies. The findings of this research aim to extend existing strategies of gaining children's views about the social and emotional support offered to them by school staff.

A technique which provides a child centred approach to teacher-pupil relational interaction has the potential to inform targeted social-emotional and mental health interventions for children who are at risk of exclusion or have been permanently excluded. In addition, the technique has the potential to inform future involvement and interventions which could support the reintegration process of individual children who have been permanently excluded. Finally, a targeted focus of teacher-pupil relationships in schools raises the prospect of an increased understanding of containment and attachments which could lead to an increase in pupils' emotional well-being.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

Data collection method:

An exploratory approach will be taken in this research to elicit a clearer understanding of pupil's views on teacher relationships. This approach will help to determine if using a new version of an established Personal Construct technique with the selected child participant group is an effective and useful measure of pupil's views on pupil- teacher relationships. A case study approach will be taken to gain information from school staff about the usefulness of the information gained through the 'Ideal Teacher Drawing' technique.

Parental consent- Following ethical approval, parents whose children have been identified by the PRU's deputy head teacher as potential participants for the research study will be asked to attend a parent assembly at the PRU. During this assembly, the researcher will introduce and explain the proposed research to the parents/ carers in detail, using the information provided on the parental information sheet (see Appendix B). The parents will be provided with the information sheet and will be invited to ask any questions about the research during the assembly. An opportunity to discuss any concerns or ask any questions privately will be offered at the end of the assembly. Parents will be advised that any questions can also be send to an email address which is provided on the information sheet (Appendix B). Following the introduction to the study and the clarification of any questions, parents will be asked to sign a consent form after the assembly to allow their child to partake in the research study (Appendix C). Parents who are unable to attend the

assembly will be contacted by the PRU's administration officer who will outline the research study over the phone before sending the information sheet and consent form through the mail.

Informed child consent- This research will use a staggered approach to data collection whereby the child participants will be offered a rapport building session prior to the actual data collection stage. The rapport building session will include a range of icebreaker games as well as a chance for the child participants to ask any questions about the researcher's role and involvement. During this process, the participants will also be informed about the research project, with participation and consent explained and discussed in detail. Participants will be asked to confirm their consent during this meeting.

Child Data collection- The newly designed 'Ideal Teacher Drawing' technique (see Appendix H-K) will be used to collect data from the child participants. This technique draws on pre-established and generally accepted techniques used to acquire children and young people's constructs of themselves or their environment. Methods similar to the 'Drawing the Ideal Self' by Heather Moran (2001) which is based upon Personal Construct Psychology (Kelly, 1955), will be applied in this technique. Similar to Moran's 'Ideal Self' technique, a semi structured interview is completed throughout this activity. As part of the semi structured interview, the child participants will be asked to sketch images to outline their answers in drawings. Any verbal descriptors will be transferred onto the drawing in note form, using the child participants' exact words. Participants who choose not to draw will be asked to describe the image in detail, so as to gain an understanding of their construct. Their descriptors will then be transferred onto the sheet in writing.

Tasks assigned to child participants:

The 'Ideal Teacher Drawing' technique will ask the child participants to begin by visualising and then drawing their imaginary impression of 'the worst' teacher. The participants will then be asked to describe the image they drew whilst the researcher annotates the drawing accordingly using the participants words. Using open ended questions, the participants will then be asked to describe characteristics of their imaginary worst teacher (see Appendix I). The researcher will note down all information provided about the worst teacher verbatim. The participants will then be asked to engage in the best teacher activity which mirrors the instructions of the worst teacher. Following this, the participants will engage in a scaling activity (see Appendix K) which will ask the participants to reflect on their previous and current teachers in comparison to their two drawings.

Staff data collection:

Once all child participants have completed the intervention, school staff will be asked to complete a semi structured interview focusing on the outcomes of the intervention of the relevant pupils. The outcomes of the intervention will be discussed in relation to the findings usefulness to planning and implementing child centred support strategies. This interview will be recorded on an audio-tape and later be transcribed (see Appendix L).

Duration of data analysis:

The data collection is expected to last two months, dependent on children's and staff's participation and engagement. The data analysis will be conducted once all school staff participants' semi structured interviews have been completed. The information collated from the 'Ideal Teacher Drawing' technique and the school staff's semi structured interviews will be analysed using a thematic analysis. This analysis highlights patterns across the data sets that are associated to the research questions. This process should last approximately two weeks.

PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criterion is in place. (Do not exceed 500 words)

Identify:

The Pupil Referral Unit (PRU) in the local authority in which the research will be conducted contains four provision sites within the borough. These four sites are divided into a Primary (Key stage 1 and 2), a Key stage 3, Key stage 4 and Social, Emotional and Mental Health Provision. There is no other provision for permanently excluded children and young people in this local authority. For the purpose of this research, the primary and the key stage three provision will be approached for participants and asked to facilitate this project. Only pupils aged 9 to 14 will be considered for this research.

School staff who work with the selected child participants on a weekly basis at the PRU will be asked to participate in the study to complete the semi structured interview following the intervention with the child.

Recruitment:

Following ethical approval, the PRU's head teacher will be contacted to seek approval for the proposed research to be conducted on the PRU's premises. Once confirmed, the deputy head teacher at the PRU will be asked to identify up to 10 child participants, between the ages of 9 to 14, who currently attend the local PRU on a full-time basis and who have been excluded from a mainstream school in the past two years. Parents whose children have been identified by the PRU's deputy head teacher as potential participants for the research study will be asked to attend a parent assembly at the PRU. During this assembly, the researcher will introduce and explain the proposed research to the parents/ carers in detail, using the information provided on the parental information sheet (see Appendix B). The researcher will note that the child participants are required for up to three sessions which will take place in school, outside of main curricular activities. Parents who are unable to attend the assembly will be contacted by the PRU's administration officer who will outline the research study over the phone before sending the information sheet (Appendix B) and the consent form (Appendix C) through the mail. Informed consent of children whose parents consented their participation in the study will be gained during an initial rapport building session (Appendix D&E).

Once parental consent is gained, the deputy head teacher at the PRU will be asked to identify at least two staff members who teach or support the identified children on a weekly basis. A minimum of two and a maximum of three school staff participants will be identified per child. School staff participants will be asked to attend a meeting during which the research study will be outlined by the researcher using the Staff information sheet (Appendix F). Questions or concerns in relation to the study will be addressed during this meeting. School

staff participants will be asked to complete the consent form (Appendix G) after the meeting. Schedules for the semi structured interviews with school staff participants will be arranged once the 'Ideal Teacher Drawing 'sessions are completed.

Should this recruitment method not elicit enough participants, alternative provisions outside of the LA will be approached. Provisions will be contacted one at a time, to prevent over recruitment and potential disappointment of children and staff. To gain access to Alternative Provisions (AP) outside of the LA, the Educational Psychology service of the relevant borough will be contacted to request information about their APs. Where possible, Educational Psychologists associated with the APs will be asked to provide information about the provision and relevant contact methods. APs managers/ head teachers will then be contacted one at a time to request a meeting to discuss the research project. The above-mentioned recruitment method will then be applied in the identified AP.

Sample size:

Child participants: 5- 10 children aged 9 to 14 currently attending the PRU on a full-time basis who have been excluded in the past two years and have attended the PRU for at least one school term.

School staff participants: 2-3 staff members per child participant, who have worked/ supported the child for a minimum of one term and work with the child on a weekly basis.

Location:

A local PRU linked to a local Educational Psychologist who works for the local Educational Psychology Service.

Exclusion/Inclusion criteria:

Participant group	Inclusion criteria	Exclusion criteria
Child participants	• Aged 9 to 14 • Full time enrolment at PRU • Permanently excluded from mainstream • Permanently excluded for more than one term • Permanently excluded for less than 2 years	• Younger than 9 and older than 14 • On part placement at PRU (not permanently excluded from mainstream) • Permanently excluded from special needs provision • Permanently excluded for less than one term • Permanently excluded for more than 2 years

School staff participants	• Work with/ support identified child on weekly basis • Are a member of the teaching/ support staff team PRU • Have worked with/ supported the child for at least a term • Intend to remain at the PRU for the duration of the study	• Do not work with/ support identified child weekly • Are not a member of the teaching/ support staff team at the PRU • Have worked with/ supported the child for less than a term • Intend to leave the PRU before the completion of the study

Reason for exclusion criteria:

- While Personal Construct Psychology is considered to be an appropriate method to elicit thoughts and ideas from children of all ages (Crogman, 2018[7]; Moran, 2006[8]; 2014[9]), children younger than 9 and older than 14 were excluded from this study, as this adapted version of the established technique is deemed to be more suitable for children in the selected age range (ages 9-14).
- Children who have attended the PRU for less than a term are excluded from the study to provide a settling period prior to external intervention.
- Children who have attended the PRU for more than two years are excluded from the study to provide a more homogenous sample group.
- School staff who do not work with/ support the child on a weekly basis, are not permanent members of the teaching/ support staff team were excluded from the study as the study requires school staff participants to have a good understanding of the individual children's needs and be able to provide information about the usefulness of the collected children's data in relation to the PRUs context and support system.

5. **Will the participants be from any of the following groups?** *(Tick as appropriate)*

☐ Students or staff of the Trust or the University.

☒ Adults (over the age of 18 years with mental capacity to give consent to participate in the research).

☒ Children or legal minors (anyone under the age of 16 years)[1]

☐ Adults who are unconscious, severely ill or have a terminal illness.

☐ Adults who may lose mental capacity to consent during the course of the research.

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[7] Crogman, M. T. (2018). Youth perception of self and ideal self through drawings: association between perception and weight status. Heliyon, 4(12), e01069.

[8] Moran, H. (2006). A very personal assessment: using personal construct psychology assessment technique (drawing the ideal self) with young people with ASD to explore the child's view of the self. Good Autism Practice, 7(2), 78-86.

[9] Moran, H. (2014). Using Personal Construct Psychology in Practice with Children and Adolescents. Retrieved from https://issuu.com/pcpinpractice/docs/using_personal_construct_psychology

☐ Adults in emergency situations.

☐ Adults[2] with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).

☐ Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).

☐ Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).

☐ Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).

☐ Healthy volunteers (in high risk intervention studies).

☐ Participants who may be considered to have a pre-existing and potentially dependent[3] relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).

☐ Other vulnerable groups (see Question 6).

☐ Adults who are in custody, custodial care, or for whom a court has assumed responsibility.

☐ Participants who are members of the Armed Forces.

[1]*If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability[3], any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.*

[2] *'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)*

[3] *Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.*

6. Will the study involve participants who are vulnerable? YES ☒   NO ☐

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

<u>Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose.</u>

6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If **YES**, the research activity proposed will require a DBS check. *(NOTE: information concerning activities which require DBS checks can be found via https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance)*

DBS

A full DBS check has been completed and passed successfully by the researcher. Certificate number: 001578578166, date issues 28th of June 2017.

Pre- data collection
Child participants will be asked to engage in an individual rapport building session. In this session the children can ask questions in relation to the study and the researcher. A detailed discussion about what the study involves and what their participation involves will be conducted in this session. A confirmation of their consent will be sought in this session.

Data collection
The 'Ideal Teacher Drawing' asks the child participants to visualise and draw an imaginary worst and best teacher and will not ask children to directly comment on or name actual teachers they have encountered throughout their school years.

Immediate feedback session
Child participants will receive immediate feedback after completing a session. The feedback will address aspects which were discussed throughout the sessions and provide an opportunity for the children to ask any questions or raise concerns. The children will be given an opportunity to discuss concerns with either the researcher or a familiar staff member. The children will be informed that any information indicating a risk to their safety will need to be discussed further with a member of school staff. Following the intervention and feedback session, the child will be offered a break opportunity of their choosing.

Extending a session

If a child experiences distress throughout or prior to engaging in the study, their participation will be reconsidered with a member of staff (or the parent if required). If deemed reasonable to continue, the child will be reminded about consent, ability to drop out and the study information. The session will only be continued if both the child and a staff member confirm their ability to continue.

Children will be made aware of the opportunity to discuss any issues (such as the experience of negative or uncomfortable feelings) that may arise with a familiar member of school staff who is qualified to support children experiencing distress. If the child (or their parents) decides to drop out of the study, the child's information will be deleted.

Adult participants

Due to their experience of working with a population of children and young people who have difficulty regulating their emotional difficulties, the school staff participants are not considered to be a vulnerable group. However, an opportunity to withdraw at any time and guidance towards support will be provided should they become distressed at any time.

7. **Do you propose to make any form of payment or incentive available to participants of the research? YES ☐   NO ☒**

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

8. **What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)**

Three consent forms and information sheets were designed (see Appendix B-G) for the parents and the children identified for the study as well as the school staff members.

A parent assembly to discuss the research study will be arranged at the PRU. This provides parents an opportunity to ask the researcher any questions in person prior to signing the consent form. Parents who do not attend the assembly will be contacted over the phone by the school's administrator or when the parents are at school to collect/ drop off their child. The administrator will outline the study using the information sheet (Appendix A) prior to sending out the information sheet and consent form (Appendix B and C) via the mail. School staff will be instructed to remind parents to complete and return the consent form within the set time

limit of one week. A face-to face discussion to explain the study will be offered by the school's administrator if requested or required by the parents. Parents may also choose to contact me on the address provided on the information sheet.

The child consent form and information sheet will be discussed in detail with the child during the initial rapport building session. The child may choose to drop out after the rapport building session if they wish to.

Adult participants in this study will be school staff working in the PRU in the United Kingdom and using English to communicate with the children in their care. In order to successfully undertake the role, participants will have the required level of understanding of written and spoken English in order to access the information sheets, consent forms (Appendix E &F), and verbal information provided.

RISK ASSESSMENT AND RISK MANAGEMENT

9. Does the proposed research involve any of the following? *(Tick as appropriate)*

☐ use of a questionnaire, self-completion survey or data-collection instrument (attach copy)

☐ use of emails or the internet as a means of data collection

☐ use of written or computerised tests

☒ interviews (attach interview questions)

☐ diaries (attach diary record form)

☐ participant observation

☐ participant observation (in a non-public place) without their knowledge / covert research

☒ audio-recording interviewees or events

☐ video-recording interviewees or events

☐ access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes

☐ administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process

☐ performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction

☐ investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)

☐ procedures that involve the deception of participants

☐ administration of any substance or agent

☐ use of non-treatment of placebo control conditions

☐ participation in a clinical trial

☐ research undertaken at an off-campus location (<u>risk assessment attached</u>)

☐ research overseas (<u>copy of VCG overseas travel approval attached</u>)

10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life? YES ☒ **NO** ☐
If **YES**, please describe below including details of precautionary measures.

Although it is not expected that the drawing activity or the semi structured interviews will result in adverse or unexpected outcomes, it is possible that the child participants may become distressed talking about their experiences of their teacher-pupil relationships. Similarly, it is not expected that the interviews will result in adverse or unexpected outcomes, it is possible that adult participants may become distressed talking about the intervention findings and the findings relevance to the adult's work with the children. Please refer to question 13 for an outline of measures which will be in place in the event of adverse or unexpected outcomes in the proposed research.

11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

The researcher has experience conducting research in the community with mainstream school children and their families. The researcher is currently training as an Educational Psychologist and has received training in how to manage safeguarding risks, therapeutic approaches and how to talk to children in distressed states. The researcher has also worked with children, families and adults for 10 years, within the community, schools (schools with a special educational need focus and alternative provisions) and mental health settings. Through these roles, the researcher has helped individuals in distress, signposted to alternative agencies and followed appropriate safeguarding procedures.

The researcher regularly uses lone working policies and ensures that the systems are in place to determine her own safety when working with others in the community. The author will aim for all research sessions to be conducted within a school building, to provide additional protection and safety for both the participants and the author.

12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)
NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they

are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

The children participants of this study may benefit from:

- An opportunity to speak about their experiences of their relationships with teachers, allowing an opportunity for reflection on their current and previous teacher-pupil relationships
- The experience of being listened to without judgement
- An awareness that they are contributing to the development of knowledge that aims to support good outcomes for children in similar situations
- the information generated from the children may enable more effective support to be provided to the children

The adults' participants of this study may benefit from:

- An opportunity to speak about their experiences working within these settings, allowing opportunity for reflection on their daily practice
- The experience of being listened to without judgement
- An awareness that they are contributing to the development of knowledge that aims to support good outcomes children. When the results of the study are shared, staff may benefit from the dissemination of these findings to their provisions with hope this may influence future practice of planning child centred support strategies.

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13. **Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)**

Although it is not expected that the semi structured interviews will result in adverse or unexpected outcomes, it is possible that the child participants may become distressed talking about their experiences of their teacher-pupil relationships. As a result, the researcher will ensure that all participants, 1) understand their right to withdraw from the study and 2) know that they can discuss any issues that may arise with familiar staff qualified to support children experiencing distress following the interview process. Additionally, participants will be signposted to any help or support they may require if the interviews raise personal issues.

Similarly, it is not expected that the interviews will result in adverse or unexpected outcomes, it is possible that adult participants may become distressed talking about the intervention findings and the findings relevance to the adult's work with the children. As a result, the researcher will ensure that all participants, 1) understand their right to withdraw from the study and 2) know that they can discuss any issues that may arise following the interview process. Additionally, participants will be signposted to any help or support they may require if the interviews raise personal or professional issues.

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

In the event that the participant (children and adults) wishes to discuss any issues that may have arisen through the interview process, the researcher will set aside time for a meeting to take place immediately after or during the interview process. If further discussions are required, a further date will be allocated for this to take place. Additionally, once the research process is completed (with all data analysed and written-up), a meeting, in the form of an assembly, will be held to inform parents and school staff of the findings of the study. A separate meeting will be held to feed back the findings of the study to the child participants. This will be a voluntary meeting and will give participants the opportunity to reflect on their participation and the research outcomes.

PARTICIPANT CONSENT AND WITHDRAWAL

15. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES ☒   NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

**16. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.
YES ☒   NO ☐**

If **NO**, please indicate what alternative arrangements are in place below:

17. The following is a <u>participant information sheet</u> checklist covering the various points that should be included in this document.

☒ Clear identification of the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.

☒ Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.

☒ A statement confirming that the research has received formal approval from TREC.

☒ If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

☒ A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.

☒ Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

☒ Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

☒ A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.

☒ Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

18. The following is a <u>consent form</u> checklist covering the various points that should be included in this document.

☒ University or Trust letterhead or logo.

☒ Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.

☒ Confirmation that the project is research.

☒ Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.

☒ Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.

☒ If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.

☒ The proposed method of publication or dissemination of the research findings.

☒ Details of any external contractors or partner institutions involved in the research.

☒ Details of any funding bodies or research councils supporting the research.

☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

CONFIDENTIALITY AND ANONYMITY

19. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

☐ Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?

☐ The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with <u>no</u> record retained of how the code relates to the identifiers).

☒ The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers <u>are</u> able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).

☐ Participants have the option of being identified in a publication that will arise from the research.

☐ Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)

☐ The proposed research will make use of personal sensitive data.

☐ Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

20. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES ☒   **NO** ☐

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

DATA ACCESS, SECURITY AND MANAGEMENT

21. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES ☒ NO ☐ If **NO**, please indicate what alternative arrangements are in place below:
22. In line with the 5ᵗʰ principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for. ☐ 1-2 years ☐ 3-5 years ☒ 6-10 years ☐ 10> years **NOTE:** Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer. (http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf)
23. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements. ☒ Research data, codes and all identifying information to be kept in separate locked filing cabinets. ☒ Access to computer files to be available to research team by password only. ☐ Access to computer files to be available to individuals outside the research team by password only (See **23.1**). ☐ Research data will be encrypted and transferred electronically within the European Economic Area (EEA). ☐ Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See **23.2**). **NOTE:** Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998). ☐ Use of personal addresses, postcodes, faxes, e-mails or telephone numbers. ☒ Use of personal data in the form of audio or video recordings.

☐ Primary data gathered on encrypted mobile devices (i.e. laptops). **NOTE:** This should be transferred to secure UEL servers at the first opportunity.

☒ All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

☒ All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

23.1. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.
23.2. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).

OVERSEAS TRAVEL FOR RESEARCH

> **24. Does the proposed research involve travel outside of the UK? YES ☐ NO ☒**
>
> **24.1.** Have you consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/ **YES ☐ NO ☐**
>
> **24.2.** If you are a non-UK national, have you sought travel advice/guidance from the Foreign Office (or equivalent body) of your country? **YES ☐ NO ☐ NOT APPLICABLE ☐**
>
> **24.3.** Have you completed the overseas travel approval process and enclosed a copy of the document with this application? (For UEL students and staff only) **YES ☐ NO ☐**
> Details on this process are available here
> http://www.uel.ac.uk/qa/research/fieldwork.htm
>
> **24.4.** Is the research covered by your University's insurance and indemnity provision?
>
> **YES ☐ NO ☐**
>
> **NOTE:** Where research is undertaken **by UEL students and staff** at an off-campus location within the UK or overseas, the Risk Assessment policy must be consulted:
>
> http://dl-cfs-01.uel.ac.uk/hrservices/documents/hshandbook/risk_assess_policy.pdf.
>
> For UEL students and staff conducting research where UEL is the sponsor, the Dean of School or Director of Service has overall responsibility for risk assessment regarding their health and safety.
>
> **24.5.** Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.
>
> **Not Applicable**
>
> **24.6.** Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? **YES ☐ NO ☒**

PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

25. How will the results of the research be reported and disseminated? *(Select all that apply)*

☒ Peer reviewed journal

☒ Conference presentation

☒ Internal report

☒ Dissertation/Thesis

☐ Other publication

☒ Written feedback to research participants

☒ Presentation to participants or relevant community groups

☐ Other (Please specify below)

OTHER ETHICAL ISSUES

26. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

CHECKLIST FOR ATTACHED DOCUMENTS

27. Please check that the following documents are attached to your application.

☐ Letters of approval from ethical approval bodies (where relevant)

☐ Recruitment advertisement

☒ Participant information sheets (including easy-read where relevant)

☒ Consent forms (including easy-read where relevant)

☒ Assent form for children (where relevant)

☒ Evidence of any external approvals needed

☐ Questionnaire

☒ Interview Schedule or topic guide

☐ Risk Assessment (where applicable)

☐ Overseas travel approval (where applicable)

27.1. Where it is not possible to attach the above materials, please provide an explanation below.