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Pupil Voice in Literacy Intervention: How is pupil voice used and how can this be developed?

Omafuvwe Eguara

Dissertation submitted to the University of East London for the degree of Master of Arts

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Abstract

This small scale action research investigated how pupil voice is used in Literacy intervention and how it can be developed. Teachers' perceptions were elicited and explored as a starting point for development. Participants were teachers and teaching assistants working in UK primary schools. The focus pupils were low-achieving and some had special educational needs. The methods employed were semi-structured questionnaire, semi-structured interview and document review. The dynamics of learning intervention and stakeholder roles were explored. Four themes emerged from the data: participants' perceptions; participants' actions; the context of these and the role of school leadership in supporting everyday classroom use of pupil voice. The concept was found to be emerging and its use subsequently absent or tokenistic. Participants' perceptions and contexts were found to impact their use of pupil voice. Participants expressed optimism about the potential of pupil voice to boost attainment and wellbeing, with several re-evaluating their practice during the study.

Keywords: pupil voice, participation, consultation, Literacy intervention, action research

Acknowledgements

Contents

List of tables

Chapter 1. Introduction

1.1 Rationale

When children are not making sufficient progress, despite adequate literacy teaching, best practice requires diagnostic assessments to ascertain the nature of the difficulty, followed by appropriate and effective interventions to facilitate progress (Rose 2009, Ofsted, 2010; Cochrane et al 2012, Education Endowment Fund, 2017). The United Nations Convention on the Rights of the Child (UNCRC 1989) declares in Article 12 that when decisions are made about matters involving children, their opinions should be considered and that children should feel able to express their opinions. Article 13 declares the child's right to the freedom to seek, receive and impart information and ideas through any medium of their choice. In line with these policies, the SEN Code of Practice (DfE and DoH, 2015) requires children's participation in decision-making that concerns them, providing the opportunity to help shape this intervention in partnership with their schools. While pupil participation is the aim, various levels of participation have been identified, with differing outcomes (Hart 1992, Shier 2001, Arnstein 1969, Rudduck and McIntyre 2007). Participation must therefore be active, meaningful and not merely tokenistic, to fulfil the requirements of Article 12. This study explores how pupil participation or pupil voice is used in literacy intervention and how this may be developed for better pupil progress.

1.2. Context

1.2.1 National context

In the UK, there is currently a focus on literacy skills. The Independent reports that this could leave nearly 1.5 million 11-year olds with poor literacy skills by 2025 unless remedied (Milmo et al 2014). This skill gap reportedly "costs the economy £2.5 billion every year" (NLT 2018). The report, Read On. Get On. (SCF 2014)

highlights that thousands of children in the UK are left behind in their reading each year and then go on to struggle through their education and career. This report asserts that strong literacy foundations are vital to breaking what it refers to as the UK's cycle of educational inequality. Initiatives, projects and recommendations such as the Rose Report (2009), the Literacy Commission in Scotland (2008) and the No to Failure Report highlight the UK government's urgent focus on reversing this trend (No To Failure and the Dyslexia SpLD Trust, 2009). It is therefore my aim that my findings may help to improve current practice in and outcomes of literacy intervention.

1.2.2 International context

Educational policies worldwide give regard to the United Nations Convention on the Rights of the Child (UNCRC 1989), which includes Articles 12 and 13. National and local policies and legislation such as the SEND Code (DfE and DoH, 2015) and the Children's Act (Gov.uk, 2004) are underpinned by this, translating Articles 12 and 13 into local guidance and practise.

1.2.3 Setting

The focus pupils in this study are underachieving in Literacy, despite receiving Literacy intervention (School X, 2018a). Majority are pupils with Special Educational Needs and Disabilities. Both the pupils and teachers are from UK primary schools. The focus school in Phase 1, School X, is an academy free school which has been rated Requires Improvement in its first and only inspection so far (School X, 2017). School X is a smaller than average all-through school which opened in 2014. It has a very high proportion of pupils who speak English as an additional language (ibid). Participants from Phase 2 are from various primary schools.

1.2.4 My Practice

I have observed school policy requiring that low performing pupils are sent to intervention sessions with little or no pupil involvement in the choice or design of the intervention and without ongoing monitoring of pupil views regarding whether it is helpful to them or not. This is contrary to policy and research (Rose 2009, UNCRC 1989). I have observed school policy requiring the review of children's progress and of the intervention programmes used. However, it has not been my practice, neither have I witnessed it in the practice of my colleagues, to periodically obtain feedback from the pupils to ascertain how or whether the intervention is helping them or not. I would argue that this would make for authentic pupil voice in line with Articles 12 and 13 (UNCRC, 1989) and provide valuable insights to help improve pupil progress. Therefore, through this study I sought insight on the use of pupil voice to improve the outcomes of Literacy intervention.

1.3 Research focus

My research question is:

Pupil Voice in Literacy Intervention: How is pupil voice used and how can this be developed?

I sought to answer the following questions:

1) How is pupil voice currently used in Literacy intervention?

2) What are teachers' perceptions towards using pupil voice in Literacy intervention?

3) What are teachers' perceptions of barriers towards using pupil voice in Literacy intervention?

4) In what ways can pupil voice be developed in Literacy intervention?

I reviewed literature under these themes:

(1) What is pupil voice?

(2) The case for pupil voice – why the interest?

(3) How much pupil voice is 'enough?'

(4) Challenges and issues with implementing pupil voice

1.4 Methodology

I undertook this investigation using action research as I was an outside researcher with a limited time frame and access to the school (McNiff and Whitehead, 2010, Cohen et al 2011; Frankfort-Nachmias et al, 2014). I considered other methodologies such as survey, longitudinal and case study. However, time and access constraints precluded the implementation of survey and longitudinal study (ibid) and I would argue that action research is better suited than case study to investigating and improving upon aspects of teacher practise (ibid). I chose to carry out stages 1 to 4 of the action research cycle (Cohen and Manion, 1994; Bassey, 1998; McNiff, 2002). This opens future research opportunities to carry out Stages 1 to 8 over a longer time frame.

The data collection methods used are semi-structured questionnaire, semi-structured interview and school document scrutiny. Using semi-structured questionnaires, I gained an overview of the phenomena under research, maintaining focus towards the research questions and allowing participants to take ownership of their contributions (Cohen et al, 2011; Creswell, 2012; Frankfort-Nachmias, 2014). Questionnaire was chosen for teachers' convenience and the time constraints of the busy school day (ibid). Through semi-structured interviews, I maintained the same focus and ownership, probing deeper for richer data (ibid). School document scrutiny provided insight into the context of the data as well as strengthening validity (ibid). I noted the limitations of the Hawthorne Effect (ibid) (the tendency of participants to modify their behaviour in response to being observed) and addressed this in the

methodology. I controlled for response bias by establishing confidentiality, non-judgement, open ended questioning and balanced response sets as much as possible (ibid). I chose qualitative research as opposed to quantitative, to explore the perceptions of my participants (ibid).

I propose that this research will be useful to class teachers, teaching assistants, SENCos, parents, school leaders and all who support pupils with literacy difficulties and learning gaps.

2. Literature Review

2.1 Introduction

This review is an analysis of key literature pertinent to the theory, concepts and issues surrounding pupil voice in education since the 1989 United Nations Convention on the Rights of the Child (UNCRC, 1989). Though not exhaustive, reference has been made to both seminal and more recent literature, drawn from theory, research, policy, legislature, peer reviewed journals and media publications with the search terms: pupil/student voice; pupil/student participation; pupil/student consultation and pupil/student engagement. Critically discussed are key terminology, mainstream as well as alternative viewpoints, principal questions and general conclusions in relation to pupil voice. While I have encountered a wealth of literature and research relating to pupil voice and children's participation, there has been a dearth on pupil voice as a dynamic within learning intervention. Due to the limitations of space and scope, I am unable to furnish a detailed history of pupil voice in this study. Instead, I present a backdrop of central theory, policy, research and arguments along with my own commentary.

The focal points of this discourse are: what is pupil voice? ; the case for pupil voice; how much pupil voice is enough? ; challenges and issues with implementing pupil voice and best practice for developing pupil voice in learning intervention. As the setting for this research is UK primary schools, I have used the term 'pupil' rather than 'student.' However, where presenting the arguments of others I have also used their terms, 'children,' 'young people' and 'learner.'

2.2. What is pupil voice?

Definitions of and terminology for pupil voice abound. Hart (1992), Shier (2001) and Cheminais (2006) refer to 'participation.' Rudduck and McIntyre (2007) promote 'consultation." Fielding and McGregor (2005), Cook-Sather (2006), Flutter (2007), Czerniawski and Kidd (2011), Quaglia and Corso (2014) and Frankel (2018) defend 'voice.' The unifying factor would appear to be the common attempt to interpret Articles 12 and 13 of the UNCRC (1989), which instruct that all children and young people have the right to an opinion which is to be listened to and considered with due weight and must be given the freedom, opportunity and the support to make meaningful contributions in matters concerning them (ibid). It is clear in the literature that these terms mean different things to different practitioners, cannot be used interchangeably and neither is there a single term which fully interprets the objectives of Article 12 (Fielding, 2001, Cook-Sather, 2006). Echoing this, Thomson (2011: 19) argues that " 'Voice' is now an empty jug into which any number of competing meanings can be conveniently poured for any number of contradictory ends." Cook-Sather (2006:5) asserts similarly that "there can be no simple, fixed definition or explication of the term." This leads to the question of how we can facilitate pupil voice without clarity on what it is. It is difficult to see how we can achieve the objectives of Article 12 in education if practitioners hold divergent views on its key concepts, language and interpretations. I would argue that though this dissonance poses a challenge for the development of pupil voice, it could also present benefits. In the next section, I continue the discourse on definitions, key concepts, interpretations and divergent views plus possible benefits to the ongoing conceptual debate.

2.2.1 Key concepts and definitions – voice, participation and consultation

Interpretations of the UNCRC

Hart interprets the goal of Article 12 as participation, which he defines as "the process of sharing decisions which affect one's life and the life of the community in which one lives." (Hart 1992:5). Rudduck and McIntyre (2007) interpret the thrust of Article 12 as consultation, which they define as "talking with pupils about the things that matter to them…and that affect their learning," They proffer that pupil voice is the consultative aspect of participation, embedded within it (ibid, Flutter and Rudduck, 2004) but not synonymous with it. Hart, on the other hand, presents consultation as a lower, adult-driven level of participation (Hart, 1992). Rudduck, McIntyre and Flutter describe consultation as a more child-centred level of participation (Rudduck and Flutter, 2004 and Rudduck and McIntyre, 2007). It is evident that even with common terms, the concepts behind them vary.

However, Cook-Sather's (2006) 'voice,' unlike Hart's 'participation,' is not hierarchical. She equates 'voice' with 'having presence, power and agency.' Fletcher (2014:2) offers a broader definition for 'voice' as "Any expression of any student about anything related to education and learning." Fletcher's reference to "any expression" highlights a salient perspective: "voice" is more than just talking. Cook-Sather argues similarly that silence or refusal to participate is also an expression of "voice."

Hart's Ladder (1992) and Shier's Pathways (2001) are two models to help conceptualise different levels of participation. These will be explored in further detail later in this review. Interestingly, non-vocal participation is not immediately evident in Hart's Ladder or Shier's Pathways. Cook-Sather presses for the regard not just to the sound of pupils' voices but also their presence (or implied elected absence) and power. Thus, pupil voice could be expressed by other means than spoken or written words (Cook-Sather, 2006; Thomson, 2011), especially pertinent when eliciting the voice of pupils with special and additional needs.

I would argue that 'voice' is an umbrella term for all these schools of thought. However, the dissonance continues to pose a challenge for development. A possible resolution could lie in the perspective of Lundy (2007), who asserts that these commonly used phrases are possibly diminishing the impact of Article 12 rather than aiding in its translation as they each provide an inadequate summary of the full scope of Article 12. (ibid). Indeed, a singular concept of pupil voice may be unachievable (Kellet in Montgomery and Kellet, 2009). The term appears to embrace 'participation,' 'consultation' and indeed 'engagement' and 'involvement (Participation Works (2011).' However, it is my view that these contrasting schools of thought make for continued exploration, invigorating dialogue and deeper insights, as knowledge comes through continued invention, re-invention and inquiry (Freire, 1970). There is therefore the need to continually adjust the reality of participation to the evolving needs of the societies children live in (Kellet in Montgomery and Kellet, 2009, Shier, 2010). I would argue that pupil voice encapsulates all the efforts to involve children in decision-making and implementing change, whether this is at the level of participation, consultation, involvement or engagement. Subsequently, and for simplicity, my use of the term "pupil voice" in this research encapsulates all its expressions and I use the above-mentioned terms interchangeably. In section 2.4, I discuss various models of participation and the question of how much participation is 'enough.'

2.3 The case for pupil voice – why the interest?

2.3.1 Drivers, benefits, criticisms and recommendations

Wisby (2011) highlights three drivers for the current interest:

(1) The Children's Right's movement, originating from the 1989 UNCRC, underpinned by a moral commitment to giving children and young people a voice (ibid);

(2) The encouragement of active citizenship and development of young people's life

skills, with an underlying political agenda (Wisby, 2011; Rudduck and McIntyre, 2007) and

(3) The School Improvement agenda (Wisby, 2011), of interest to policy makers (Wisby, 2011; Rudduck and McIntyre, 2007).

Government policy, legislation and guidance such as the UNCRC (1989); Every Child Matters (DfES, 2003); Working Together (DfCSF, 2008 and DfES, 2003 and 2004); the Children's Act (Gov.uk, 2004); The Lamb Review (Lamb, 2009); the Special Education Needs and Disabilities (SEND) Review (Ofsted, 2010); the Children and Families Act (Gov.uk, 2014); Listening to and Involving Children and Young People (DfES, 2014); the SEND Code of Practice (DfE and DoH, 2015) and Encouraging Effective Pupil Participation (Governors Wales, 2018) offer statutory guidance recommending or mandating due regard for pupil voice. These documents cite benefits such as: Bottom-up driven change and improved standards (DfES, 2003); enhancing curriculum provision and social inclusion (DfCSF, 2008); encouraging active democratic participation and contributing to achievement and attainment (DfES, 2014:2); increased self-esteem, development of personal, social and organisational skills, increased motivation and more relevant and effective school policies (Governors Wales, 2018).

Literature and advocacy groups also present several benefits of pupil voice (Wisby 2011). Cheminais argues that participation develops decision-making skills, reduces staff-pupil conflict, is empowering, raises self-esteem and develops emotional growth and self-awareness (2006). Rudduck and McIntyre (2007) proffer that consultation can increase willingness to learn and sense of belonging, improve pupil attendance, facilitate a more relevant and practical school improvement agenda and improve teaching. Fielding speaks of the power of student voice to engender intergenerational learning and democratic fellowship (Fielding, 2011a and 2011b). Hopkins and MacBeath et al highlight the use of consultation to improve pedagogy

(MacBeath et al, 2003; Hopkins, 2008), as do Husbands and Pearce (NCSL, 2012). Advocacy groups list improved communication and listening skills, confidence, discipline and behaviour (Participation Works, nd) and better responses to issues faced by children and young people and raised aspirations (National Youth Agency, 2009, 2010) as benefits.

However, in the face of these directives, benefits and campaigns for pupil voice, several concerns and criticisms have emerged among educators and independent researchers. There appears to be tension between the proponents of the rights and child wellbeing agenda and those for school improvement and citizenship.

Early focus on participation centred around active citizenship (Arnstein, 1969). In the wake of the UNCRC, Hart revised Arnstein's Ladder of Citizenship Participation (ibid) to reflect children's participation (Hart, 1992). More recently, Whitty and Wisby (2007) refer to the relative insignificance of the children's rights driver demonstrated in a survey of 982 teachers as opposed to the citizenship and school improvement agendas. While the relatively small sample raises questions on generalisability, the findings could offer insight on teachers' perceptions (Cohen et al, 2011; Frankfort-Nachmias et al, 2014). Considering the government policy, guidance and legislation cited earlier, it would appear that the citizenship and school improvement drivers still rank highly on government agenda. Wisby (2011; 32) argues for pupil voice "that moves beyond manipulation, tokenism and consultation to a shared dialogue between teachers and students and the role of teachers in supporting that agenda," warning that pupil voice solely oriented towards school improvement loses its transformative potential. Similar concerns regarding the hijacking of pupil voice to serve adult agendas are expressed in the literature (Bragg, 2007a; Fielding, 2001, 2004a, 2004b, 2007 and 2011; Flutter and Rudduck, 2004; Rudduck and McIntyre, 2007; Roberts and Nash, 2009 and Robinson, 2014a).

Wolk (1998) and Levin (2000) argue that pupils already have a voice and it is not something to be given. Wolf (1998) rather asserts the need to examine what can be done with pupil voice and how it can be developed and Levin (ibid) advocates for democratic schools where children are co-creators of education rather than passive recipients.

Frankel (2018) queries the foundations of the UNCR, questioning how much children's voice informed its creation. He challenges the assumption that adults know what is best for the child, highlighting that under this assumption, adults wrote the convention, defined the rights therein and are the gatekeepers granting children access to these rights. Reddy and Ratna (2002) share this view, stating that it is adults' perception of the articles of the UNCRC that inform intervention and not children's. Bragg further echoes suspicion, arguing against student voice used as a disciplinary device for increasing compliance and productivity, turning students into "agents of government control" (Bragg, 2007b: 344). Grace and Grace (2017 :28) cite criticism for ladder-typed participation as "a public relations tool for the power holders."

These criticisms and concerns among educational researchers suggest that their primary support is for pupil voice that is underpinned by pupils' wellbeing and development and the enhancement of teaching, learning and teacher professionalism as against performativity, surveillance and maintaining the status quo (Fielding, 2004b, 2007; Flutter and Rudduck, 2004; Rudduck and McIntyre, 2007; Bragg, 2007a; Wisby, 2011; Fielding, 2011; Fletcher, 2014). However, even with these concerns, the literature reveals that researchers support the advancement of pupil voice albeit with conditions (Rudduck and McIntyre, 2007, Fielding, 2011, Thomson, 2011, Fletcher, 2014). Czerniawski and Kidd (2011) advocate for pupil voice if the focus is shifted from performance to pupil agency and Wisby (2011) suggests that teachers must steer pupil voice towards "collaborative rather than managerialist

cultures" (ibid: 42).

2.4 How much participation is 'enough?'

2.4.1. Models and levels of participation

As with definitions of pupil voice, numerous models have been formulated to help explain participation and translate the UNCRC into practice (Arnstein, 1969; Hart, 1992; Treseder, 1997; Shier, 2001; Wong et al, 2011). I find these efforts problematic without a universal language and agreed terminology. I reference here three models commonly mentioned in literature with regards to children's education – Hart's Ladder of Participation (Hart, 1992; Appendix A); Treseder's Degrees of Participation (Treseder, 1997; Appendix B) and Shier's Pathways to Participation (Shier, 2001; Appendix C).

Hart's Ladder, derived from Arnstein's (Hart, 1992), presents a hierarchy of eight levels or degrees of participation. Pridmore (1998) finds Hart's Ladder a powerful tool for evaluating participation. However, Reddy and Ratna (2002) criticise its sequential nature, arguing that this suggests that one level may be superior to another, implying the need to aim for the top. John (1996) and Reddy and Ratna disagree with Pridmore, contending that Hart's Ladder still relies on adult-granted access to these levels, describing adults' role in relation to children's participation, from resistance to facilitation (Reddy and Ratna, 2002). This is a position Hart later came to agree with (Hart, 2008). This echoes Frankel's criticism of an adult-derived and translated UNCRC (Frankel, 2018) and the sentiments of Percy-Smith and Thomas (2010) that little change results from adult-led participation .

Shier's Pathways differ from Hart's Ladder in that Hart's first three non-participatory levels are absent and for the remaining five, Shier sets three stages of commitment each – openings, opportunities and obligations. At every level, his three stages ask questions which can be used for self- and organisational evaluation, to further develop participation, one of the goals of this research. Shier also contends that

participants are unlikely to occupy a single level and may be at different levels and stages and at different positions regarding different tasks (Shier, 2001). In later evaluations, Hart concurred with this criticism of his Ladder (Hart, 2008). Though Shier's pathways are developed from Hart's Ladder (Shier, 2001), Shier points out that his levels are not sequential and to be regarded as types rather than levels of participation (ibid).

Treseder's Degrees of Participation model (see Appendix B) rejects the hierarchical typology of Hart's Ladder and the linear appearance Shier's Pathways (Treseder, 1997). He provides a circular representation, with five degrees of participation, equal in value but depicting different degrees of involvement and agency. Like Shier, Treseder does not include Hart's three non-participation levels (ibid).

2.4.2 Measuring participation

Taking these three models together and the follow-up studies by the proponents, neither Hart, Shier nor Treseder created their typology to be used as a tool to measure or indicate an ideal level of participation (Hart, 2008; Shier, 2001, Treseder, 1997). Pertinently, both Hart and Shier have acknowledged the cultural bias of their models, which they admit to having created from Western perspectives, unsuited to general application (Hart, 2008; Shier, 2010). I would argue that Treseder's model, based on Hart's Ladder (Treseder, 1997) also shares this cultural bias, as do many other existing Ladder-based models. It would therefore appear that, to attempt to measure participation using a tool with cultural bias and subsequently ungeneralisable premises would be to arrive at untenable outcomes.

From the literature, it can be surmised that measuring participation is not feasible for the following reasons:

(1) There is no 'right' or acceptable level of participation for comparison. Following Hart's typology, we have either participation or non-participation. Within

participation, individuals are to engage at levels they find comfortable, which may vary (UNCRC, 1989).

(2) The age and maturity of the child must be considered (UNCRC, 1989). Participation is to suit the capabilities and willingness of the child and there is no single standard for determining this (Hart, 2008; Shier, 2010).

(3) Voice' or participation may take the shape of refusing to participate - not to be considered absence of participation (Cook-Sather, 2006) or confused with non-participation (Hart, 1992). It is difficult to see how we can measure elected non-participation.

Hart cedes that the highest ladder level is not 'the best' and there is no need, neither is it practical, for all to aim for it (Hart, 2008). Neither is participation at a lower level synonymous with falling short; there are gains from all levels of authentic participation (ibid). Rather, Hart's ladder highlights the possibilities and available choices (ibid), central to empowerment.

Lansdown (2010) recommends indicators for measuring extent, quality and impact of participation, which is not synonymous with determining how much is 'enough.' The literature suggests that 'enough' is what suits the child and their best interests (UNCRC, 1989), which may vary from one task to the next (Hart, 2008; Shier, 2010). In Hart's Ladder review (Hart, 2008), he suggests that children are presented with various opportunities, tools and levels for participation and allowed to choose what best suits them. However, research does indicate that increasing levels of participation can lead to increased engagement, which can in turn lead to greater wellbeing and attainment (Rudduck and McIntyre, 2007; Attard, 2008; Wisby, 2011; Participation Works, 2011). It is for this reason that this study investigates ways to develop or improve the quality of pupil voice, rather than getting more pupils to the top of the ladder.

2.5 Challenges and issues with implementing pupil voice

The literature reveals the benefits as well as the challenges to implementation. Due to limitations of scope and space I expand on three: concept; stakeholder attitudes and support from school leadership.

2.5.1. Concept

The lack of an agreed concept of pupil voice is one of the biggest challenges for developing it (Woodhead, 2010). Kellet asserts (in Montgomery and Kellet, 2009) that as societies change and needs evolve, the concept of participation must evolve with them. It is therefore not realistic to expect a universally accepted definition or approach (Council of Europe, 2015). One way to establish and maintain cultural and community relevance could be to allow local cultures (Hart, 2008) and communities to develop their own concepts of participation.

Another challenge is misconceptions. Teachers may welcome using pupils' views to improve practice. However, the media reports teacher dissatisfaction with the way some school leaders are using pupil voice for performance appraisal (Bennet, 2016; Trafford, 2017; Hazell, 2017). This has led to fears among teachers (Rudduck and McIntyre, 2007) of being undermined and spied upon by pupils without the professional training to evaluate teaching. This fear is often the basis of apprehension towards pupil voice (Bennet, 2016; Trafford, 2017; Hazell, 2017).

2.5.2. Stakeholder attitudes

Similarly, Hallahan (2018), an experienced teacher, lists several benefits of 'voice' yet she expresses apprehension with students judging teaching. She states, "…students start to believe that they are equipped to judge a teacher, and this belief empowers them in a way that they are not mentally or emotionally prepared for." Hallahan's comment hints at the presumed incapacity of children, referred to by Czerniawski and Kidd (2011) as the default position of a deficit model and by Grace (1995) as "an

ideology of immaturity." This presumption is unfounded (Grace (ibid) and Rudduck and McIntyre; 2007) as children can indeed provide constructive feedback, with valuable insights on teaching and learning, with training (Grace, 1995 and Rudduck and McIntyre, 2007). Considering the many benefits evidenced in research, along with the requirements of Article 12, it would therefore be within the school's remit to equip children and stakeholders with the necessary participation skills.

Lansdown (2010) argues that adults underestimate and presume the incapacity of children because they do not express themselves in ways that adults are used to. Again, I would argue that schools have the responsibility of capacity-building where teachers struggle to understand the language of children. This draws attention to adult conceptions of childhood. I would argue that adults who view children as incapable are unlikely to accept participation and hold poor regard for pupil voice.

Freire (1970) describes the banking of education in which the teacher is thought to hold all the knowledge, while the pupil is empty of knowledge and needing to be 'filled.' Freire describes banking as an oppressive educational practice, projecting ignorance onto learners (ibid). He prescribes a solution in which both teacher and pupil learn from each other, acknowledging that they both hold mutually beneficial knowledge. Relating this to participation, I highlight Reddy and Ratna (2002) and Czerniawski and Kidd (2011) who suggest that teachers must replace outdated concepts of childhood with those conducive to 21st century realities. Teachers are also not used to 'sharing power' (Morrison 2008), which is central to participation. Thus, traditional views of teacher and pupil relationships can pose a hindrance (Rudduck and McIntyre, 2007) as well as cultural norms favouring hierarchical structures and relationships (Council of Europe, 2015). Additionally, the literature and research indicate that children may hold ideas unconducive to participation, having been socialised to see themselves as passive recipients of knowledge and teachers as the custodians (Freire, 1970; Gatto, 1992; Vallance, 2003). Rudduck and

McIntyre (2007) report feedback from children that they are used to not having their views acted upon or that teachers only choose to listen to the high performers.

This further underscores the need for capacity-building, to equip stakeholders with participation skills and to evolve a system of participation with cultural relevance. However, capacity-building brings up the constraints of cost, time and space in the curriculum (ibid), to be discussed further on.

Another impeding attitude is underpinned by the ideology of global incapacity of children with disabilities, the belief that disability renders people all-round incapable of decision-making and participation, against which Griffiths (RIX, 2015) argues. Regarding pupil voice, this translates as children with disabilities, mental or otherwise, deemed unable to make contributions towards their own learning and support. However, applying Vygotsky's Zone of Proximal Development (Vygotsky, 1978), children with SEND can be scaffolded (Bruner in Woods et al, 1976) towards pupil voice skills. Even the non-verbal have something to say (Robinson, 2014b; Scope, nd).

2.5.3. Support from school leadership

While school leaders may speak the rhetoric of participation, this might not always translate into practice (Rudduck and McIntyre, 2007). Schools typically have several government-required initiatives running concurrently, impeding school leadership commitment of limited resources to the implementation and development of pupil voice (ibid). In my experience, with cluttered time-tables, increasing workloads and a culture of performativity, teachers struggle to prioritise pupil participation. Rudduck and McIntyre (ibid) question whether the values that underpin consultation will be consistent with current school values and those of other initiatives running concurrently. Importantly, pupil participation can be disruptive before transformative; the gains may not be immediate. With government inspectors requiring evidence of pupil participation, my experience is that this tends to occur in

easily visible areas, such as school council work, playground operations and school hallways. Rudduck and McIntyre (2007) argue that participation must be embedded in classroom practice and throughout the school.

2.6 Best practice for developing pupil voice in learning intervention

2.6.1. What is learning intervention?

A learning intervention is any approach to identify and support pupils with learning needs. This may involve a formal Education and Health Care Plan (EHCP) (also known as Individual Education Plan or IEP), a statement of special needs and/or a programme chosen or put together by the school. The Special Education Needs and Disability Review, SENDR, (Ofsted, 2010) notes that when children are not making required progress, despite high quality teaching, action must be taken to meet their learning needs. This action may take the shape of in-school intervention and/or the involvement of outside specialists.

While the literature yields numerous best practice suggestions for employing pupil voice in learning intervention, due to limitations of space, I elaborate on the following three:

2.6.2 Redefining intervention – roles, approach and evaluation

Redefining roles – power and agency

For authentic and effective pupil voice, the role of children in their intervention, and indeed, their education, must be redefined (Freire, 1970; Grace, 1995; Rudduck and McIntyre, 2007; Czerniawski and Kidd, 2011; Malaguzzi in Smidt, 2012; Robinson, 2014b). 'Voice' involves facilitating the power and agency of the participants (Cook-Sather, 2006). It is not something to be given as pupils already have it (Wolk, 1998) and this, by right (UNCRC, 1989). Contrary to the ideology of immaturity (Grace, 1995) and the banking style of education (Freire, 1970), children are experts

regarding their own educational experiences (Freire, 1970; Malaguzzi in Smidt, 2012). Educators therefore stand to benefit and improve their practice by consulting them. Indeed, Rudduck and McIntyre (2007) find that teachers learn most from consulting with lower performing pupils. It is therefore essential that adults supporting children become comfortable sharing power with them (Freire, 1970; Cook-Sather, 2006; Morrison, 2008; Malaguzzi in Smidt, 2012) and in learning their language in a participatory relationship (Lansdown, 2010).

Redefining approach – the dynamics

Best practice takes cognisance of the various dynamics at work in intervention sessions. These include the pupil, teacher, environment, curriculum and teaching and learning resources which make up the context.

Frankel (2018) describes children as active meaning makers, constantly processing what goes on around them, which influences their actions and reactions. In Appendix D, Frankel illustrates the traditional one-directional approach to advocacy in which children are passive recipients of their context's actions upon them. Within the focus of this research, the intervention is the context and the child, the passive recipient, not consulted and merely acted upon (Friere, 1970). In contrast, Appendix E show's Frankel's bi-directional approach in which children are not merely acted upon by external forces but also make meaning of them, which is able to shape the context itself. Applying the theories of Freire (1970), Grace (1995), Wolk (1998), Malaguzzi (in Smidt, 2012) and Frankel (2018), with the findings of Rudduck and McIntyre (2007); Cook-Sather (2006) and Czerniawski and Kidd (2011), plus Piaget's theory of constructivism (Piaget, 1972) to the context of an effective learning intervention:

(1) The roles of teacher and learner are dynamic and interchangeable as they learn from each other; the pupil is acted upon by and also acts upon the context

(Malaguzzi in Smidt, 2012; Frankel, 2018); pupils are given agency to shape the context (Freire, 1970; Wolk, 1998; Cook-Sather, 2006);

(2) Rather than passively absorbing information, the pupil is filtering, interpreting and constructing meaning from it (Freire, 1970; Piaget, 1972; Malaguzzi in Smidt, 2012; Frankel, 2018). Through consultation, it is possible to elicit children's insights on how they construct learning (MacBeath et al, 2003; Rudduck and McIntyre, 2007). Research reports that motivation increased with autonomy (ibid; Attard, 2008). I would argue that this insight could be valuable in designing, delivering and evaluating the context i.e. the intervention, as recommended in the SENDR (Ofsted, 2010).

(3) Policy on participation includes children. The SENDR noted that in the reviewed schools, success was achieved with the rigorous monitoring of progress, quick intervention, meticulous impact evaluation and the swift change in provision where evaluation indicated necessity. (Ofsted, 2010). I draw attention to the requirements for evaluation. In compliance with the UNCRC (1989), the Children and Families Act (Gov.uk, 2014) and the SEND Code of Practice (DfE and DoH, 2015), children must participate in discussions and decisions regarding their support. It follows that children must participate in decision-making regarding the creation and evaluation of their interventions and are indeed able to do so (Grace, 1995; Rudduck and McIntyre, 2007), as echoed by Cheminais who asserts, "Participation by pupils is a key element in informing and shaping delivery of learning and personalised services to meet their needs" (Cheminais, 2006: 22).

The SENDR (Ofsted, 2010), the SEND Code of Practice (DfE and DoH, 2015) and the Children and Families Act (Gov.uk, 2014) state that their guidance applies to early years, schools and college settings. The capability of young children for participation is therein implicit. A new, empowering approach towards the concept of childhood is

vital to developing participation (Rudduck and McIntyre, 2007; Wisby, 2011; Czerniawski and Kidd, 2011).

Redefining evaluation – ongoing insights

The SENDR (Ofsted, 2010) reports that in several of the reviewed settings, evaluation of additional provision focused on whether support was provided rather than whether it was effective. It noted that effective additional provision involves ongoing evaluation and adjustment (ibid). From the participation theories, policy and research addressed in this review, it can be deduced that the views of pupils on their additional provision are essential to the success of this provision (Freire, 1970; DfES, 2003; DfCSF, 2008; Cook-Sather, 2006; Rudduck and McIntyre, 2007; Hart, 2008; Attard, 2008; Shier, 2010; Ofsted, 2010; Czerniawski and Kidd, 2011; Frankel, 2018). These views provide essential insight for evaluation (Ofsted, 2010).

2.6.3   Theory to practice

Some theories that can be drawn upon for the development of pupil voice in learning intervention include:

(a) Piaget (1972) – Children learn by actively constructing their own learning, rather than learning passively. Though criticised for cultural bias and ungeneralizable findings, Piaget's constructivist insights still inform practice today. Following constructivism, teachers can gain insight into and facilitate children's construction of learning using pupil voice.

(b) Vygotsky (1978) – Children of all ages and abilities can learn new skills, developing from their Zone of Proximal Development (ZPD). Rather than learning passively, they learn through interactions with more experienced others. Pupil voice skills can thus be facilitated and learnt, progressing form ZPD to target.

(c) Bruner (Woods et al, 1976) – Building on Vygotskian theory (Conkbayir and Pascal, 2014), Bruner shows that learners can be scaffolded in developing

new skills. Learners of all ages and abilities can therefore be scaffolded in the development of pupil voice skills.

(d) Freire (1970) – Effective pedagogy involves adults and children alternating as teachers and learners, both holding mutually beneficial knowledge. Though criticised as revolutionary and simplistic, Freire's insights on child/adult roles can serve to empower learners and equip teachers for effective pedagogy.

(e) Fielding (2004a)– pupil voice entails inter-generational learning;

(f) Frankel (2018) – the learner is not passive but impacts the context, constructing meaning through bi-directional learning;

(g) Maslow (1970) – Pupil consultation can develop belonging and self-esteem, which can increase motivation, which can improve attainment (Conkbayir and Pascal, 2014);

(h) Malaguzzi (Smidt, 2012) – children are active learners, 'bearers of knowledge,' capable of contributing to the direction of their learning.

All agree on the adult role of facilitator and co-learner and that children bring valuable knowledge to teaching and learning.

2.6.4 Implications for initial teacher education and continuing professional development

Pupil voice must be adequately resourced to succeed (Rudduck and McIntyre, 2007). This includes capacity-building for all stakeholders, including training on the concept of childhood (Wisby, 2011 and Czerniawski and Kidd, 2011); children's rights (DfCSF, 2008; DfE and DoH, 2015); the nature, process and practices of participation (Hart 1992, 2008, Treseder, 1997; Shier, 2001, 2010; Czerniawski and Kidd, 2011); the dynamics of learning and learning intervention (Friere,1970; Piaget, 1972; Bruner in Woods et al, 1976; Vygotsky, 1978; Malaguzzi in Smidt, 2012; Frankel, 2018) and related theory, policy and research as well as developments in pedagogy and technology to support children with learning difficulties (RIX, 2018). As the realities of pupil voice and participation continue to evolve (Kellet in Montgomery and Kellet,

2009), capacity-building must continue for pre-service and in-service teachers (Czerniawski and Kidd, 2011).

2.7. Conclusion

The literature suggests that pupil voice has many benefits – children's wellbeing; developing pedagogy and professionalism; school improvement and citizenship. However, best practice must be followed to reap these benefits and to avoid efforts that are tokenistic, performative, faddish and merely serving of adult agendas. Of vital importance to the progress of lower-achieving pupils and those with SEND are the redefining of adult perceptions of childhood and disability; pupil-teacher roles and approaches to and evaluation of learning intervention.

Chapter 3. Methodology

3.1 Introduction

This chapter discusses the philosophy, methodology and methods adopted for this research. Design, ethical considerations and data analysis are also discussed.

3.2 Research philosophy

Saunders et al define research philosophy as "a system of beliefs and assumptions about the development of knowledge" (Saunders et al, 2015). They assert the importance of a guiding philosophy to inform the best design for the research focus (ibid). The focus of this research is understanding how pupil voice is used in literacy intervention and to explore ways to develop its use. I have explored perceptions regarding pupil voice as a starting point for development as these influence teachers' actions (Frankfort-Nachmias et al, 2014). Discussing People and Perceptions, Morrison in Garcia et al (2014:220) tenders:

> *'if I think that there is a mouse under the table then I will behave as though there is, whether or not there is in fact a mouse."*

This research seeks to understand the 'mice' of pupil voice.

In answering the research questions (see Chapter 1), the aim is to gain insight into participants' perceptions of pupil voice in Literacy intervention (see Chapter 1) and to explore how these may be impacting their use or non-use of pupil voice with the goal of further development. As the goal is understanding, rather than objective facts, this research is underpinned by the philosophy of interpretivism (Merriam, 2009; Cohen et al, 2011; Lapan et al, 2012; Saunders et al, 2015).

Interpretivism focuses on the subjective experiences of the individuals involved (Cohen et al, 2011, Frankfort-Nachmias et al, 2014; Saunders et al, 2015). The researcher gains insight through close interactions with the participants (Cohen et al,

2011). Interpretivism recognises that the values and beliefs of the researcher cannot be removed from the research (ibid). Interpretivism is therefore subjective (Cohen et al, 2011; Saunders et al, 2015). Steps to increase validity in this research have included: using a variety of methods and data sources for triangulation (ibid); aiming for fidelity with participants' responses (Cohen et al, 2011); collecting rich, descriptive data (Cohen et al, 2011; Saunders et al, 2015); deviant case analysis (ibid) and discussing researcher bias (ibid). Interpretivism lends itself to qualitative methodology, allowing for deeper understanding of small samples (Denby et al, 2008; Cohen et al, 2011; Samsi, 2012; ICEPE and UEL, 2015a). It therefore tends to produce transferable rather than generalisable findings (Cohn et al, 2011; Saunders et al, 2015).

Three alternative research philosophies are juxtaposed here with interpretivism to rationalise this position. These are: positivism, critical theory and pragmatism.

Positivism focuses on empirical measurement and objective facts (Cohen et al, 2011; Saunders et al, 2015). It therefore lends itself to quantitative methodology and is commonly adopted by natural scientists (ibid). This research, on the contrary, seeks meaning and is therefore inclined towards qualitative enquiry (ibid). Positivism seeks to eliminate researcher beliefs and values to achieve objectivity via detachment of the researcher (ibid). This is contrary to the praxis sought in this research. Positivism stresses the importance of reliability and generalisability and is suited to the study of large samples, searching for correlations and causes, to gain an overview or 'big picture' of society (ibid). This is a small-scale study to understand participant perceptions and improve practice. It is therefore not aligned to positivism.

This research focus is also not aligned to critical theory (CT) as CT seeks to uncover what 'should be' rather than understanding 'what is' (Cohen et al, 2011), the focus of this research. While CT seeks understanding and aims for change, its focus is critiquing political and ideological issues with the goal of emancipation (ibid).

Pragmatism is concerned with action and change (Goldkuhl, 2012), which is to some extent compatible with this research's aims. However, pragmatism involves a combination of philosophies, commonly positivism and interpretivism, the choice being driven by the research question (ibid). As an early researcher with a short time scale, a more defined structure was best suited, hence pragmatism was not elected.

With this comparison, it is evident that the objectives of this research are best served by interpretivism and qualitative methodology.

3.3 Research methodology

Several methodologies exist within the qualitative paradigm such as case study, ethnography, longitudinal study, survey and action research (ICEPE and UEL, 2015a).

Case study was not adopted as it explores unique instances, single cases and is non-interventionist (Cohen et al, 2011; Lapan et al, 2011). Ethnography was unsuited as it is characterised by the study of wide databases, collecting data over long periods of time (ibid). While ethnography focuses on participants' perceptions, the length of time required and this research's focus on changing practice makes ethnography unsuitable. Longitudinal study involves observing variables in a sample over a long time frame (Cohen et al, 2011). As this research does not involve variables and is not concerned with developments over time, longitudinal study would not address the research questions. Survey offers descriptions and explanations of phenomena affecting wide populations, generating large scale, generalizable data (ibid), which is not the focus of this research. It was therefore unsuited.

Action research (AR) was adopted as it is well suited to studying small samples (Cohen et al, 2011; McNiff and Whitehead, 2010); is designed for short study schedules to facilitate the planning, acting, observing and reflecting cycle and can therefore be accommodated in short time frames (Lapan et al, 2012). AR allows for

enquiry based on self-reflection (Cohen et al, 2011; McNiff, 2017). It serves to improve the researcher's and others' practice (ibid); it facilitates learning through the design and implementation of intervention (ibid) and it provides the opportunity to clarify and evaluate the values base of the researcher's practice (McNiff and Whitehead, 2010, Cohen et al, 2011).

3.3.1 Action Research

Various definitions of action research exist, such as: 'the systematic collection and analysis of data relating to the improvement of some aspect of professional practice' (Wallace, 1998:1) and 'small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention' (Cohen and Manion, 1994: 186). One key focus of action research is change for improvement by means of the proposed and trialled intervention (McNiff and Whitehead, 2010; Cohen et al, 2011; ICEPE and UEL, 2015a). Other characteristics are its small size and power of transformation at both practitioner and institutional levels (ibid). Action research is not focused on changing behaviours but on changing how we think, leading to better informed behaviour (McNiff and Whitehead, 2011). It can therefore be argued that action research can change practice by changing how we think of aspects of practice. Thus, it aligns with this research's aim to understand teachers' perceptions of using pupil voice in intervention and how these might inform their practice.

There are various models for action research, such as the eight-step models of Bassey (1998), McNiff (2002) and Cohen et al (2011). Owing to its sequential nature, the limited time available for this study and this researcher's limited access as an outside researcher, the model of Bassey (1998) (see Appendix F) was adopted, with this researcher choosing to complete steps 1 to 4 only, offering further recommendations for a fuller investigation from steps 1 to 8. This abridged model is justified in the assertions of McNiff and Whitehead that action research focuses primarily on changing thinking and improving learning (2010). It is not vital that the

situation under investigation reaches successful closure (ibid). What matters is the resultant learning and development of practice (ibid).

3.3.2 Research design

This research initially began as the study of a specific UK primary school setting (Phase 1). Participation was invited from teaching and support staff, including the Special Educational Needs Coordinator (SENCo), for validity (Cohen et al, 2011; Samsi, 2012). After the initial meeting between the researcher and the volunteers, one teacher withdrew from the study. In the interest of rigour (Cohen et al, 2011; Frankfort-Nachmias, 2014), the research design was subsequently changed, inviting participation from UK-based teachers and teaching assistants (TAs) in the researcher's professional network (Phase 2). This second phase added space triangulation (ibid), eliciting perspectives from a variety of school cultures. A sample of eleven teachers and TAs at various stages of their careers was recruited.

The research schedule, introductory recruitment letter, sample data collection instruments, permission form, terms of consent and informed consent forms can be seen in Appendices H to O.

3.3.3 Sampling

Phase 1 (initial design)

I requested from the headteacher to work with two teachers from either Key Stage 1 or 2 who have children in their classes historically under-performing in Literacy. The decision for two teachers was to scale the study and for validity (Cohen et al, 2011; Samsi, 2012). There was no official literacy intervention programme in the secondary school hence no participants were sought from there. The focus children were to be in a literacy intervention programme as this is the focus of the research. Literacy was chosen for the reasons mentioned in Chapter 1 and for control – other subjects have different issues and contexts impacting teaching and learning. The intervention

could be carried out by the class teacher, intervention teacher or teaching assistants using any kind of programme, commercial or organic. Teaching assistants were requested for a balanced perspective and validity (Cohen et al, 2011; Samsi, 2012). The headteacher passed on the information, inviting volunteers. Three teachers and one teaching assistant responded, attending the introductory meeting at which I took measures to establish rapport and reduce or avoid possible power imbalance. One teacher withdrew, leaving three volunteers.

Phase 2 (with amended design)

Teachers and teaching assistants based in the UK were invited via social media and email from the researcher's professional network. The email invitation was disseminated to my Master's cohort by a member of the Master's programme administrative staff. The requirement for UK-based participants was for control (Cohen et al, 2011; Samsi, 2012). Seven teachers and one teaching assistant completed and returned the questionnaire. There were eight participants in Phase 2.

It would appear ironic that in a study on pupil voice, no pupils participated. This was due to several factors:

(1) As an outside researcher, extensive measures would have been required (BERA, 2011) to obtain parental permission and children's opt-in. Due to time constraints, this was not feasible;

(2) Additional staff and time required for child safeguarding (School X, 2018b), increased access and support (some of the focus children are non-verbal) could not immediately be arranged;

(3) The short time frame for this research was insufficient to develop rapport between the researcher and the focus pupils. This was especially since the focus

pupils all had special educational needs and disabilities. This could have led to participant distress, significant response bias, Hawthorne Effect and participant withdrawal (BERA, 2011; Cohen et al, 2011);

(4) This research inquires into the design, planning and evaluation of literacy intervention. Since the researcher's presence at intervention plan creation (to observe PV) was not ethically (BERA, 2011) or logistically possible, the researcher elected to focus on teacher perceptions and practices of pupil voice.

3.3.4 Data collection context

Considerable time elapsed between my first contact with the headteacher (Phase 1) and the commencement of data collection. This was to accommodate the school's busy calendar. Being the end of the school year, I was also mindful of the possible impact of this on teacher participation (BERA, 2011). Phase 1 data collection, from introductory meeting with participants to the one-to-one interviews, took place over two weeks. Interview duration was from 7 to 20 minutes. Phase 2 data collection lasted one week. Lapan et al (2012) argue for observations in action research lasting from less than an hour to no more than two weeks for immediate impact on day-to-day practice. This also aligns with ethical guidelines (BERA, 2011) to avoid causing detriment through participation.

3.3.5 Data collection methods

A range of data sources and collection methods were employed to maximise validity and reliability (Samsi, 2012; Frankfort-Nachmias et al, 2014; Cohen et al, 2011) and to address their individual limitations (Robson and McCartan, 2016). It is impossible to attain one hundred percent validity (Cohen et al, 2011). Qualitative research therefore aims to reduce invalidity and increase validity (ibid). In a small qualitative study such as this, transferability is a more feasible aim than generalisability (Cohen

et al, 2011; Samsi, 2012; Saunders et al, 2015) as the study seeks to understand specific phenomena in a small population (ibid).

The methods adopted are:

1. Semi-structured questionnaire
2. Semi-structured interview
3. Document scrutiny - school policies and focus pupils' Individual Education Plans (IEPs)

3.3.6 Data collection methods design and rationale

(1) Semi-structured questionnaire

Questionnaires were employed as they are quick and simple to administer and respond to (Denby et al, 2008). The semi-structured design set the focus without presuming the nature of the response (Cohen et al 2011). Open questions with text boxes were used which allowed free expression, ownership of and responsibility for the data (McNiff and Whitehead, 2010; Cohen et al 2011). Questions were based on themes from the literature review which later influenced the coding for the data analysis. Semi-structured questionnaires, though time-consuming to analyse, are suitable for collecting in depth, rich, descriptive data from small sample sizes (ibid), compatible with the focus of this research. Closed questions were not used as these tend to be restrictive and less effective in eliciting perceptions (McNiff and Whitehead, 2010; Cohen et al 2011, Frankfort-Nachmias et al, 2014). Both paper and electronic versions of the questionnaire were piloted (see Appendices I(a) and I(b)) with a group of teachers to check for ambiguity, establish readability, ease of use and validity. No amendments were suggested and therefore none were made. Participants opted for the electronic version for ease of completion and delivery.

Table 3.1 (see Appendices) details the content and design rationale for each questionnaire item. The questionnaires were the first round of data collection in

Phase 1 and the only round for Phase 2. Question content was derived from themes in the literature, corresponding to the research questions. Design included a Likert scale to elicit perceptions (Likert, 1932 and Cohen et al, 2011) and the freedom to skip questions and choose the level of detail provided.

(2) Semi-structured interview

Semi-structured interviews were conducted in Phase 1 to probe the data collected from and the issues raised in the questionnaires (Cohen et al, 2011; Lapan et al, 2012; Saunders et al, 2015). These were semi-structured, to maintain focus as well as facilitating free expression, ownership of and responsibility for the data and exploration and depth (McNiff and Whitehead, 2010; Cohen et al 2011, Frankfort-Nachmias et al, 2014). The semi-structured design, rather than unstructured, aided in the manageability of data analysis (ibid).

Phase 1 participants were offered the choice of on-site or off-site interviews; in-person or phone-based interviews and were able to choose the date and time of their interviews. All opted for on-site, in-person interviews which were subsequently held after school hours, on the same day. I manually transcribed the interviews verbatim.

Table 3.2 (see Appendices) details the content and design rationale for the interview questions. Questions were devised aligning to the themes from the literature, to probe into and validate responses from the questionnaire (Cohen et al, 2011; Samsi, 2012). In validating the responses, it was found that participants were more reluctant to be honest in face-to-face interviews and their interview responses sometimes contradicted those in their questionnaires. The interviews were time-consuming to conduct and transcribe. However, they delivered the rich data aimed for.

(3) Document scrutiny

The following were selected for scrutiny:

(a) SEND and Inclusion policy (School X, 2018c), as these are the school's policies concerned with pupil voice. These were accessed on the school website, off site, their currency having been confirmed with the SENCo. Field notes were made on and off site and the policies discussed during the semi-structured interviews.

(b) Focus pupil IEPs:

Phase 1 participants were requested to provide the IEPs of two of their lowest achieving pupils in Literacy. These were observed, discussed during the interviews and taken away by the researcher for further observation. IEP creation was chosen for discussion regarding the level of children's input in their learning support.

These school documents were selected as objective data sources, snapshots of reality and for comparison with the collected primary data (Cohen et al, 2011). Field notes were made during observation and interviews (ibid).

Table 3.3 (see Appendices) details the items of document scrutiny and their rationale.

3.4 Ethical considerations

The following ethical issues were encountered and addressed in this research:

(1) Fully informed consent (BERA, 2011; Cohen et al, 2011; Frankfort-Nachmias et al, 2014): Participants were provided full information of the research rationale, in Phase 1, through introductory letter, headteacher meeting and introductory participants meeting. The terms of consent were provided and explained, opportunity was provided for questions and discussion and

consent forms were signed. In Phase 2, this was achieved through electronic provision of research rationale, terms of consent and notice that questionnaire participation confirms consent. Participation in both phases was voluntary, with opportunities to ask questions or opt out at any time, without question.

(2) Permission for access to premises, staff and school documents (BERA, 2011; Cohen et al, 2011; Frankfort-Nachmias et al, 2014): This was obtained from the headteacher and confirmed in writing for Phase 1. This was not applicable to Phase 2.

(3) Confidentiality and anonymity (ibid): This was provided for in the terms of consent. Participants', focus pupils' and the school's identities were protected via use of pseudonyms. IEPs were anonymised. Documents and raw data were stored securely, used as in terms of consent and destroyed after the research. Interviews were manually transcribed by me for confidentiality.

(4) Safeguarding (BERA, 2011): The researcher presented their Disclosure and Barring Certificate to the school; school premises access was after school hours; school documents, pupil records and confidentiality were handled as in (3) above.

(5) Balance of power; avoidance of exploitation; respect for autonomy (Nunkoosing, 2005; BERA, 2011; Cohen et al, 2011; Samsi, 2012): The introductory letter, introductory meeting and questionnaire introduction present the participants and researcher as partners in the research. Open questions, permission to opt out, not answer questions or provide additional or alternative responses were provided. Suggestions were elicited and responses validated at interview and after data collection. Phase 1

participants were provided the options of paper and electronic questionnaires; in-person and phone interviews; interviews conducted on school premises or off site; after work or at a date and time suggested by them. The teacher who opted out in Phase 1 was not contacted further. All email contact was through participants' official emails. All participation was voluntary.

(6) Avoidance of detriment through participation (BERA, 2011)

The school's and teachers' schedules and convenience were paramount in planning and operationalising the data collection schedule. Participants were given the choice of medium, time and location for data collection. The researcher worked the schedule around the school's calendar.

3.5 Data analysis

This research has been conducted with an inductive approach. Data was however coded deductively with some induction and then thematically analysed (Cohen et al, 2011; Lapan et al, 2012; UEL and ICEPE, 2015b).

3.6 Conclusion

Qualitative data was collected using a range of sources and methods to enhance validity, reliability and transferability (Nunkoosing, 2005; Cohen et al, 2011; Samsi, 2012; Robson and McCartan, 2016). Ethics were approved by the researcher's institution's ethics committee and the guidelines adhered to throughout this research (BERA, 2011). Data analysis and methodology limitations are discussed in the following chapter.

Chapter 4 Data Analysis

4.1 Introduction

The data is analysed in this chapter based on a combination of codes derived from the literature and those emerging from the data. I chose to employ a mix of inductive and deductive analysis - deductive, to give structure to the process and ensure that the research questions are addressed and inductive, to address emerging themes. I also discuss here my findings, interpretations, the underpinning assumptions and the limitations of this study, with recommendations for further research.

4.2 Data Analysis

4.2.1 Data Preparation, Coding and Categorising

Interviews were manually transcribed, verbatim and compiled as one data set. The questionnaires were compiled question-by-question as another data set. The notes from the document scrutiny were compiled as one set, along with my field notes made during the introductory meeting and interviews and off site.

Each data set was read and annotated several times with emerging thoughts and patterns (1st Patterns). Ten codes pre-selected from the literature, corresponding to the research questions, were applied by colour-coding. Two emerging codes were applied also. These codes were as follows:

Codes	Description
1. Concept (C)	Teachers' understanding of pupil voice expressed in questionnaire and interview
2. Position (Po)	Teacher's stand on pupil voice expressed in questionnaire and interview
3. Drivers (D)	Reasons for pupil voice; what it is used for
4. Concerns and Challenges (C&C)	Concerns and challenges with using pupil voice
5. Roles (R)	Adult/child roles in intervention
6. Perceptions (Perc)	Teachers' expressed thoughts regarding pupil voice
7. Approach (A)	How intervention is executed - adult-led; child-led; partnership; other

8. Evaluation (E)	How teacher determines effectiveness of intervention
9. Level of participation (LOP)	How is PV evident?
10. Any issues arising (AI)	Issues arising that do not fall under the 9 codes
11. Supporting (Sup)	Factors in the teacher's context supporting use of PV
12. Impeding (Imp)	Factors in the teacher's context impeding use of PV

Table 4.1 Codes and descriptions

4.2.2 Data Sorting

The colour-coded data was cut up, instrument-by-instrument, and sorted under the corresponding codes, by teacher. Emerging patterns (2nd Patterns) were compared with 1st Patterns. One divergent case was noted in 1st and 2nd Patterns. This teacher's responses portrayed a different perspective.

The data was then re-sorted by theme, providing a cross-sectional perspective. Patterns and divergences were noted and compared to those from the first sorting. From the re-sorting, connections between the codes emerged, which allowed me to reduce the data into four categories of similar meaning. These categories were:

1. Perceptions (What are participants thinking?)

2. Actions (What are participants doing?)

3. Context (In what context are they thinking and doing this?)

4. Insights (What stands out?)

The final sorting showed the data categorised as follows:

Categories	Contents (groups of related coded data)
1. What are participants thinking?	Concept, Position, Perceptions
2. What are participants doing?	Roles, Approaches, Evaluation, Level of participation
3. In what context are they thinking and doing this?	Drivers, Concerns and Challenges
4. What stands out?	Factors supporting PV, Factors hindering PV Deviant case analysis

Table 4.2 Making meaning of the data

The findings are presented and analysed under these four categories in the next section. Throughout this analysis, example responses have been used for range of representation of content, instrument and data source.

4.2.3 Findings

4.2.3.1. Perceptions - What are participants thinking?

Data sorted under the codes 'Concept', Position' and 'Perceptions' gave insight into the participants' thinking or perceptions of pupil voice.

(a) Concept: Teachers' understanding of pupil voice

To elicit this, questionnaire Question 6 (Q6) asked, 'What do you understand by pupil voice?' Interview responses gave deeper insight.

I evaluated responses to Q6 against the UNCRC (1986) directive, also stated in the SEND Code (DfE and DoH (2015), which I segmented as follows:

(i) all children and young people have the right to an opinion (children's rights to an opinion)
(ii) which is to be listened to and considered with due weight (adults' responsibility to give audience) and
(iii) must be given the opportunity and the support to make meaningful contributions (adults' responsibility to give agency)
in matters concerning them.

I looked for expressions indicating the understanding that pupil voice involves these three components (children's rights and adults' responsibility to give audience and agency). Below are some examples of responses from across the range of participants in both phases.

Teacher	Response	Component demonstrated
Teacher 1	"Pupils having a say and designing their own curriculum. Pupils opinion being considered."	(i), (ii) and (iii)
Teacher 2	"Gaining student feedback and initial ideas for anything they are involved with"	(i) and (ii)
Teacher 3	"A pupil's chance to have an opinion on how they study, what they study, their next steps etc."	(i)
Teacher J	"For children to be actively involved in making decisions and for them to reflect on their learning experiences."	(iii)
Teacher G (TA)	"Student voice is a child having an opinion and belief. They are able to make choices based on their preferences."	(i), (ii) and (iii)
Teacher 11 (TA)	"Pupils having a say in their learning."	(i) and (ii)

Table 4.3a   Q6 on Concept (1)

Without mentioning "right," all the example responses except that of Teacher J infer the child's right to an opinion. In Teacher G's response, the child being able to make choices indicates both audience and agency. Teacher J's response does not indicate children's rights to an opinion or adults' responsibility to give audience though it does indicate agency. However, without (i) and (ii), I would argue that the provision of (iii) would fall between manipulation and decoration.

Findings for the 11 participants are as follows:

Responses showing:	No of responses
(a) Only (i), children's right to an opinion	3
(b) Only (ii), adults responsibility to give audience	0
(c) Only (iii), adults' responsibility to give agency	1
(d) Only (i) and (ii), children's right to an opinion and adults responsibility to give audience	5
(e) (i), (ii) and (iii), children's right to an opinion, adults responsibility to give audience and adults'	2

responsibility to give agency	
(f) No indication of (i), (ii) or (iii)	0
(g) Perception not clearly expressed	0

Table 4.3b Q6 on Concept (2)

(e) shows that 2 out of 11 participants indicated a concept of pupil voice fulfilling the directives of the UNCRC (1989) and the SEND Code (DfE and DoH, 2015).

(a), (c) and (d) show that 9 out of 11 responses indicated a developing concept of pupil voice compared to the directives of the UNCRC (1989) and SEND Code (DfE and DoH, 2015). This developing concept omits vital components of pupil voice. In practice, this could result in Hart's manipulation, decoration or tokenism i.e. non-participation (1992), as with Shier's Pathways (2001) by omission. Though participants have mentioned possible benefits of PV, these misconceptions could reduce the impact of its practice. This could result in a rhetoric for pupil voice but practice that negates it (Rudduck and McIntyre, 2007), depriving the pupils, teachers and the school community of its benefits. This recalls the conceptual debate in the literature. I would argue that any definition encompassing the three components highlighted here, as derived from the UNCRC (1989), is tenable.

It is interesting to note that in the majority category (d), reference was made to children's rights to an opinion and adults' responsibility to give audience but not adults' responsibility to give agency. Only 3 participants out of 11 referenced agency which is essential to authentic pupil voice (Cook-Sather, 2006). This echoes the findings (discussed in later sections) that where the participants practice PV, it tends to be manipulative, decorative or tokenistic. It also echoes Kellet's assertion that most adult constructions of child participation do not include agency (Montgomery and Kellet, 2009).

Further indications of Concept were shown in responses under Perception, discussed shortly.

(b) Position and Perceptions: Teacher's stand on and expressed thoughts regarding pupil voice

Participants' position on and perceptions of pupil voice were sought using questionnaire Q7, Q8 and Q10.

Q7: What could be the impact of encouraging more pupil voice in intervention?

Example responses are shown below from the range of participants in both phases.

	Questionnaire response	Interview response
Teacher E	"The children will be more engaged if they have a part of planning and delivering the intervention it will allow them to control how they learn."	"Thinking back and doing the questionnaire and thinking about it and perhaps it would be beneficial to perhaps try and find time to make it happen, would be good, I think." "I believe it would help pupil attainment because they would be more engaged in the intervention."
Teacher G (Teaching Assistant, TA)	"This could help interventions as the child may be able to say what they prefer doing, how they like learning and provide their interests which will make them more engaged. They could also have some idea on what their strengths and weaknesses are if they are older. However, it is important for an adult to take the lead in this and design a programme based around the child which involves their interests."	Not discussed in interview as questionnaire response was explicit.
Teacher J	"Increased participation and concentration."	"...in an ideal world, all of the children would have the same in all of their interventions. However, we do not have the amount of support staff other schools have. So, we're not in a position to do that." "...if we could, then

		they'd be more engaged, whether it would be something that would interest them, the participation would probably be higher. It's just unfortunate that it's not possible with the number of staff we've got."
Teacher 1	"It would be ideal but lack of staffing and increasing number of pupils in class mean it is rare"	Phase 2, no interview
Teacher 4	"If there was more pupil voice in intervention metacognition skills would develop quicker, both children and children (adults?) would be able to understand the methods needed to best learn and plan accordingly."	Phase 2, no interview
Teacher 11 (TA)	"Interventions could be more tailor made to meet the needs of individual pupils."	Phase 2, no interview

Table 4.4 Q7 on Position and Perceptions

These responses indicate favourable perceptions of pupil voice. A conclusive

positioning could not be established due to insufficient data.

Several Q8 responses however reveal dissonance.

Q8: How practical would this be from day to day in your setting?

Following are example responses from the range of participants:

	Questionnaire response	Interview response
Teacher 4	"Learning though inquiry is something that the school values and student voice is at the core of this."	Phase 2, no interview
Teacher 9	"Not very, I'm very busy."	Phase 2, no interview
Teacher 11 (TA)	"We have a high number of children needing interventions and limited staffing."	Phase 2, no interview
Teacher E	"As a class teacher it could take a lot of time, which means more work. However, could be very beneficial to the TA that is	"It's one of those things that, as much as you know to put it in the forefront, it would be difficult to make sure that it's a priority. If

	delivering the intervention as part of their planning cycle and evaluation."	the focus of the school was perhaps around that then time would be made for it and therefore it would be very beneficial.
Teacher G (TA)	"I do not think it would work day to day as a lot of interventions come from what the children cannot do. I plan my next intervention with a child on what they couldn't do the previous session. However, to begin with it would be interesting to hear what a child thinks their strengths and weaknesses are, what they like and dislike and how they believe they learn best. Older children may be able to have more say in interventions as they may know what their weaknesses are and how we can help them."	Not discussed in interview as questionnaire response was explicit.
Teacher J	"This would not be practical day to day due to staff shortages and the time required for staff to plan the interventions. Also as some of our interventions have to follow a sequence, for example phonics and the literacy box this would not be possible."	Not discussed in interview as questionnaire response was explicit.

Table 4.5 Q8 on Position and Perceptions

Again, it was not possible to determine from the data whether participants were for or against the use of pupil voice in intervention. Their responses however, reiterated the challenges they perceived in their settings.

It is interesting to note that Teacher 4 indicates a school culture that actively supports and uses PV. This would appear to align with Teacher E's position that if the school focused on PV, time would be made for it and it could become beneficial. This is also reflected in the constraints mentioned in Table 5a. Teacher 4 is one of the two teachers whose definition of PV included all three components of rights, audience and agency. These findings echo my position on my own practice (in the literature review) and the findings of Rudduck and McIntyre (2007) that due to

cluttered time-tables, increasing workloads and a culture of performativity, teachers struggle to prioritise pupil participation. However, where it is a schoolwide priority, time is made for it.

Q10: Please add any other comments you may have regarding the use of pupil voice in literacy intervention in your practice or setting.

Several participants skipped this question. The 4 responses were:

	Questionnaire response	Interview response
Teacher 1	"It would be ideal but lack of staffing and increasing number of pupils in class mean it is rare."	Phase 2, no interview
Teacher E	"At the moment we do not much for pupil voice but would like to look further into strategies we could try to get more pupil voice and engagement."	Q: "If the children were 100% involved in pupil voice, what do you think the intervention could look like? What would be happening that is not happening now?" Response: "I don't think they should be 100% responsible. I do think it does need to be mostly teacher and TA-led because obviously, if you just get the kids to say, what d'you need to do, obviously, they're not going to know what they need help with. But the children, they can sort of shape what topic they talk about or write about. It's difficult because especially in Year X, our focus is Phonics. There's only … way you can teach Phonics."
Teacher J	"Pupils have an opportunity to use pupil voice at the end of interventions when reflecting on their learning. However due to historical poor teaching for Year X and a high number of pupils needing literacy interventions, pupil voice prior to interventions is not possible at present."	Q: "What's the connection between the historical poor teaching and … (PV)?" Response: "In my class … they've had three teachers in the year. So, it was a very bad year for teaching. By the end of the year, not all the children were where they should have been. So, there were gaps throughout the whole of (Year X) … So, we had a bit of work to do."

Teacher 10	"I feel children in my setting know we work with them to support rather than as an authority figure that demands results and understanding."	Phase 2, no interview

Table 4.6 Q10. on Other comments

The additional comments reiterate previous remarks on hinderances to PV (staff shortage and increasing demand) and the admission that not much PV occurs but the teacher is open to ideas. This supports the findings of Rudduck and McIntyre (2007) that teachers are constrained by time, curriculum coverage and workload. However, they found that teachers perceived the pressure as coming from outside the school rather than inside it (ibid). This was explained as the pressures on schools to perform, meaning pressures of curriculum coverage and time to cover it. Rudduck and McIntyre (ibid) report that some teachers handle this by requesting written pupil feedback in the last minutes of lessons. This recalls the comments of Teachers C and 11 regarding retrospective pupil feedback – once the curriculum content is covered.

I would argue that while retrospective feedback could inform future teaching and learning, valuable pupil input for the present is missed. The dynamics of learning intervention go untapped as pupils are not given the agency to impact the context or extend meaning-making (Freire, 1970; Malaguzzi in Smidt, 2012; Frankel, 2018). However, this would appear to remain a dilemma, as Teacher E stated (see Table 5a), between doing what is known as beneficial and following the school focus. To this, Wisby (2011) cautions on the need to balance teacher and school priorities against external agenda.

In Q7, all participants expressed the benefits of PV. However, other responses revealed that the majority leaned away from it in practice. Rudduck and McIntyre report that schools are often under external pressure to run a variety of initiatives, each possibly with different foci and values. This limits the resources a school can

commit to any one initiative, often resulting in tokenism, such as PV practiced where it can easily be seen but not filtering down to daily classroom practice (ibid). I will refer again to this dilemma under "In what context are they thinking and doing this?" For an authentic and holistic picture of Positioning and Perceptions, it is relevant to discuss the context.

4.2.3.2. What are participants doing?

In the previous section, I presented findings on what participants were *thinking* about PV. The data sorted under the codes: Roles, Approaches, Evaluation and Level of Participation gave insight into what participants were *doing,* i.e. how PV was, or was not, being used in interventions.

(a) Roles and Approaches - How intervention is executed and the parts played by children and adults - adult-led; child-led; partnership etc

This was addressed by Q4. 'What do you see as the child's role in intervention?' and Q5. 'What do you see as the adult's role in the intervention?' Example questionnaire and interview responses are as follows:

	Questionnaire responses	Interview responses
Teacher 1	Child: "… be prepared to try their best and have a go!" Adult: "To implement and guide pupils through a programme which is achievable but challenging."	Phase 2, no interview
Teacher 4	Child: "The intervention has been adapted so that it is child centred." Adult: "To help the child to find the way they best learn and ensure progress."	Phase 2, no interview
Teacher E	Child: "… is an active participant and should answer and ask questions to shape which gaps need to be filled. They determine what is taught, which gaps they have."	"Because interventions are very much a teacher-led thing … We decide, I decide … Yeah, they need to go in the intervention, yeah … They aren't given a choice of would you like to do this or not. Or,

	Adult: "… needs to have an (sic) proactive role to ensure the child's needs are met and beyond. They need to … know the children well … to adapt their style when needed … to plan (if appropriate) and be organized so that the interventions are time effective."	would you like to learn about this or not because there is a teacher who's sort of like, well they've got that gap. It must be filled. You must go there."
Teacher J	Child: "To participate and have a sense of achievement … ideally they would be involved in choosing which sounds they learn and having some autonomy, however due to the staff changes in year X this year and historical poor teaching this was not possible." Adult: To teach, support, encourage, nurture and praise the effort of all learners … adults have an important role in re teaching and praising pupils.	"And then what we'll do is, we use the (name of intervention programme) … we see their book band levels, where they were to where they end … then we use the test to determine their reading age. We stop the pupil when they make their fourth mistake and the line they're on gives you a reading age.
Teacher 9	Child: "Learner … must be making progress towards agreed goals. He must understand and agree targets." Adult: "Support and teacher"	Phase 2, no interview
Teacher 11 (TA)	Child: "To implement strategies given as they understand them, allowing an accurate assessment of their abilities and what further support may be needed." Adult: "To be familiar with the child's needs and make sure the intervention meets those needs."	Phase 2, no interview

Table 4.7 Q4 and Q5 on Child and adult roles

Many of the phrases used by the participants suggest an 'acted upon' role, in which pupils' actions, such as having a go, answering and asking questions, are responses to activities initiated by adults - the adult sets the task and the child has a go; the adult asks the questions; the child answers and asks more. This is supported by participants' descriptions of adult roles, such as, *"To implement and guide pupils,"* *"To teach, support, encourage, nurture," and "Support and teacher."*

Freire (1970), Fielding (2011a), Malaguzzi (in Smidt, 2012) and Frankel (2018) argue for a change of practice regarding child-adult roles in teaching and learning. Frankel's bi-directional approach to advocacy (see Appendix E) presents children as meaning makers, with agency to shape the context (ibid). Freire and Malaguzzi argue for power-sharing (agency) and co-creation of knowledge between adults and children who are simultaneously teachers and learners (ibid). Fielding speaks of intergenerational learning (ibid). Teacher 4's responses on the roles of children and adults appear to diverge from the norm in this direction:

Adult role	"To help the child to find the way they best learn and ensure progress."
Child role	"The intervention has been adapted so that it is child centred."

Table 4.8. Teacher 4 on roles in intervention

The adult role suggests a partnership approach between child and adult. It is however not stated how the intervention adaptations have been made. Further probing by interview would have been necessary to yield information on who drives the adaptation.

Teacher 4's divergent responses could be linked to their reference to schoolwide support of PV in their setting (see Table 5a), which was not the case for the other 10 participants. A pattern appears to be emerging between whole-school support for PV and individual teacher practice. This is however tentative as there is insufficient data to confirm this position regarding Teacher 4.

(b) Evaluation: How teacher determines effectiveness of intervention

Evidence was sought for PV in the evaluation of intervention programmes in keeping with the SENDR (Ofsted, 2010) recommendations for ongoing evaluation and adjustment, to include children's insights.

Q3. asked, 'How is the impact of this intervention monitored and assessed?' Example responses across Phases 1 and 2 are presented.

Teacher	Questionnaire responses	Interview responses
Teacher E	"The TA delivering the intervention will assess the progress and report back to the teacher. The teacher will assess progress in tests and classroom work. Some intervention have 'scores' which can clearly show improvements."	"In different ways … the TA normally does note how the children respond to them. So, how quickly, perhaps. They have books quite often in the intervention. So, they can see the progress in their books … So, we just sort of … as a teacher I would know that they couldn't do that before and now they've been to interventions and they can."
Teacher G (TA)	"I have tracking sheets for the interventions I do. A lot of work is done on white boards so there is no evidence. However, I write down on individual sheets what they have done, how it went and what's next."	"We see the progression. So, knowing that at the start, I have these sheets that say, with each child … what they are doing. And … I can track it through that. Because I can see, this time, he wasn't able to (sic) this but now, he can."
Teacher 2	"Through his ILP reviews every 7 weeks"	Phase 2, no interview
Teacher 4	"Support is given in short intervals, running reading records are taken each time and progress can be seen as children move through the reading levels. Being able to generalise the skills taught in the classroom is also a focus, the impact is good with almost all children exiting the programme within the desired time frame."	Phase 2, no interview
Teacher 8	"Fast feedback teacher assessment"	Phase 2, no interview
Teacher 11 (TA)	"Evaluated during summer term by asking for feedback from participating pupils"	Phase 2, no interview

Table 4.9 Q3 on Evaluation of intervention

Of the 11 responses, 10 described evaluation by performance, with no indication that pupil input was solicited. Teacher 11 mentioned that pupil feedback was sought, albeit during summer term. This mirrors the retrospective feedback mentioned by Teacher J (see Table 6) which appears incongruent with the ongoing evaluation and adjustment recommended by the SENDR (Ofsted, 2010). Teacher 4 mentions that all children complete the intervention within the desired time, suggesting that this might be a success criterion in their setting.

Performance appears to be the sole focus of evaluation. Opportunities to evaluate and adjust pedagogy, resources and programme design and delivery appear to be missed. Provision focused on the teacher teaching and the child learning is what Freire (1970) referred to as the banking of education, discussed in the literature.

(c) Level of Participation - How is PV evident?

In the literature, I mentioned the limitations of Hart's Ladder (1992) in demonstrating progression of participation. However, the limitations do not affect descriptions of levels of participation. Therefore, I use Hart's terms, "tokenistic" and "non-participation" for reference and comparison.

Data from Q2 and Q9 were used to evaluate level of participation.

Example responses across Phase 1 and 2 are presented below:

Q2: In what ways (if any) has this child contributed to the design of their intervention programme? (Design refers to what content is covered, how it is covered, where the intervention takes place and what programme is used.)

	Questionnaire responses	Interview responses
Teacher 1	"Our pupils are very low achieving due to SEN statement. The pupils would not understand how to create or manage their own plan."	Phase 2, no interview
Teacher 2	"His rewards were based on his interests, he did not have much input further than that."	Phase 2, no interview
Teacher E	"Targeted content, near phonics screening, only children that did not recognize the sound went to that intervention on the day. Phonics interventions are run in the same structure of a class phonics session for consistency. They take place in a small room so the children can concentrate and focus. Have 5 minute box programme for short bursts of support to keep focus."	Q: Explain … targeted content A: "some children would have it every day if they didn't know every sound. Other children would only be in a couple of days. And some children would only literally be in one for the whole programme. So, it was targeted so the right children got into the right one." Q: Am I understanding correctly that the teachers do the targeting? A: Yes.
Teacher G (TA)	"The children do not decide what happens in their intervention programme for year X. The interventions are adapted to them but they do not make the decisions."	"…they don't decide what happens but we decide through what they can and can't do in the interventions. If they get it wrong, that's the input they would have."
Teacher 8	"None"	Phase 2, no interview
Teacher 9	"Topics follow class learning, they will be further directed to include child's interest to engage him."	Phase 2, no interview

Table 4.10 Q2. on Level of Participation

Conceptualisation of participation or pupil voice arises here again as Teacher 1 responds that their pupils with SEN would be unable to create or manage their own plan. The question asked what input the pupil had, not whether they created or managed the plan. All 11 responses indicated that the pupils had no direct input in

the design of their intervention i.e. non-participation. One response mentioned incorporation of the child's preferred learning style. However, it was not mentioned how this learning style was determined or incorporated – whether teacher- or child-led. Teacher 1's response brings up what I have referred to in the literature as the ideology of global incapacity.

Q9: How much do you feel that pupil voice informs the literacy intervention of the focus pupil?

	Questionnaire responses	Interview responses
Teacher 1	Not much	Phase 2, no interview
Teacher 2	Not much	Phase 2, no interview
Teacher E	Not much	"…they don't have any input in what they learn about and they don't have a choice of whether they go or not… I decide."
Teacher G (TA)	A good deal	"…they don't decide what happens but we decide through what they can and can't do in the interventions."
Teacher 8	I prefer not to answer	Phase 2, no interview
Teacher 9	Not much	Phase 2, no interview

Table 4.11a Q9. on Level of Participation

By numbers:

No of teachers	Response (How much does PV inform intervention?)
4	Not much
1	Never
1	I prefer not to say
5	A good deal

Table 4.11b   Q9. Summary: Level of Participation

However, not all participants gave accurate self-evaluations. Teacher G's responses in Tables 5a, 9, 11 and 12a (interview) all indicate teacher-led intervention and non-participation yet they have responded, "A good deal." Teacher 4's responses to Q2 and Q3 indicate some participation but do not tally with "A good deal."

Regarding IEP creation, all teachers from Phase 1 responded that their pupils had no input and that IEPs were created by the teacher in their setting i.e. non-participation.

When asked if the children got to see the IEPs, one response was:

> "It's a format that doesn't suit younger children, really. So, I don't share them but they know what they are working on."

A participant whose focus pupils had speech and language difficulties – one was non-verbal and the other had echolalia - responded:

> "He can't express… and he doesn't participate in the EHC (sic)" and

> "He's emerging on language … So, he can't express an interest."

This again hints at the ideology of global incapacity as mentioned regarding Teacher 1's response in Table. 11. It also reflects Lansdown's (2010) view that teachers presume the incapacity of children because they do not speak in ways familiar to adults and Freire's (1970) assertion that teachers project incapacity upon their pupils. In this case, the focus children are non-verbal or have speech and language difficulties. However, as Cook-Sather (2006) highlights, pupil voice does not need to be verbal; it is possible for the non-verbal to communicate. Non-verbal children may choose to share their ideas through alternative media (Robinson, 2014b; Article 13, UNCRC 1989),

In this section, I have examined participants' responses to gain insight on what they are doing regarding pupil voice. Though one divergent case indicated a partnership role between the pupil and teacher, most responses have indicated practice corresponding to Hart's manipulation, decoration and tokenism (Hart, 1992). In the

next section, I discuss the context in which the participants are thinking and doing as has been uncovered in this study.

4.2.3.3. In what context are they thinking and doing this?

Pupil Voice has so far been found to be emergent and fraught with challenges. In this section, I explore content sorted under Drivers and Concerns and Challenges for a context to this emergent practice.

(a)Drivers - Reasons for pupil voice; what it is used for

It has been difficult to identify drivers for PV from the data as it has not been prominent. The only clear indicator found has been from Teacher 4's response:

> *"Learning through inquiry is something that the school values and student voice is at the core of this."*

The driver in this case, not one of the three highlighted by Wisby (2011), is learning through inquiry. In the absence of an interview, this could not be explored further. It would have been insightful to see how Teacher 4's school enabled and used PV to drive inquiry-based learning.

Asked how PV is planned for and used in the school, one participant responded:

> *"... we have the school council."*

On who runs the school council meetings, chooses topics for discussion, and sets the agenda, the participant responded:

> *"It's the Head. He does their curriculum, so, he follows their curriculum."*

No further information could be elicited so it is not possible to gauge the level of or driver for PV in the school council meetings, the example provided for schoolwide PV.

(b)Concerns and challenges with using pupil voice

Challenges highlighted in the data have been staff shortages, time constraints, workload, high need, making room in the curriculum and lack of schoolwide focus. These are mentioned in Tables 4, 5a, 6 and 11. Concerns have been that younger children and those with SEND could not participate in PV (see Table 11 and 4.2.3.2 section (c), Q2). These have been in line with those highlighted in the literature (Rudduck and McIntyre, 2007; Czerniawski and Kidd, 2011).

However, one challenge not mentioned has been how to facilitate PV for pupils with SEND, such as the non-verbal. Participants have commented that their pupils with SEND were unable to contribute meaningfully to intervention design and IEP creation. However, there was no indication that a solution to this was being sought. Perceptions of incapacity were also expressed and recorded in field notes regarding the inability of young children to make meaningful contributions to IEPs and intervention design. This again raises questions regarding the ideology of global incapacity, ideology of immaturity and teachers' perceptions of the abilities of young children and non-verbal pupils discussed in the literature.

4.2.3.4 What stands out in the data?

(a) Supporting and impeding factors

The data suggest that participants are aware of the benefits of pupil voice even though some have expressed that they are not sure how to make it work from day to day. On impeding factors, participants have suggested that if the constraints were removed, pupil voice might become easier to practise. On supporting factors, Teacher 4 mentions a schoolwide focus on pupil voice and hints at child-centred interventions. This and other responses suggest a correlation between schoolwide support for PV and its daily practice - where there is none, or tokenistic support,

teachers are constrained and where it is supported, it develops.

(b) School policy and practice

Rudduck and McIntyre (2007) question whether the values underpinning pupil voice will be consistent with the values of the school and other activities on its agenda. They mention a tendency for schools to speak the rhetoric of pupil voice but to exhibit contrary practice, leading to tokenistic PV that serves adult agendas without benefitting the child.

The data support these concerns.

School X policy says:

> *"Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to reviews."*

This unique knowledge could be elicited using pupil voice (Freire, 1970) and used to improve pedagogy (Rudduck and McIntyre, 2007; Hopkins, 2008) and intervention design and delivery (MacBeath et al, 2003). Teacher and learner could alternate roles as they both hold mutually beneficial knowledge (Freire, 1970; Malaguzzi in Smidt, 2012). This dynamic exchange requires the acceptance of power-sharing in teaching and learning (Freire, 1970; MacBeath et al, 2003; Malaguzzi in Smidt, 2012; Frankel, 2018). By failing to tap into this unique resource, the full potential of intervention goes unrealised.

Against the backdrop of School X policy, participants from School X have stated that due to the constraints, the focus pupils had no input in decisions on the design of their intervention or the creation of their IEPs. Regarding pupils with SEND having unique knowledge of their needs and circumstances, again, this resource appears to

go untapped as the focus pupils, due to age or disability, are perceived incapable of making meaningful contribution.

School X policy also states:

> *"Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place … Any interventions, which are carried out to support a child, are carefully tracked and monitored to ensure that they are having a positive impact."*

It is unclear how the appropriateness of interventions is evaluated as the data shows retrospective rather than ongoing evaluation, focused on performance.

The policy continues:

> *"… pupils with SEND are involved, where possible and reasonable, in the decision-making processes regarding their own learning…"*

The operational words here are "where possible and reasonable," which opens up debate on what is possible and reasonable. For instance, where non-verbal or low-achieving pupils have been deemed incapable of contributing to IEPs or expressing opinions on their intervention, this involvement could be regarded as impossible or unreasonable. Where they are deemed capable in their own way, the situation could be considered amenable to capacity-building (i.e. adults trained to elicit non-verbal pupil voice).

4.3 Assumptions underpinning this study

These were that:

(a) Teachers would be willing to participate in the research;

(b) They understood the concept of pupil voice;

(c) They would respond truthfully and

(d) They would provide detailed responses, generating rich data.

4.4 Limitations of this study and recommendations for further research

1. Absence of children participants: Their participation would have provided a more holistic viewpoint of how pupil voice is used, increasing triangulation (Cohen et al, 2011, Samsi, 2012). To combat this, the research focused was narrowed to teacher perceptions. For future research, I recommend the participation of children.

2. Time constraints: The time available for data collection imposed limitations on the research design and collection methods. With more time, more robust data could have been generated via two rounds of interviews for all participants to probe deeper into the data (Cohen et al, 2011). Data collection methods were therefore chosen that are suited to quick delivery (questionnaire) and not too time-consuming to complete (questionnaire, interview and document scrutiny) (ibid). For future research, I recommend a longer time frame and more than one round of interviews to elicit richer data.

3. Hawthorne Effect: Research participants tend to provide the responses they believe the researcher or school leadership wants to hear, rather than the whole truth (Cohen et al, 2011; Frankfort-Nachmias et al, 2014). In the initial familiarization meeting, participants were informed that there are no right or wrong responses; that the aim of the research was to explore teacher

perceptions and how pupil voice is being used, not to appraise their practice; that participant anonymity and confidentiality were agreed and they were asked to answer truthfully. However, the interviews showed that some participants had not given valid self-evaluations in their questionnaires. There was no way to validate the responses of Phase 2 questionnaires as this phase did not have interviews. In extending this research, I recommend triangulation through observation, focus groups and interviewing all participants on all questions for validation and amelioration of the Hawthorne Effect.

4. Researcher bias: My personal and professional values include social justice and equity, therefore creating a bias in favour of those perceived as marginalised, such as the focus children in this study. To combat this, I discussed my reflections and moral dilemmas throughout this research with peers and the dissertation supervisor. I also maintained a written record of my reflections. For future research, I would recommend having more than one researcher, possibly with different values.

5. Position and balance of power: In research, the researcher is often seen as the 'knower' and the participants as the 'holders of knowledge.' (McNiff and Whitehead, 2010; Cohen et al, 2011). Ethical guidelines were followed however, I was introduced to the participants stating my professional track record and aspirations. This could possibly have influenced the balance in my favour with some participants, triggering the Hawthorne Effect. I however chose to share this information as it could also have helped to build rapport. For further research, I recommend designing the initial meeting with participants to better build rapport and establish them as co-creators of knowledge.

6. Subjectivity: Research design, methodology, data collection and analysis all contain an element of unavoidable subjectivity (McNiff and Whitehead, 2010; Cohen et al, 2011; Frankfort-Nachmias et al, 2014) as the researcher makes their own choices, evaluations and interpretations based on their values and perspective. The focus has therefore been on minimising subjectivity through triangulation, reflexivity, respondent validation, processing rather than valuing during coding, challenging researcher assumptions, conferring with colleagues and deviant case analysis. For further research, I would recommend vigilance, to reduce subjectivity.

Due to these limitations and the research methodology (small scale action research), the results of this study are not generalisable for a significant population. However, because qualitative research is largely contextual, transferability is more the focus than generalisability (McNiff and Whitehead, 2010; Samsi, 2012), as is learning and improving practice (McNiff and Whitehead, 2010).

The results of this study, discussed in the final chapter, demonstrate that the findings can be applied to individual practice, different curriculum subjects and similar teaching and learning situations as the context of this research, thus establishing transferability.

4.5 Further considerations

It could be argued that the participants and settings in this study could be using pupil voice in areas not covered by the adopted data collection methods. If participants had been asked for examples of how they use pupil voice in their practice, perhaps this could have revealed other forms of participation. I considered this but saw it as a leading question which could possibly facilitate the Hawthorne Effect. I chose rather to ask questions about participants' perceptions and practice to elicit organic examples. I also provided Q10, inviting additional information, which

was responded to by one participant with further information on their practice of pupil voice.

4.6 Conclusion

In this chapter, I have explored and 'unpacked' the data for patterns and meanings, summarising my findings in response to 4 questions arising from the data:

1. What are participants thinking?
2. What are participants doing?
3. In what context are they thinking and doing this?
4. What stands out in the data?

I have also discussed the assumptions underpinning this study and its limitations, with recommendations for further research. In the next and final chapter, I synthesise my findings to answer the research questions; offer recommendations for the improvement of practice and discuss how this study has moved my learning forward.

Chapter 5. Conclusion

5.1 Summary

This action research set out primarily to explore how pupil voice is used in literacy intervention and how this can be developed. This was inspired by my experiences supporting lower-achieving pupils through interventions to close their learning gaps. I sought to understand how pupil voice could impact the outcomes of learning intervention and to share this knowledge with other teachers.

My pilot study revealed that there were widely-held misconceptions of pupil voice. My first step therefore was to explore teachers' perceptions of the phenomenon and how these might be affecting their use of it. As this research followed an abbreviated model of action research (see Chapter 3, Section 3.1), I did not design or trial an intervention to resolve the problems I identified. Rather, my next step was to identify factors in the participants' practice that could be supporting or impeding pupil voice and to make recommendations for improvement. I discuss these recommendations in Section 5.4 and my learning from this study in section 5.5.

This research was influenced by the work of Rudduck and McIntyre (2007) on improving learning through consulting pupils. It was carried out against the backdrop of the UK government's nationwide concern for literacy attainment. This study extended the work of Rudduck and McIntyre into a specific aspect of teaching and learning i.e. learning intervention for low-achieving pupils and those with SEND. In conducting this study, my contribution to knowledge is the light shed on the dynamics of learning intervention and the potential of the pupil voice dynamic to improve its outcomes.

5.2. Discussion of the Research Questions and Findings

The research questions are:

1. How is pupil voice used in literacy intervention?
2. What are the teacher perceptions towards using pupil voice in intervention?
3. What are the teacher perceptions of barriers to using pupil voice in intervention?
4. In what ways can pupil voice be developed?

5.2.1 How is pupil voice used in Literacy intervention?

I have included intervention sessions and the creation and delivery of support plans into my definition of intervention.

The findings suggest that pupil voice is used in tokenistic fashion or not at all in literacy intervention. Participant examples of their use of pupil voice in this context were:
(a) children choosing their own reading books from a selection provided by the teacher;
(b) children choosing writing topics;
(c) choosing areas of their own writing to edit and
(d) deciding what content is taught or covered in interventions.

In these examples, pupil voice was found to be adult-initiated and adult-led. One participant's pupil voice activity was to elicit feedback at the end of the intervention programme. Another sought pupil feedback at the end of summer term. This retrospective application suggests tokenistic use.

5.2.2 What are the teacher perceptions towards using pupil voice in intervention?

5.2.2.1 Concept

Of the 11 participants, 2 gave explanations of pupil voice that included children's right to an opinion and adults' responsibility to give audience and agency to that opinion. It was notable that in examples of pupil voice provided by the participants, adults providing agency was missing. This supports Kellet's claim that most adults' constructions of child participation do not include agency (Montgomery and Kellet, 2009).

Participants appeared to hold the misconception that pupil voice in intervention meant pupils being able to understand IEPs or being able to create and manage them. Four participants expressed that younger children or those with SEND lacked the capacity to contribute towards IEP creation, to understand them or to make contributions towards the design and delivery of their interventions. This echoed Grace's reference to the ideology of immaturity (1995), my reference to the ideology of global incapacity (Griffiths in RIX, 2015), Freire's references to adultism and the banking of education (1970) and Czerniawski and Kidd's recommendations to reject outdated concepts of childhood originating in a deficit model (2011). This stance of incapacity is contrary to the SEND Code (DfES and DoH, 2015) and Children and Families Act (Gov.uk, 2014) which direct schools and local authorities to involve and give agency to children with disabilities in discussions and decisions about their support. It is also contrary to advances in pedagogy and technology (RIX, 2018) which make the participation of non-verbal children possible (Robinson, 2014b; Scope, nd).

5.2.2.2 Benefits and challenges

Participants had much to say regarding the benefits of pupil voice such as its potential to increase engagement; giving ownership of learning; children identifying their own strengths and weaknesses; development of metacognition and more effectively addressing pupils' needs. However, they also mentioned several concerns and constraints – time; curriculum design; staffing; planning challenges; high need for intervention; lack of whole-school focus on PV; workload; immaturity of pupils and incapacity due to SEND. Several participants expressed that with the concerns and constraints addressed, pupil voice could become practical and beneficial. However, unless these issues were resolved, they expressed that daily PV was impracticable. This agrees with my conclusion to the literature review that to reap the benefits of pupil voice and avoid tokenism, best practice must be followed.

5.2.2.3 Correlation

There appears to be a correlation between: (1) the conception of pupil voice lacking adult agency and/or (2) a deficit model of childhood and (3) tokenistic use or absence of pupil voice. Reconnecting with Morrison's quote in Chapter 3:

> *'if I think that there is a mouse under the table then I will behave as though there is, whether or not there is in fact a mouse"* (Garcia et al, 2014: 220).

This research reveals participants' perceptions of pupil voice, whether factual or not, and how they are impacting their use or non-use of it.

5.2.3 What are the teacher perceptions of barriers to using pupil voice in intervention?

Barriers mentioned are listed in Section 5.2.2.2.

One participant mentioned that they could see the benefits of pupil voice in intervention and were interested in learning how to implement it. However, due to

the constraints, they struggled to find a way to use it. They stated that if pupil voice became a school leadership priority, this dynamic could change its use. The participant expressed their view that in schools generally, teachers focus on whatever school leadership focuses on. This was echoed by other participants and shed new light on their perceptions of the above-mentioned barriers. From participants' responses, I deduced that the barriers themselves were not perceived as insurmountable – if pupil voice became a leadership focus, priorities would be reshuffled to accommodate it. I argue therefore that while these barriers exist, they may not be the reason why participants struggled to implement pupil voice in intervention. The data suggest that the focus of school leadership was the determining factor.

5.2.4   In what ways can pupil voice be developed?

As is the aim of this research, understanding teachers' perceptions regarding the use of and barriers to pupil voice in intervention provides a starting point for development. This would need to address the impeding factors identified herein. I will discuss these under three subheadings: (a) Capacity-building for all stakeholders (b) Expanding horizons and (c) On-going evaluation of school policy and practice.

(a) Capacity-building for all stakeholders

Both the literature and the findings agree that adult perceptions or misconceptions of pupil voice impact their use or non-use of it. To develop pupil voice and make its benefits accessible, the misconceptions held by teaching and support staff as well as school leaders, parents and pupils need to be addressed through re-education and training. This study reveals that misconceptions and deficits held by the participants include: (1) outdated concepts of childhood and the roles of children and adults; (2) an emerging understanding of pupil voice and what its practice entails; (3) the

ideology of global incapacity and (4) knowledge of the theory, research and policy underpinning PV.

Rudduck and McIntyre (2009) mention that children have become used to not being consulted or for their views not to impact decision-making. Apart from directing action towards pupil agency, action therefore needs to include teaching pupil voice (or consultation or participation) skills to all children, especially those with SEND, and equipping adults to elicit pupil voice from the voiceless – those unable or less able to verbalise their contributions. Very importantly, the ideology of global incapacity needs to be dismantled. It needs to be understood by all stakeholders that pupils with physical or mental challenges and disabilities are not, as a rule, globally incapacitated (Griffiths in RIX, 2015). Cook-Sather (2006) highlights that pupil voice may not always be verbal. Article 13 (UNCRC, 1989) points to alternative media of communication. Lansdown (2010) highlights the importance of adults learning to speak children's language to facilitate pupil voice. This includes communication with the non-verbal, facilitating their right to participate. It requires learning to understand non-vocalised expression. Indeed, Fletcher has defined pupil voice as "any expression of any student about anything related to education and learning." (Fletcher, 2014: 2). A culture of inclusion means on-going efforts to remove barriers to participation for all pupils. This also needs to become part of initial teacher training and continuing professional development.

In addition, parents and carers are vital stakeholders in the development of pupil voice as they can help to provide an enabling environment. Rix and Matthews (2014) describe parents as co-interventionists, supported by Malaguzzi (in Smidt, 2012). If educated to see the benefits of pupil voice, they are better able to support it (Rudduck and McIntyre, 2007), for example, aiding communication with non-verbal pupils.

(b) Expanding horizons

Capacity-building calls for expanding horizons. Rudduck and McIntyre (2007) mention the tradition of consultation within subjects, such as the constructivist approaches in Science where teachers elicit pupils' current understanding and work to advance this. I am familiar with this in the form of concept maps or class thought showers to determine curriculum coverage in units of study. Rudduck and McIntyre (ibid) state that whereas this approach is primarily about subject knowledge, theirs was about exploring pupils' pedagogic experience and the teaching strategies that pupils found helpful for learning. The data suggest similarly that classroom pupil voice is largely used by the participants to determine curriculum coverage. Expanding horizons to embrace the use of pupil voice for developing pedagogy (Flutter and Rudduck, 2004; NCSL, 2012) would help to develop pupil voice.

(c) On-going evaluation of school policy and practice

It is vital to the success of pupil voice and the avoidance of tokenism, that school leaders make adequate preparation to accommodate and develop it (Rudduck and McIntyre2007). On-going pupil voice audits can help to develop practice, ensure that school values align with it and prevent its inauthentic use for adult agendas.

5.3 Recommendations

My recommendations are in three categories: development of individual practice, schoolwide practice and children's practice.

5.3.1 Individual practice

(a) Ownership of professional development:

Teaching and support staff as well as pre-service teachers need to make it their responsibility to keep up-to-date with their practice, which encompasses

pupil voice. This includes knowledge of underpinning theory, research and policy regarding pupil voice as well as acquiring the skills to support all learners in its exercise. This can be facilitated by the sharing of knowledge and best practice among practitioners and between schools. Pertinent to this research, I recommend that all teachers educate themselves regarding the support of non-verbal pupils and take a stand against the ideology of global incapacity of children with SEND.

(b) Openness to change:

Change is disruptive to individual and schoolwide practice; however, it is necessary for improvement. If practitioners and schools maintain a mindset that embraces change, this will facilitate the adoption of new and evolving pupil voice practices and initiatives. Cultivating the habit of reflexivity can also be used to direct change in one's own practice. Kellet (in Montgomery and Kellet, 2009) mentions the need to continually adjust the reality of participation to the evolving needs of society. This means that the practice of pupil voice will continue to evolve and practitioners must be ready to keep step in their practice.

5.3.2 Schoolwide practice

(a) Re-evaluating inclusion practice:

Practitioners as well as schools need to continually re-evaluate their practice of inclusion. Embracing the mindset that every child in the school must be given agency to participate, as and how they wish, rather than assuming inability to participate, can foster the mindset to overcome inclusion challenges. Practice must be monitored to align with policy.

(b) School leadership support:

To develop pupil voice in schools, school leadership must invest in the necessary support infrastructure. This could involve re-evaluating school priorities; redesigning and streamlining school curricula; re-evaluating staffing and workload practices and capacity-building for all stakeholders. This research suggests that teachers give priority to whatever school leadership prioritises. Therefore, to develop the daily practice of pupil voice, school leaders must make authentic pupil voice a schoolwide focus, ensuring its facilitation at classroom level rather than solely in token visible areas. Shier's pathways (Appendix C) provide an example blueprint for policy evaluation and schoolwide pupil voice development.

(c) Explore the many uses of pupil voice:

With misconceptions addressed, practitioners can begin to explore all the ways to use and benefit from pupil voice. The literature suggests that it is largely used for school improvement. However, from the literature, pupil voice can also be used to improve pedagogy; pupil wellbeing; behaviour; attendance and developing pupils' self-advocacy skills. By exploring and using pupil voice in different ways, its practice is developed.

5.3.3 Children's practice

(a) Promoting varied participation

Schools need to promote varied forms of participation to make it accessible for all. Again, I recommend the use of Shier's model which focuses on types, rather than levels of participation. Following this model, it would be beneficial to encourage children to choose how much, or whether or not, they would like to participate and to develop participation skills rather than race to full pupil autonomy (the top of Hart's Ladder). To support participation at

children's own pace is to provide choice and agency.

(b) Capacity-building for children

Children, including those with SEND, can be scaffolded to develop pupil voice skills.

(c) Home-school partnership

Parents and carers can aid in the development of pupil voice, especially with children with SEND. For non-verbal children and those with speech and language challenges, parents and carers can help teachers and support staff learn and support their child's methods of communication.

5.4 My Learning

I began this research holding several of the misconceptions highlighted among the participants. My aim was to learn how I could improve the outcomes of literacy intervention. Through this study, my misconceptions have been addressed and I have been introduced to the use of pupil voice in the design, delivery, monitoring and assessment of learning intervention and its potential to develop pedagogy. My knowledge has expanded to include several theories, policies, legislature and research findings, as well as the history behind pupil voice practice. I have had opportunity to reflect on the practice of inclusion and the role of pupil voice in this. In addition, my learning has impacted the practice of a colleague – participant, Teacher E – who, as a result of this research, has begun to reflect on their practice and expressed interest in learning more about implementing pupil voice.

I have now developed an understanding of the various aspects of designing and conducting research such as the ethics, philosophy and methodology; identifying areas for research and constructing research questions; identifying and developing methods that best capture data to answer the research questions and issues of

validity, reliability, generalisability and transferability. I have learnt the difference between qualitative and quantitative inquiry and how qualitative research design is subject to change as it progresses. I have learnt to practice reflexivity and to be mindful of my impact on my research. As an early-stage researcher, I now feel more confident designing and conducting research. Having chosen action research as the methodology for this study, I have also learnt the responsibility to disseminate my findings to improve the practice of others. I will continue to apply my learning regarding action research to improve my practice and of pupil voice to support pupils' wellbeing and development.

5.5 Conclusion

This has been the first phase of a small qualitative study to explore how pupil voice is used and how it can be developed. The findings may not be generalisable due to its small scale. However, they can be transferred to other teaching, learning and intervention situations and to other curriculum subjects than Literacy (transferability). I end this dissertation with a hypothesis for furthering this research: The use of authentic pupil voice in learning intervention can improve intervention outcomes.

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APPENDICES

Tables

Table 3.1 Questionnaire question rationale

Questionnaire item	Rationale and relevance
Key: Concept (C); Position (Pos); Drivers (D); Concerns and Challenges (C&C); Roles (R); Perceptions (Perc); Approaches (A); Evaluation (E); Level of Participation (LOP); Any other issues arising (AI)	
Introduction: Thank you for your participation. Your insights will provide a valuable window into the perceptions of teachers on this subject. Knowing and understanding these perceptions can help us to reflect, re-examine and re-evaluate our practice for better results. I invite you to candidly share your thoughts and feelings as only this will help to improve teacher practice and outcomes for the children we teach. There are no right or wrong answers and you are protected by anonymity. Please enter your name/agreed pseudonym and let's do this! N.B. In proceeding with this questionnaire, you confirm that you provide consent for the collection, storage, analysis and use of your data under the terms of consent you have agreed with the researcher.	Provision of research rationale, eliciting rapport, partnership and balance of power (Nunkoosing, 2005; Denby et al, 2008, BERA, 2011); minimising response bias (no right or wrong responses) (Nunkoosing, 2005; Denby et al, 2008); reminder of agreed terms of anonymity, confidentiality and informed consent (Nunkoosing, 2005; Denby et al, 2008, BERA, 2011). Question 1: Compulsory, for identification. Questions 2 to 10: Optional, facilitating choice and control.
1. Please state your pseudonym for this research:	Anonymised identification; used for Phase 1 participants
1. Please state your role (e.g. class teacher; teaching assistant; intervention teacher) and your location (town and country).	Used for Phase 2; provided or evident in Phase 1; location elicited to track space validity; role elicited to track a range of viewpoints
2. In what ways (if any) have the focus children contributed to the design of their intervention programme? (Design refers to what content is covered, how it is covered, where the intervention takes place and what programme is used, if any).	How is pupil voice (PV) used/not used? (LOP); (R)
3. How is the impact of the intervention monitored and assessed?	(E); (D)

4. What do you see as the child's role in the intervention?	(R); (Perc); (D); (A); (LOP)
5. What do you see as the adult's role in the intervention?	(R); (P); (D); (A); (LOP)
6. What do you understand by Pupil Voice?	(C); (Pos); Placed as Q6 and not earlier to elicit the above information before inviting definition, to achieve more authentic responses in Q2-5 rather than having the earlier definition influence these.
7. What could be the impact of encouraging more Pupil Voice in intervention?	(C); (Perc); (A); (E); (LOP)
8. How practical would this be from day to day?	(P); (C&C); (C); (A); (LOP)
9. How much do you feel that Pupil Voice informs the literacy intervention of the focus pupils? Please state the letter corresponding to your view here: _____ a. Never b. Not much c. A good deal d. A great deal e. Completely f. I prefer not to answer g. Other (please explain in the box below):	(C); (Perc); (A); (LOP) Likert scale to elicit perceptions (Cohen et al, 2010; Frankfort-Nachmias et al, 2014); Vertically presented to avoid left/right side bias; unidimensional; discrete categories, exhausting range of possibilities; options lettered instead of numbered to avoid associating value to numbers; verbal labels for each point rather than end labels only, for reliability (ibid) Q9 is sensitive in that it asks the respondent to evaluate how much they are using PV in their practice, albeit carefully worded to take the focus away from the respondent. Likert scaling was used for sensitivity (ibid), with categories provided to make response easier. Option (f) allows opt-out. Option (g) allows for alternative responses and explanation. (ibid)
10. Please add any other comments you may have regarding the use of pupil voice in literacy intervention in your practice.	Free expression on issues not covered in questionnaire (ibid)

Table 3.2 Interview question rationale

Interview questions	Rationale and relevance
Key: Concept (C); Position (Pos); Drivers (D); Concerns and Challenges (C&C); Roles (R); Perceptions (Perc); Approaches (A); Evaluation (E); Level of Participation (LOP); Any other issues arising (AI)	
1. Tell me about your literacy intervention programme. How does it work?	For SENCO: School position; (D); (R); (Perc); (A); (E) (LOP)
2. How did the school choose it? What influenced the choice?	For SENCO: School position; (D); (R); (Perc); (A); (E) (LOP)
3. How is the programme working out? What has been the children's response? How did you capture this? How do you evaluate the programme?	Q3 – 9, all Phase 1 participants (E); (D); (LOP); How is PV used/not used?
4. What do you think of using Pupil Voice in intervention? What impact do you see this having?	(C); (Pos); (D); (C&C); (R); (Perc); (A); (LOP)
5. How do you see the implementation of Pupil Voice in intervention? (Challenges? Obstacles?)	(C&C)
6. Discuss focus children's IEPs – what was the pupils' in put? How was this obtained?	(C); (R); (Perc); (A); (E); (LOP)
7. Can you give me a rundown of how Focus Pupil began the programme and how it is going with them so far?	(LOP); (D); (R); (A); (E)
8. Discuss other Pupil Voice initiatives in the school; explore level of participation.	Schoolwide vs individual practice (to highlight possible challenges); Compare policy and practice (how PV could be improved)
9. Address any issues from the survey – is the respondent for/against encouraging Pupil Voice in intervention? Elicit reasons. If for, how do they feel Pupil Voice can be used further in the intervention? What outcomes could this have?	Respondent validation of questionnaire responses; possible capacity-building needs; provide for unstructured responses and deeper understanding; inviting suggestions to provide a measure of control (Cohen et al, 2011);

Table 3.3 Document scrutiny rationale

Item of scrutiny	Rationale
Key: Concept (C); Position (Pos); Drivers (D); Concerns and Challenges (C&C); Roles (R); Perceptions (Perc); Approaches (A); Evaluation (E); Level of Participation (LOP); Any other issues arising (AI)	
School Policy and Practice 1. Explore how Pupil Voice is planned for and used in the school vs in intervention.	(D); (C&C); (A); (E); (LOP)
2. What staff training and development opportunities exist that support Pupil Voice?	Continuing Professional Development needs (CPD) (How can PV be improved?)
3. Explore school values on the roles of adults and children.	(P); (R)
4. Explore other pupil voice initiatives in the school regarding level of participation.	(LOP); CPD; (C&C); (D)
IEPS 1. Discuss how these were created.	(R); (LOP); (Perc)
2. Elicit child's input and adults' input – assess level of child's participation.	(C); (R); (LOP); (Perc); (A)
3. Note any anecdotal reference to child's level of engagement and progress.	(AI

Appendix A: Roger Hart's Ladder of Participation

Children have the ideas, set up the project, and invite adults to join with them in making decisions.

Children have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

Adults have the initial idea but children are involved in every step of the planning and implementation. Not only are their views considered, but they are also involved in taking the decisions.

The project is designed and run by adults but children are consulted. They have a full understanding of the process and their opinions are taken seriously.

Adults decide on the project and children volunteer for it. The children understand the project, and know who decided they should be involved and why. Adults respect their views.

8. Child-initiated, shared decisions with adults

7. Child-initiated and directed

6. Adult-initiated, shared decisions with children

5. Consulted and informed

4. Assigned but informed

3. Tokenism

2. Decoration

1. Manipulation

Degrees of Participation

Non-participation

Children are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.

Children take part in an event, e.g. by singing, dancing or wearing T-shirts with logos on, but they do not really understand the issues.

Children do or say what adults suggest they do, but have no real understanding of the issues, OR children are asked what they think, adults use some of their ideas but do not tell them what influence they have had on the final decision.

Hart, R.A. (1992) Children's Participation, from Tokenism to Citizenship. Florence, UNICEF

Appendix B. Treseder's Degrees of Participation

Assigned but informed
Adults decide on the project and children volunteer for it. The children understand the project, they know who decided to involve them, and why. Adults respect young people's views.

Consulted and informed
The project is designed and run by adults, but children are consulted. They have a full understanding of the process and their opinions are taken seriously.

Adult-initiated, shared decisions with children
Adults have the initial idea, but young people are involved in every step of the planning and implementation. Not only are their views considered, but children are also involved in taking the decisions.

Degrees of participation

Child-initiated, shared decisions with adults
Children have the ideas, set up projects and come to adults for advice, discussion and support. The adults do not direct, but offer their expertise for young people to consider.

Child-initiated and directed
Young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

Treseder (1997) Empowering children and young people: promoting involvement in decision-making. London, Save the Children and Children's Rights Office

Appendix C. Shier's Pathways to Participation

Appendix D. Frankel's One-directional Approach to Advocacy

Context	➡️	Individual child - passive

Frankel, S. (2018) Giving Children a Voice; A Step-by Step Guide to Promoting Child-centred Practice. London: Jessica Kingsley Publishers
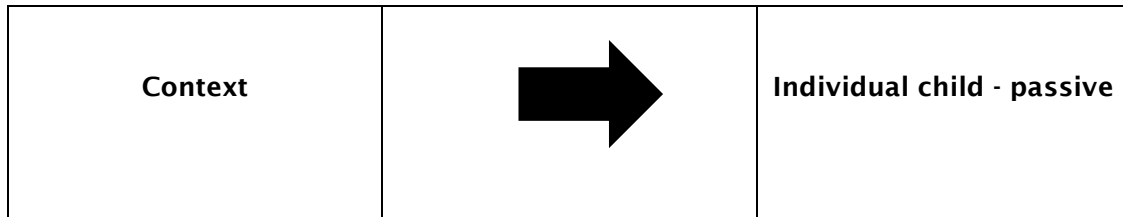
Appendix E. Frankel's Bi-directional Approach to Advocacy

Context	⬅️➡️	Individual child - passive

Frankel, S. (2018) Giving Children a Voice; A Step-by Step Guide to Promoting Child-centred Practice. London, Jessica Kingsley Publishers

Appendix F. Bassey Action Research Model

Step	Activity
1	Defining the enquiry
2	Describing the educational context and situation
3	Collecting and evaluating data and analysing them
4	Reviewing the data and looking for contradictions
5	Tackling a contradiction by introducing change
6	Monitoring the change
7	Analysing evaluative data about the change
8	Reviewing the change and deciding what to do next

☐ Steps 1 – 4, undertaken in this study

Bassey, M. (1998) Action Research for Improving Educational Practice. In R. Halsall (ed) Teacher Research and School Improvement, Buckingham:

Open University Press.

Appendix G. Research Schedule

Pupil Voice in Literacy Intervention

Proposed Research Schedule

1. Send finalised research details to the headteacher, with instructional letters and consent forms.
   Discuss participants and their selection plus any other concerns. Arrange a date for introductory meeting.

   Date: _____

2. Introductory meeting - meet with participants; introduce self, research and aims; discuss terms; answer questions; discuss pseudonyms for pupils and participants plus anonymising children's IEPs; discuss questionnaire - questions and preferred mode (paper or electronic); administer questionnaire (paper copies or link); go through questionnaire questions; discuss data collection schedule - questionnaire, then 1-2-1 interviews; discuss questionnaire deadline and collection; discuss interview preferences; diarise 1-2-1 meetings.

   Date: _____

3. Collect questionnaire data; review in preparation for 1-2-1 interviews

   Date: _____

4. Have 1-2-1 interviews

   Dates: From _____ to _____.

Signed:

Researcher: _____Date: _____

Headteacher: _____ Date: _____

Appendix H. Introductory Recruitment Letter

Research Volunteers Requested

About the research

This research is in fulfilment of the requirements for my MA in Special and Additional Learning Needs.
To improve an aspect of my practice, I am carrying out small-scale action research on:

Pupil Voice in Literacy Intervention:
How is pupil voice used and how can this be developed?

My interest in this subject stems from my experience supporting children with literacy difficulties and the current national focus on literacy skills. I aim to improve my practice in this area and hopefully to provide insight for other educators interested in this topic.

This is a small-scale research, due to the available time. I have therefore narrowed my focus to teacher perceptions and will not be working with children in this study. However, for further research, I will recommend a larger sample size, the inclusion of children participants and a longer time frame.

About the researcher

My name is XXX I am a qualified teacher and have taught all year groups at reception, primary and secondary levels. I have 10+ years' teaching experience, having qualified and taught both in XX and in XX. My specialisms are in Science (B. Ed), Primary Mathematics (PGCE) and now, Special and Additional Learning Needs. I aim next to begin PhD studies on completion of my MA.

Inviting your participation

I invite volunteer teachers and teaching assistants to participate in this research. If you decide to join the team, you will be anonymised using a pseudonym and the school will be recorded as School X. There are no right or wrong answers to the questionnaire or interview questions. All I am interested in is your perceptions on the subject. All collected data will be stored under your pseudonym, saved securely on my database and deleted/shredded after the research. The research and data will be published in my MA dissertation and possibly in research publications. I may also share this research with other researchers and educators for the purpose of teacher education. However, your name will not be disclosed as you will be participating under a pseudonym and the school will be referred to as School X. You will be free to withdraw from participation at any time and will not be asked the reason for your withdrawal.

OK, I'm in; what's next?

I will meet with interested volunteers to answer any questions you may have. I aim to provide fully informed consent. We will sign an informed consent form, signifying the terms of your participation and our agreement. This will then be our data collection process:

1. Teacher questionnaire (paper copy or electronic, completed in your own time, to be saved and stored for analysis)
2. Teacher interview (1-2-1 interview on the school premises or via teleconference, to be audio recorded, saved and stored for analysis)
3. Optional: individual follow-up meeting with participants to review the data analysis i.e. here's what I've arrived at from your responses; are you happy with it?

As part of the 1-2-1 interview, we will discuss the literacy intervention process for two of your lower achieving pupils. They will be given pseudonyms and their data anonymised for their confidentiality and safeguarding. We will schedule mutually agreeable times for the questionnaire and interview and you will be able to choose the mode (in-person or teleconference). The optional individual follow-up meetings are to validate your responses i.e. checking that what I have recorded is what you have said.

I appreciate that this will require your time, which is already a scarce resource. I am hopeful that the outcomes of this research will contribute to better learning outcomes for the children we teach, making this a win-win partnership for us all.

If you have any further questions or concerns, kindly contact me.

I look forward to working with you.

_____

Appendix I (a). Questionnaires Phase 1

Research Questionnaire (Phase 1)

Teacher Perceptions on

Pupil Voice in Literacy Intervention

 Thank you for your participation.

Your insights will provide a valuable window into the perceptions of teachers on this subject.
Knowing and understanding these perceptions can help us to reflect, re-examine and re-evaluate our practice for better results.
I invite you to candidly share your thoughts and feelings as only this will help to improve teacher practice and outcomes for the children we teach.
There are no right or wrong answers and you are protected by anonymity.
Please enter your agreed pseudonym and let's do this!

N.B. In proceeding with this questionnaire, you confirm that you provide consent for the collection, storage, analysis and use of your data under the terms of consent you have agreed and signed with the researcher.

1. Please state your pseudonym for this research:

2. In what ways (if any) have the focus children contributed to the design of their intervention programme?
(Design refers to what content is covered, how it is covered, where the intervention takes place and what programme is used, if any).

3. How is the impact of the intervention monitored and assessed?

4. What do you see as the child's role in the intervention?

5. What do you see as the adult's role in the intervention?

6. What do you understand by Pupil Voice?

7. What could be the impact of encouraging more Pupil Voice in intervention?

8. How practical would this be from day to day?

9. How much do you feel that Pupil Voice informs the literacy intervention of the focus pupils?
   Please state the letter corresponding to your view here: _____
   a. Never
   b. Not much
   c. A good deal
   d. A great deal
   e. Completely
   f. I prefer not to answer
   g. Other (please explain in the box below):

10. Please add any other comments you may have regarding the use of pupil voice in literacy intervention in your practice.

Thank you for your participation.

Next, we will meet for the informal interview.

Online version of questionnaire here:
https://www.surveymonkey.co.uk/r/P5H9MVY

Appendix I (b) Questionnaires Phase 2

Research Questionnaire (Phase 2)

Teacher Perceptions on

Pupil Voice in Literacy Intervention

Thank you for your participation.

Your insights will provide a valuable window into the perceptions of teachers on this subject.
Knowing and understanding these perceptions can help us to reflect, re-examine and re-evaluate our practice for better results.
I invite you to candidly share your thoughts and feelings as only this will help to improve teacher practice and outcomes for the children we teach.
There are no right or wrong answers and you are protected by anonymity.
Please enter your agreed pseudonym and let's do this!

N.B. In proceeding with this questionnaire, you confirm that you provide consent for the collection, storage, analysis and use of your data under the terms of consent you have agreed and signed with the researcher.

1. Please state your pseudonym for this research:

2. In what ways (if any) have the focus children contributed to the design of their intervention programme?
   (Design refers to what content is covered, how it is covered, where the intervention takes place and what programme is used, if any).

3. How is the impact of the intervention monitored and assessed?

4. What do you see as the child's role in the intervention?

5. What do you see as the adult's role in the intervention?

6. What do you understand by Pupil Voice?

7. What could be the impact of encouraging more Pupil Voice in intervention?

8. How practical would this be from day to day?

9. How much do you feel that Pupil Voice informs the literacy intervention of the focus pupils?
Please state the letter corresponding to your view here: _____
a. Never
b. Not much
c. A good deal
d. A great deal
e. Completely
f. I prefer not to answer
g. Other (please explain in the box below):

10. Please add any other comments you may have regarding the use of pupil voice in literacy intervention in your practice.

Thank you for your participation.

Next, we will meet for the informal interview.

Online version of questionnaire here:
https://www.surveymonkey.co.uk/r/P5H9MVY

Appendix J. Interview Questions

Semi-structured interview:
Pupil Voice in Literacy Intervention
(some questions may only apply to the SENCo)

1.Tell me about your literacy intervention programme.
How does it work?

2. How did the school choose it? What influenced the choice?

3. How is the programme working out?
What has been the children's response?
How did you capture this? How do you evaluate the programme?

4. What do you think of using Pupil Voice in intervention? What impact do you see this having?

5. How do you see the implementation of Pupil Voice in intervention? (Challenges? Obstacles?)

6. Discuss focus children's IEPs – what was the pupils' in put? How was this obtained?

7. Can you give me a rundown of how (Code name of Focus Pupil) began the programme and how it is going with them so far?

8. Discuss other Pupil Voice initiatives in the school; explore level of participation.

9. Address any issues from the survey – is the respondent for/against encouraging Pupil Voice in intervention? Elicit reasons. If for, how do they feel Pupil Voice can be used further in the intervention? What outcomes could this have?

Signed:

Researcher: _____Date: _____

Headteacher: _____ Date: _____

Appendix K. Document Scrutiny Schedule

School Document Scrutiny

School Policy and Practice

1. Explore how Pupil Voice is planned for and used in the school vs in intervention.

2. What staff training and development opportunities exist that support Pupil Voice?

3. Explore school values on the roles of adults and children.

4. Explore other pupil voice initiatives in the school regarding level of participation.

IEPS
1. Discuss how these were created.

2. Elicit child's input and adults' input – assess level of child's participation.

3. Note any anecdotal reference to child's level of engagement and progress.

Signed:

Researcher: _____Date: _____

Headteacher: _____ Date: _____

Appendix L. Data Collection Schedule

Pupil Voice in Literacy Intervention

Proposed Research Schedule

1. Send finalised research details to the headteacher, with instructional letters and consent forms.
   Discuss participants and their selection plus any other concerns. Arrange a date for introductory meeting.

   Date: _____

2. Introductory meeting - meet with participants; introduce self, research and aims; discuss terms; answer questions; discuss pseudonyms for pupils and participants plus anonymising children's IEPs; discuss questionnaire - questions and preferred mode (paper or electronic); administer questionnaire (paper copies or link); go through questionnaire questions; discuss data collection schedule - questionnaire, then 1-2-1 interviews; discuss questionnaire deadline and collection; discuss interview preferences; diarise 1-2-1 meetings.

   Date: _____

3. Collect questionnaire data; review in preparation for 1-2-1 interviews

   Date: _____

4. Have 1-2-1 interviews

   Dates: From _____ to _____.

Signed:

Researcher: _____Date: _____

Headteacher: _____ Date: _____

Appendix M Terms of Consent

Research: Pupil Voice in Literacy Intervention

Terms of Consent

1. Participation in this research is voluntary. There is no remuneration for participation.

2. Participants' names and the name of the school where they work will not be recorded or shared in this research or its findings. All staff and pupils will be referenced by pseudonyms. The school will be referenced as School X.

3. Participants' responses (raw data) will be kept securely and will not be disclosed to any colleagues or members of staff where they work. Raw data may be shared with other researchers for analysis or with research supervisors for guidance. However, anonymity will be protected using pseudonyms.

4. Participants who opt to hold their interviews by teleconference have been advised to hide their mobile phone numbers before dialling in.

5. All collected data will be deleted or shredded as appropriate on completion of this research.

6. Participants may withdraw from this research at any time by simply notifying the researcher of their wish to withdraw. They do not need to give a reason and one will not be sought.

7. Participants will be given fully informed consent regarding this research and their participation, with the opportunity to ask questions and receive answers before participation commences.

8. These terms of anonymity and confidentiality govern every and any data collection methods used in this research.

9. Participants will be given the opportunity to read the completed research findings.

Signed:

Researcher: _____Date: _____

Headteacher: _____ Date: _____

Appendix N. Consent Form

Informed Consent Form:
Pupil Voice in Literacy Intervention

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the Information Sheet (Research Volunteers Wanted) dated 2nd May 2018.	
2.	I have been given the opportunity to ask questions about the project and my participation.	
3.	I voluntarily agree to participate in the project and for my responses to be recorded.	
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained to me (use of names, pseudonyms, anonymisation of data and school, non-disclosure of my raw data). I understand that neither my name nor the name of the school where I work will be recorded in this research. The researcher has explained that research participants will be anonymised using pseudonyms and the school is anonymised as School X.	
6.	The terms of consent for interviews, questionnaires, audio recordings or any other forms of data collection have been explained and provided to me.	
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
9.	I, along with the Researcher, agree to sign and date this informed consent form.	

Participant:

_____
Name of Participant   Signature   Date

Researcher:

_____
Name of Researcher   Signature   Date

Appendix O. Permission Form

Permission to Carry Out Research

Research topic: Pupil Voice in Literacy Intervention
Researcher: XX
Researcher Student ID: XX
Institution: University of East London
Researcher contact email: XX
Researcher phone number: XX
Research supervisor: Nicole Whitelaw
Research supervisor contact email: XX
Research supervisor phone number: XX

Documents received	Approved (please tick)
1. Research introduction (Research Volunteers Requested)	
2. Informed consent	
3. Terms of consent	
4. Research questionnaire	
5. School document scrutiny	
6. Semi-structured interview	
7. Research schedule	

Proposed research time frame: _____ to _____

Signed:

Researcher: _____Date: _____

Headteacher: _____ Date: _____

Appendix P. Ethics Application

<u>**UNIVERSITY OF EAST LONDON / ICEP EUROPE**</u>

<u>**Cass School of Education**</u>

APPLICATION FOR THE APPROVAL OF A RESEARCH PROJECT INVOLVING HUMAN PARTICIPANTS

Students to complete this form as part of the submission of their final research project.

<table>
<tr>
<td colspan="2">

Your Programme: MA Special and Additional Learning Needs

Module code: ET7 746

Title of module: SEN Research Methods & Dissertation

Title of research project: Pupil Voice in Literacy Intervention: How is pupil voice used and how can this be developed?

</td>
</tr>
<tr>
<td>2.</td>
<td>

Your student number: u1435776

 Name of supervisor: Nicole Whitelaw

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<tr>
<td>3.</td>
<td>

Number of participants (approximately): 6

Nature of participants:
1 SENCo, 2 Class teachers, 1 intervention teacher (if separate from class teachers), 2 Teaching Assistants

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<tr>
<td>5.</td>
<td>

Research (starting date):   January 22nd **to (finishing date): September 6th**

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</table>

> **6.   Aim(s) of the research -**
>
> I aim to explore teacher perceptions of pupil voice in intervention, the adult-child dynamics of intervention sessions and how these might be modified and synergised to achieve better learning outcomes for the pupils. I will outline recommendations for the school to improve teacher practice and children's learning experience. I will develop my practice through literature analysis, observation, reflection, challenging my assumptions and sharing possible ways forward. I will also make recommendations for follow-up research to test my findings.

This form is to be used for all taught masters level programmes in the Cass School of Education. If necessary, please continue your answers on a separate sheet of paper: indicate clearly which question the continuation sheet relates to and ensure that it is securely fastened to the report form.

> **7.   Outline the methods to be used** (please give sufficient detail for the School Ethics Committee to be clear about what is involved in the research, including where the research will take place).
>
> This research will take place in the focus primary school. I will have an introductory meeting with the participants to introduce myself and my research, to establish the terms of their participation (informed consent, right to withdraw, participant anonymity, no right or wrong responses) and to establish data collection schedule and modes of interview. Data will be collected by staff questionnaire, follow-up 1-2-1 staff interviews, observation of relevant school policies and review of anonymised IEPs for the 4 focus children. Interviews may be held in person or via teleconference (modes). Copies of introduction letter (Research Volunteers Requested), informed consent form, questionnaire and interview questions are attached.
>
> **- append to the application form copies of any instructional leaflets, letters, questionnaires, consent forms or other documents which will be issued to the participants.**

> **8.   Are there potential risks to the participant(s) in this research?   YES**
>
> **If yes:**
>
> **(a) What is the nature of the risk(s)?**
> Teachers may be concerned about their confidentiality, that of their pupils or of having their practice scrutinised and fed back to the school leadership.
>
> **(b) What precautions will be taken to minimise the risks to participant(s)?**
> Prior to data collection, I will have a familiarisation meeting with the participants, to establish rapport and assure them of their and their pupils' confidentiality, anonymity, non-judgement and that all responses are "correct," so there is no fear of getting anything wrong. Raw research data will not be

shared with the school leadership. If participants opt for teleconference interviews, they will have the option to hide their phone numbers before dialling in.

---

9. **(a) How will the participants' consent be obtained?**

Having discussed with the headteacher, I will provide written consent forms with the terms we agreed on, to be explained to and signed by all participants.

(b) What will participants be told as to the nature of the research?

Participants will be informed that this is action research to improve my practice and that of other educators to whom the findings will be disseminated. They will be informed that I am investigating pupil voice in literacy intervention.

---

10. **(a)** **Will the participants be paid?** NO

(b) **If yes, please give the amount:** £ n/a

(c) **If yes, please give full details of the reason for the payment and**

how the amount given in 10 (b) above has been calculated

(i.e. what expenses and time lost is it intended to cover):

---

11. **Are personal data to be obtained from any of the participants?** YES

If yes,

(a) **Please give details:**

Children's IEPs/support plans are to be viewed by me. Photocopies will be obtained. Teacher's names will be obtained and if they opt for the teleconference mode of interview, their mobile phone numbers may register for the call.

(b) **What steps will be taken to protect the confidentiality of the data?**
I will request anonymised IEPs/support plans and the recording of pseudonyms rather than real names. Any reference to participants and their data will be by these pseudonyms rather than their real names. Staff will be given the option to hide their mobile phone numbers before dialling in to the teleconference.

(c) **State what will happen to the data once the research has**

been completed and the results written-up. If the

data is to be destroyed how will this be done?

How will you ensure that the data will be disposed of in

such a way that there is no risk of its confidentiality being compromised?

Electronic files, audio recordings and contact details will be deleted.
Paper documents will be shredded.

---

12. **Are there any other matters or details which you consider relevant to the consideration of this ethics application? If so, please elaborate below:**

None

---

13. **If your programme involves contact with children or vulnerable adults, either direct or indirect (including observational), please confirm that you have the relevant clearance from the Criminal Records Bureau prior to the commencement of the study.**

I am DBS-cleared.

14.	**DECLARATION**

I undertake to abide by accepted ethical principles and appropriate code(s) of practice in carrying out this research project.

Personal data will be treated in the strictest confidence and not passed on to others without the written consent of the subject(s) involved in the research.

The nature of the investigation and any possible risks will be fully explained to intending participants, and they will be informed that:

(a)	**they are in no way obliged to volunteer if there is any personal reason (which they are under no obligation to divulge) why they should not participate in the project);**

and

(b)	**they may withdraw from the programme at any time, without disadvantage to themselves and without being obliged to give any reason.**

Student number of RESEARCHER:		u1435776

Signed:	Oma Edoja	**Date:** 1st May 2018

NAME OF SUPERVISOR:		Nicole Whitelaw

Signed: _____	**Date:** _____

NAME OF MODULE LEADER: **Nicole Whitelaw**

Signed: _____   **Date:** _____