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THE LEARNING EXPERIENCES OF BTEC STUDENTS AT SIXTH FORM COLLEGE: AN ETHNOGRAPHIC EXPLORATION

SARAH PASSMORE

A thesis submitted to the University of Huddersfield in partial fulfilment of the requirements for the degree of Doctor of Philosophy

The University of Huddersfield

August 2016

Volume II of II

Appendices

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Appendix 1

Research information sheet for participants.



Research Information Sheet

A qualitative exploration of the educational practices and student experiences within further education: Re-conceptualising notions of inclusivity.

I am conducting this research as part of my studies contributing to my PhD at the University of Huddersfield. Through this research I hope to explore student experience at college and the factors which influence this.

Over the next 2 pages I have included some questions and answers that you may have about what your participation in my research involves. At the end are the contact details of myself and my supervisor should you have any further questions or concerns about the research.

Your participation would be much appreciated.

Many thanks

Sarah

What is the research about?

The purpose of my research is to explore the everyday practices which occur within the college in order to:

- Explore teaching techniques and college practices and how this influences student access and participation in education.
- Explore and gain an understanding of student's experience at college
- Explore and gain insight into the relationships formed between students and staff and how this influences student experience.
- To gain insight and an understanding of college life for students and staff.

From this I hope to provide a representation of student experience and college education and offer recommendations for improving student's participation in further education.

What does participation in this study mean I have to do?

To enable me to gain a full understanding of the everyday practices of the college and the influences upon student experience I will be using a variety of data collection methods:

- *Observation*- This will be the largest piece of my research where I will be observing the day to day activities of the college. This includes notes on how lessons are delivered, the interactions and the relationships formed among students and between staff and students. This will also include observations I make outside the lessons I am present in, such as in the study centre or the staff room. My observations will not interfere with any of your usual daily tasks and my field notes will be made at home at the end of the day.
- *Interviews/ Focus Groups*- Once I have gathered my observations I plan to gain the educational 'life-stories' of 6 selected students. This will give the students an opportunity to share their views and experiences on their past education and currently how they feel about their education in college. This will involve one-to-one interviews and focus groups to provide discussion among the students. All of the details discussed in the interviews and focus groups will be kept anonymous.

What if I get asked something that I don't want to answer?

If you do not want to answer a question that I ask or don't feel comfortable then just tell me you don't want to answer and we will move on. Note that should you feel distressed or concerned as a result of your involvement in my research I will ensure you receive the necessary support and help.

Who will get to see the information I give you?

All the information you give me will be kept confidential and will be revealed to no other person other than my supervisors. However it is likely that some of the information that you give me will be published in my thesis, in which case I would ensure that the information was not identifiable as yours. All the data which I collect will be kept securely and electronic data will be password protected to protect your confidentiality. This data will be destroyed upon publication of my thesis or after 5 years (whichever is the greater).

How will you ensure that I remain anonymous?

In all of my observation and interview notes you will be assigned a pseudonym (a false name) so that you cannot be identified. Any data or pseudonym that could be identified as you will be removed. If you would like your name to be published in an acknowledgement section of my thesis in order to acknowledge your role as co-researcher then I will be more than happy to arrange for this. In addition you should be aware that if I observe any behaviours that are inappropriate or illegal, or should you divulge any

such information to me during an interview or focus group then I will be obliged to inform the relevant authority.

What if I agree to take part then change my mind later?

You are able to withdraw your participation from my research at any time and any data that has been collected from you to date will be removed. Please note that I may not be able to guarantee this once I have begun writing up my thesis as it may be impractical for me to remove your contribution completely at that point. Please consider this very carefully before agreeing to take part.

What happens after your thesis is written?

Once I have finished my research and written up my findings into my thesis this will be published in the University of Huddersfield library as well as on their website repository where all research completed at the university is published. I will ensure that copies of my thesis are made available to you if you wanted to read it or keep a copy.

My contact details

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University of Huddersfield

Queensgate

Huddersfield

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E-mail: u0550116@hud.ac.uk

Supervisor's contact details

Dr. Jane Tobbell

Department of Behavioural Sciences- University of Huddersfield (same as above)

E-mail: j.tobbell@hud.ac.uk Telephone: 01484 472 588

Appendix 2

Observation consent forms for participants.



Observation Consent Form

A qualitative exploration of the educational practices and student experiences within further education: Re-conceptualising notions of inclusivity.

1. I have been fully informed of the nature and aims of the research and consent to taking part in it.

Yes ☐

2. I understand that I have the right to withdraw from the research at any time without giving any reason, and a right to withdraw the data if I wish.

Yes ☐

3. I give my permission/do not give my permission to be observed (delete as appropriate)

4. I give my permission to be quoted (by use of a pseudonym)

Yes ☐

5. I understand that the observation notes will be kept in secure conditions and any electronic data will be password protected on the researcher's computer.

Yes ☐

6. I understand that no other person other than the researcher and her supervisor will have access to the observation notes.

Yes ☐

7. I understand that my identity will be protected by the use of pseudonym in the research report and that no information that could lead to my identification will be included in any report or publication resulting from this research.

Name of participant.....

Signature

Date.....

Name of researcher

Signature.....

Date.....

Two copies of this consent form should be completed: One copy to be retained by the participant and one copy to be retained by the researcher.

Appendix 3

Interview consent form for participants



Interview/Focus Group Consent Form

A qualitative exploration of the educational practices and student experiences within further education: Re-conceptualising notions of inclusivity.

1. I have been fully informed of the nature and aims of this research and consent to taking part in it.

Yes ☐

2. I understand that I have the right to withdraw from the interview/focus group at any time without giving reason, and a right to withdraw my data if I wish.

Yes ☐

3. I give my permission/do not give my permission for my interview to be tape recorded (delete as appropriate).

4. I give permission to be quoted (by use of pseudonym) and for the data obtained from the interview/focus group may be used in publication.

Yes ☐

5. I understand that the tape will be kept securely at the researcher's home (locked filing cabinet) until the thesis is published, or for 5 years (whichever is the greater).

Yes ☐

6. I understand that the only people who will have access to the recordings and subsequent interview transcripts are the researcher and their immediate supervisors.

Yes ☐

7. I understand that my identity will be protected by the use of a pseudonym in the research report and that no information that could lead to me being identified will be included in any report or publication resulting from this research.



Name of participant.....

Signature

Date.....

Name of researcher

Signature.....

Date.....

Two copies of this consent form should be completed: One copy to be retained by the participant and one copy to be retained by the researcher.

Appendix 4

Letter to college principal to secure permission to conduct the research



Sarah Hutchinson
Department of Behavioural Sciences
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Queensgate
Huddersfield
HD1-3DH

20th Nov 2008

Dear [College Principal]

Further to our recent conversation I am writing to you to invite you to participate in my research looking into educational practices and student experiences within further education.

As part of my research I will be looking to explore teaching techniques and college practices and how this influences student access and participation in education and subsequently their overall experience. From my research I hope to gain a true insight and understanding of college life for students in the hope to offer recommendations for improving participation in education for students.

To complete my research I will require access to the college, staff and students; specifically the staff and students I am in regular contact with through my work as a student support assistant. My proposed research methods include:

- Participant observation- assuming the dual role of student support assistant and researcher I will collect my data through use of field notes of the college activities I have observed.
- Interview and focus groups- I want to gather the educational 'life-stories' of 5 focal students (a selection of students who I have regular contact with). The interviews and focus groups will provide an opportunity for the students to voice their experiences and views about their college life.

Naturally, as part of the research, all participants and the college will be anonymised and

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pseudonyms will be assigned to all names.

I hope that you will accept my invite for the participation in my research and look forward to hearing from you.

Yours sincerely

Sarah Hutchinson

Appendix 5

Observational data from fieldnotes, headnotes and conversations

Monday 5th January 2009

9am Health and Social Care (3)

Daniel marked all the class' assignment/portfolio work over the holidays. Gives them out everyone has some kind of amendment/re-submission work to do. Has written this on the board and lets the class get on with it. By 9.15 am the whole class has arrived, Daniel tells late-comers to read the board. He is laid back and chats to the girls about the holidays as he makes his way around the room.

Lucy trying to read comments his has made on her work- be careful with your presentation. She looks at me, "Does that mean he wants me to do it all again?" I say no, but that he probably wants you to present your work a bit neater next time. I know that Lucy always tries her best with her portfolio work and that for her it was her neatest handwriting. I suggest she gets a textbook and we make a start on adding more detail to her definition and function of the intestines.

Many girls sat with their coats still on, bags on the tables chatting, those that do venture to the front of the classroom to get their portfolios are bombarded by their lazier friends, "Will you get mine while you're there?"

Sophie and Meena and a few others are chatting with their mp3 headphones in. Anita and Gita gossiping away rather loudly. Anita doesn't even bother to look at what Daniel and suggested she should do but shouts, "Daniel, will you come and tell me what to do?"

Daniel is working his way around the girls individually helping them and telling them what they need to include in their re-submissions, "Yeah, just hang on I will get to you." Many girls sit waiting for Daniel to come to them, some do get on with their work and are getting up for text books.

Ashya hasn't drawn some of the body parts in the correct place on her diagram for one of the tasks. Instead of consulting a book she takes a guess and draws them where she thinks they go, when Daniel checks he ends up drawing them on for her. He finds the pages in the textbook and tells her what to copy down for the re-sub on one of her other tasks. He does this with many of the other girls.

A few girls have go their headphones in and chat as they work.

(I question whether the girl's actually know and understand what they are doing- not associating question with the work they are producing. Relying on Daniel telling them what to do and copying from books)

10.30am Maths (1)

Students come in dribs and drabs and sit in their usual places. Boys are making lots of noise, talking, laughing and joking. Maurice walks in very calmly and relaxed greets class has a bit of banter with them about the holidays. He tells the class that he needs to know who he can put through for the exam in March. They could have sat it this week but Maurice thought it would be too soon after Christmas for them. He explains that he won't put anyone through if they don't feel ready and that its up to them but they need to have a think and let him know as soon as possible.

Maurice gives out a past paper for them to be working on- students ask him for help when they need it. He goes from table to table.

At the end of the lesson as the students are packing their bags he asks Ashya what she thinks she will do, will she go in for the exam in March? She shrugs "I don't know I'll have to ask my dad" Maurice laughs and shakes his head "Ok, well you have a word with him and get back to me, I think you'll be fine doing this exam" I say to Ashya that she has told her dad about this exam and that it's her decision at the end of the day, she should decide if she does it and not her dad. Maurice agrees with me. As we walk out I say to Ashya that her dad doesn't know what she can and can't do in maths and only she can decide. She replies "I know, I know but I have to speak to him about it first."

1.50 pm English

Laptops are set out on the desks around the outside of the room, the rest of the desks are in a semi-circle in the middle of the room. Suzie tells the class to sit in the middle and tells them they are going to start their next piece of coursework on media. She begins to handout the coursework packs put together for Romeo and Juliet and explains that Emma's class will be joining them today as there is only one copy of the dvd at the moment. Majority of the class have arrived and are settling down as Suzie is explaining Romeo and Juliet media coursework. The Asian group of boys begin to slink in, Suzie getting visibly cross as she has to wait while they sit down. As they do sit down, many slump in their seats they have no pens or paper.

Suzie explains they are going to watch the opening 7 minutes of the modern film, then watch the opening of the old 1968 version to compare the differences. She hands paper out to them, Abdul asks "can I have a pen miss?"

"Have you not got a pen? It's just not good enough, how do you expect to do anything without a pen?" she lends him a pen "that's the last time I'm going to lend any equipment, you should be coming to lessons with all your equipment your adults. If you come to this lesson without a pen you will be straight on a stage 1 disciplinary, that's for my class anyway I can't speak for Emma"

They watch the 2 film beginnings and begin to write down the differences they could detect- split page into 2 columns.

Tuesday 6th January 2009

9 am English

Usual group of Asian boys trudge in late. Abdul sits down and as Suzie is re-capping what they did yesterday, "psst," he whispers across the room to me "can I borrow a pen" I shake my head. He asks Suzie for a pen and she refuses. One of the other lads pipes up and says he has left his bag downstairs in the canteen he asks to go and get it. Suzie looks at him in disbelief, "You better had go and get it, what did I say yesterday about coming to lessons without your equipment? It's just not good enough leaving the things you need"

Many of the Asian students sit with their headphones in during the lesson, they mess around, whisper to each other in Urdu, their phones constantly going off.

When the class begin to take down notes, Suzie gives Abdul a pen.

10.30 am Health and Social Care (1)

Anita and Gita walk in late, Rachel asks why they are late, one of them says she needed a drink. Rachel, "That's what break times are for, 10.15-10.30 is your break not 10.40"

Rachel writes notes on the board for them to copy on individual needs and then on Maslow. The twins swagger in late, "Where have you been?" one of them replies casually, "Oh, just walking" Rachel, "Sit down and catch up with the notes you've missed." As she resumes talking through the next bit she will write on the board Winona walks in late "Sit down and leave a space on your paper so you've got enough room to copy down the notes you've missed later."

Once the girls have completed their notes, Rachel puts them into groups to each produce a poster on the different needs and Maslow's work. Meena sat with her headphones in-music loud enough for me to hear, Rachel "I'll take that off you if you don't put it away now, not once today have I said you can listen to music."

I sit alongside Lucy in her group. As she is typing up her piece on 'what are social needs?' she talks to me about school:

'I used to hate school because I got bullied. Everyone at school wore make-up and because she I was put in a special needs type form, they didn't wear make-up, but Amelia was embarrassed to be around me because I didn't wear it, so then I started to wear it. Then people in my form thought I was a snob and bullied me. People used to use me to get to Amelia; they would only be friends with me to get to her. Rob and I disliked school but for different reasons, for him it was academic reasons but for me it was the bullying.'

Ashya hasn't brought her glasses, I ask her why she says they are broken and she can't find spares. I tell her to move so she can see the board.

Lunch- study centre staff room

Hazel: Had a really bad day with Curtis today, he's been really distracted. He got a new i-pod for Christmas and he keeps getting it out in lesson he can't think of anything else but his i-pod.

June and Brad discussing Max- his autistic nature means that he follows the questions word for word resulting in him not answering it properly or fully. June shakes her head as she says how she tried to explain this to him.

1.50pm Health and Social Care (1)

Class continuing with group work posters, lots of noise and chatter. They had previously been in a tutorial discussing subject options for next year. Rachel goes through the requirements for the Health & Social National Certificate: 'equivalent of 2 A-levels, so they would have to take one more A-level. The National Certificate will get you into uni for any health or social care course e.g. nursing. You need to get a merit or distinction this year in your Diploma this year and then once you've applied you have an interview with me as I'm the head. But to do the National award you need to be a lot more organised, take more responsibility with your work, you have to bring your own pens and paper, look after your work properly, you're also required to do a lot of the work independently. So you need to have a good think about whether it's for you.'

I sit with Lucy in her group. There is lots of chatter among other groups. The twins are discussing what they want to do next year; one of them wants to be a nutritionist. One asks me when do I become a teacher. I say that I don't know whether I want to teach, if I do I'll probably teach psychology at A-level as that it was my degree is in. She asks "How long was your uni course?" I tell her 3 years but that I'm currently back at uni studying for my PhD for another 3 years. "How old are you? If you don't mind me asking?" I reply, "21"

"21! Oh god I don't want to be at uni for 6 years!" I explain that it's not the case, it's just what I've chosen to do, most courses are 3 years at the most 4 and those years fly by. The twin that wants to be a nutritionist asks me what she needs to have to get on that kind of course at uni. I tell her to check out Huddersfield uni website to look at the course entry requirements to give her some ideas. She asks whether she would need to do biology A-level, I say no but would think she would need science at GCSE.

Lucy asks her what she got in her science GCSE. She shrugs "I don't know a G or an F or something, I don't know" Lucy and I tell her that she'll definitely need to re-sit her science. Later on in the lesson after the group work had been completed and put up as new display, students are sat back in their normal places. I am sat in-between Ashya and Lucy, a small group of Asian girls sit near. The class are doing work from the board on Maslow and PIES (physical, intellectual, emotional, social needs) they had made some notes on this earlier.

The task they had been set to do required them to think of the PIE needs for themselves. Majority of the class aren't grasping it. Rachel explains and gives examples of what they have to do: physical needs are essential to survival they include basic needs- My physical needs would be food, water, warmth and shelter.

Still some of the Asian girls don't understand and Shushitra asks me what they have to do. Rachel overhears "I've just said" she explains it again.

Ashya not really listening and so doesn't do it quite right. I do my own version as an example to show them what they need to do. Lots of noise and chatter in the room as the class are doing this.

Lucy is describing her intellectual needs, I say how college plays a big role- teachers, me, books, internet. She doesn't put me down and says she classes me as a friend.

Towards the end of the lesson I over hear Rachel talking to the twins about their options for next year. Rachel says how they've done nothing all lesson but sit and chat. They disagree- we have done work. Rachel "It's your attitude, you can't expect to move on or get a job with that kind of attitude of 'I can't be bothered lets just sit and chat'"

Most of the class are leaving, Rachel rolls her eyes in despair as the twins leave, "God it's like pulling teeth!" she laughs. Ashya giggles and then asks her if she teaches child care. Rachel explains she only teaches Health & Social care at this level and A-level. Farah asks Rachel which is her favourite class to teach. Rachel says this one- definitely this one, I really like this one. As the girls leave Rachel says to me, "They're not the best academically but they're a nice bunch"

3.05 pm Maths (1)

Maurice walks in- boys being loud, play fighting and being rowdy. Maurice admits he has no lesson plan today. Tim and Mohammed very cocky, always saying that they are really good and best in the class, they say 'aww great can we go then sir?' Maurice says we'll have a lesson using the whiteboards, he'll ask questions for them to put the answers on their whiteboards. Always lots of banter and jokes between Maurice and the boys.

Exam questions are multiple choice. Question on scale 1cm=2 meters Ashya couldn't understand at all even when both Maurice and I went through it with her a couple of times. She couldn't do a money question; I ask her what is half of £5 she doesn't know. I re-word I to try and help her understand, I go through what is half of 4, she can't figure it out, I ask her what do get left over if you have £1 and you spend 50p of it. She has absolutely no idea. She says how she missed a lot of primary school because of the problems she had with her heart. She says how she can do some of the harder stuff (personally I question this statement) but not the basic stuff. I say that most of this stuff is done at secondary school as well.

Wednesday 7th January 2009

9 am Health and Social Care (2)

Agatha arrives just at 9 to let the class in, she hands out worksheets for the lesson.

9.10 am 4 girls late- twnis, Sophie & Kim (door locks when it closes so they can't get in)

Agatha ignores them and continues with the section of the handout she had begun to read out. She then goes outside the room and speaks with the girls. When they come back in Agatha explains that the next task is for their portfolio and links with Rachel's work on Maslow and needs. They have to write down the PIES for the nursery and care home case studies they were given at the beginning of the year, produce work in a spider diagram format.

As the girls set off on the task, there are lots of puzzled faces, looking to each other- it is evident many don't understand what they have to do. Agatha "Sorry I've not explained this very well" she does an example on the board.

I do one as well to show the girls who sit near me. I discuss and prompt ideas with Ashya and Lucy and encourage them to read through the case studies in order to get an idea of the needs required in each case. Instead of looking through the case studies Ashya tries to copy what I've written, I tell her not to copy mine but to try and look through for the needs herself- she hasn't brought her glasses again. I tell her that if she doesn't bring her spares tomorrow I will ring home. She nods, "Ok, I'll bring them"

Lucy is independently thinking and working through the different needs, she checks and confirms with me.

10 am break

I sit in the seating area where the students sit and Lucy joins me. We chat about her boyfriend Rob. She's told him she doesn't want him to come round every night now that she's back at college (previously she's told me how he annoys her because he comes round all the time). He has been kicked out of college for his non-attendance (very good at music especially piano- went to a special music college) he didn't want to go to college but his mum made him. He's handed applications at Sainsbury's and the Co-Op but heard nothing back. His mum tells Lucy to tell him to get out and find a job as she is charging him board. Lucy says I'm his girlfriend not his mum why is she on at me? I say to him how it's a shame he hasn't stuck at college (cliché) but later on he will regret it if he doesn't do some kind of education or apprenticeship. He hates anything academic, doesn't want to do anything like that but he hasn't got his English, maths or science GCSE.

I say that how even in shops, retail managers need GCSE's even though that kind of job most of the time requires common sense but if he wants to progress and move up the ladder he should try and re-sit his GCSE's at the tech college. Lucy agrees and says she has told him this.

10.15 am Health and Social Care (2)

Girls are continuing their work. Ashya asking a lot of questions, not thinking the task through, she constantly needs pushing to think for herself, to think logically and look at the case studies and apply it to the different needs. Lucy is working hard; she looks tired and drained her hand is hurting.

Yesterday, Martha began to re-assess her for a scribe in her exams.

11 am as the lesson ends Agatha tells the girls to read through the 2 case studies and highlight how the carers treat the service users. I tell Ashya and Lucy to write this in their diaries as they always forget if not. Lucy nods and I write it for her, Ashya is reluctant to do it.

As the class are leaving Rachel comes in. it becomes clear that her and Agatha are having a talk with the twins, Sophie and Kim. These are the girls that are persistently late, don't hand in work and have attitude problems. Ashya purposefully packing her bag slowly to listen in to what they are saying. I tell her to get a move on as they are waiting for us to leave.

11.25 am English

Suzie asks the class to sit at the laptops- they are all going to start their introductions for their Romeo and Juliet assignment. Suzie discusses the main points for them to put in their introductions from what they watched yesterday. She writes them on the board for the class to copy them down. She gives out a copy of the prologue from the beginning, she breaks it down and goes through it so they can understand the words and language. Ashya is faffing with her pens and not listening properly so misses what Suzie says and gets confused.

James is listening but is writing the minimum that he has to write.

The class begin their work. Due to James' complex difficulties I spend more time helping him. I have to prompt, encourage and spoon-feed both of them most of the time or else nothing gets done. I have to tell Jacob what to write, he looks tired and unfocused, has got no interest at all.

Ashya stares at her screen "Sarah, what can I write?" I tell her to look through all the notes we've just made from the board and think how best she should start. I ask her why did Lurhmann make the film? Reinforcing her to think about what the essay title is asking her.

Suzie announces that she has sent a letter home to 2 students who have met all their hand-ins and produced some good work to invite them on a trip.

1.30pm in my car

Talking to Hazel. She says how Curtis is still distracted by his i-pod, always thinking about it in lesson and the trouble is he can't multi-task so he doesn't get any work done. His teachers Marjorie and Fiona are aware of this.

She tells me how she may have a new job. She is a fully qualified IT teacher but due to her health she is prevented from going back to this full time. Previously worked for learn direct and this job that she has applied for is similar- based at Huddersfield Infirmary as an assessor, 90% work at home. She doesn't know how to feel about it and kind of hopes she won't get the job. I confirm those feelings about leaving this job half way through the year as you get attached to your students and want to see them through the year. Hazel feels that Curtis might do better without her, perhaps a man or someone who is more assertive, although I try to be assertive with him. He doesn't get any work done, he's not going to pass English this year. He wrote one word all this lesson, if I don't push him and tell him what to write- he hasn't got a clue, it's so frustrating because I shouldn't do the work for him. Fiona knows this, she told me she has 2 types of work for Curtis- stuff he can do independently and stuff she knows I help him with. She likes Fiona as she's straight-talking.

Hazel says she doesn't think she'll work here next year because of the money. Her partner earns enough money for them both, but she wants to have her own money and not have to ask him for it. Most of her wage at the moment goes on helping out her children.

Thursday 8th January 2009

Health and Social Care (1)

Daniel comes to let the class in the room, lots of noise and chatter, "Do we not have Rachel?" they ask each other.

They all sit down and Daniel explains to them that Rachel is off. He has written what they need to do on the board- take handout and work on the 2 tasks, they don't have to come to the 4th lesson but the work has to be completed and handed in for Monday. Lots of cheers and yess erupt. Daniel "You can stay here and do the work or go to the library" about 90% of the class rush out. Ashya, Lucy and the 3 Asian girls stay. Lucy says to me "You know that the rest of them won't be going off to do the work" Daniel says "Not my problem, they'll have to deal with Rachel if they don't hand it in on Monday"

I read aloud the tasks from the handout to Lucy and ask her to tell me what she needs to do- she confirms to me and shows she understands. We go next-door into Daniel's class to use the laptops that are out there. Ashya and the other girls don't understand when I go back to check they are ok, I spend about 15 minutes going through how they should begin their essay and how they should look back at their class notes as all the information they need to complete the task will be in their notes. I help them all to begin their essay

and give examples of what they should include, they seem to understand and grasp the concept better. (task: what are the needs of individuals in society, and describe Maslow's hierarchy of needs include a diagram).

As usual Ashya needs a lot of pushing, she is putting the minimum amount of detail is so as to get the job finished quicker. She doesn't read through what she has written or think about what she is writing; she makes a lot of spelling and grammar errors. Often I can tell her what she needs to include and immediately after she has forgotten and asks me what she should put.

I spend the rest of the lesson going between the girls and checking their work, quite often having to give them more examples of the extra detail they should include. Often having to explain 2 or 3 times. Nayema's grammar is often poor and she doesn't put in the detail required- I spent a lot of time adding and re-structuring her answer so it made sense.

At the end of the lesson Ashya has completed the first task and prints it off. She hasn't included a footer with her name on. The handout from Rachel specifically says their work has to be neat, Ashya gets a pen to write her name on the top, I tell her to print another one off, she says no. I tell her that it would be much neater, she reluctantly prints another with a footer included.

10.30 am Maths (2)

The class is very noisy, chatty and restless. Chloe giving homework back to students, she is cross that still some people aren't doing their homework and they need to be doing it as their exam is in March. She recaps previous lesson's work but no-one can answer her when she asks to convert a % to a decimal. She is stern "No-one can answer this? We did it last lesson. You need to be revising you need to get 68% on your exam to get a C. None of you will get that at this rate." She picks out a girl to answer a question, she gets it wrong. Chloe reels off again about exam revision and how some people aren't taking this lesson seriously. Chloe turns back to write on the board and the girl sticks up 2 fingers at her back. Majority of the class haven't brought their calculator, Chloe "You need to bring your calculator to every lesson; you cannot come to a maths lesson without your calculator".

Lucy doesn't really understand and keeps getting mixed up with her calculations. Often the pace of the lesson is too fast for her, she doesn't have enough time to let it all sink in. Once she's done a few questions she gets the hang of converting decimals to % and % increase. She won't retain this knowledge though and when it comes to the next lesson she will have forgotten it all.

11.50 am

Library and study centre are closed for exams. I go with Ashya and Lucy to continue with their work set by Rachel. Lucy can work independently and checks with me if she is on the right lines. Ashya's writing makes no sense; I go through her errors and show her what would sound better. Again she stares at her screen and asks me what she should put instead of reading through her notes.

1pm lunch in study centre staffroom

Talking to Lola, some of her students have a sociology exam and she is worried about them. She explains how they have to know about certain people and what these people said (theories). Today in the lesson the teacher was doing some revision with them, she asked them a question and not one of them could answer it and there exam is tomorrow. She goes on to say how she's worried about her ESOL students, worried they won't pass this year. Especially Simone and her maths. I nod and agree, Ashya is in the same class. Simone isn't sure whether she wants to take the level 1 exam in March, Lola says how she has no concept at all, she doesn't know what she's doing. She can't add, subtract, multiply or divide she doesn't know her 2 x tables. She can't grasp that 2×7 is the same as $7 + 7$, she'll count on her fingers or draw tally lines when she's adding.

Lola is going through lots of past papers with her, they've just been working on train times. Often she doesn't understand what the question is asking her to do e.g. what is the total amount of journey time if: at station 5 minutes before, train late by 15 minutes and journey takes 20 minutes. She'll work out what time the train arrives even though the question isn't asking her to do that.

I keep telling her not to tally when she's counting because she'll be there for ages in an exam- it's only 1 hour. She can't see that if she knows $2 \times 7 = 14$ it will always be 14. She covers up what she's writing and Lola says she knows that she's drawing those tallies. Lola jokes that if she is going to work out like that she needs to find a quicker way.

I ask if Simone was born in the UK, Lola shakes her head "By the time she came over here she'd missed all the basic maths (+, -, \times , \div) and this is covered in primary schools over here.

3pm- study centre staffroom

June comes in and sits in a chair, she stretches out and lets out a big sigh. She's just been in business studies with Ali, he hadn't written a word all lesson. He's got the case studies on his laptop and mp3, and I refuse to do the work for him, I won't tell him what to write, He's barely getting passes this year.

N.B. At the beginning of the year June tells me how Ali can barely read.

3.10 pm IT Key Skills

The class hate this lesson (so do I!) in a very hot room and it's the last lesson of the day so many don't listen and are not focused. The lesson isn't very structured because they are following steps and tasks from a workbook; many don't read the book and don't really know what they are doing. Agatha doesn't go through workbook with them, she leaves them to do it on their own- not a good idea to me as many of them just sit and chat or listen to their headphones. The majority of the girls can do what the workbook asks them to do and feel that this lesson is a waste of time because they know how to use a computer. Many feel that Agatha is patronising and when they ask her for help she'll read from the workbook in a slow childish way. She has made the twins sit near the front so she can be on hand to help them as they are behind- she makes a point of explain this rather loudly and exaggeratedly.

Ashya isn't paying attention at all; Agatha tells the class to come and collect a check-list from her. Ashya continues to look through her file for it despite me repeatedly telling her to collect one from Agatha. She spends most of the lesson helping the twins- taking advantage and letting her do all the work- she doesn't get anything done for herself.

Friday 9th January 2009

8.40 am study centre staffroom

We get onto the subject of maths after I shared my dream about Chloe saying how bad at maths I was and how rubbish I was at supporting students in her lesson. June says how she was helping Lilly with percentages and couldn't for the life of her remember how to do it e.g. 54 students, 44 of them use bus, couldn't think what to do to find the percentage.

Peter nods its $54 \div 100 \times 44$, June "I couldn't remember whether to x or \div " I nod and say that Lucy often gets mixed up too. Catherine "Don't you think it's good that sometimes you don't know what you're doing because then you know how the student feels." June "I suppose so"

More exams going on around college today, invigilators are arriving. Peter "That must be a really boring job just sitting there for 2 hours. I used to do a bit of it and I used to look at the students as they would walk in and think 10 minutes, 15 minutes, half an hour. They'll be done and will just sit there slouching after 20 minutes saying they've finished. And I mean you should know having done behavioural sciences that you shouldn't make assumptions about people- but I was proved right; you can just tell by the look of some students."

9 am Maths (2)

As I walk in Chloe says to me there are exams going on today, it makes her feel nervous about her classes; she hopes they pass.

The class do worksheets on % decrease. The pace of the lesson is very quick. Lucy not understanding it all or keeping up, she along with many others hasn't brought her calculator. Some students still haven't done their homework.

At end of lesson the students start packing away; Chloe asks them to stop she wants to go through the answers to the worksheet questions. They ignore her and continue to pack away, she gets cross and tells them to unpack their things, we can stay through break if we have to. In the end she reads out the answers- none of them are interested in checking to see if their own answers. As they leave Chloe rolls her eyes and sighs.

12.50 pm Maths (1)

2 lads are trying to get into the room, pushing buttons on the key pad and rattling the door one says "It's easy this lesson 'cos we get to go on the computers and Maurice lets us do what we like."

Maurice arrives and lets them, he writes a website address on the board and asks them to log on to it. They log on and it has lots of past paper exams for them to do and revise from.

Ashya constantly needs pointing in the right direction, many of the questions she can't answer without me prompting or showing her- she can't do basic questions. The boys tend to be very loud and mess about, Maurice goes out of the classroom and they start batting a screwed up ball of paper around the room. When Maurice returns he shouts "Now that's enough stop acting like children, have a bit of respect for other people and don't act so silly"

1.50 pm Health and Social Care (3)

Daniel explains to the class that once they have finished their re-sub, he can sign them off and they can go. Many of the girls sat with ear-phones in, chatting, Sophie is very disinterested and looking at her self in a mirror. Every now and then a girl shouts for Daniel to check work. He works his way around the classroom, he is mostly telling them what to do and what to copy from the text book. Some aren't really engaging, they just sit back and let him tell them, some are listening and understanding what he is saying.

Ashya not reading through bits in text book and pick out the relevant bits she needs. Like many of the students she struggles to grasp the idea of independent research.

3.30 pm Study centre staff room

Hazel talking about Curtis, she's had another bad day with him, she feels really disheartened. Fiona had said to her she can't really mark his work because she knows its really Hazel's. Hazel explains how they had to do a politics talk, Curtis was one of the last to choose a topic and even then he couldn't decide what to pick. He chose retirement age-

something he knows nothing about, but luckily I know quite a bit about it. I made him some notes, but he says he can't read my handwriting, so when I had some spare time I began typing them up, then I thought he's only going to copy what I've typed, so it's like I might as well hand it in. It's just so frustrating; he is never going to pass his English and his maths.

I ask if his difficulties are due to his brain injury or if he's a slow learner and that in time he could achieve and get his passes with support. Hazel says she has often thought about that and at the beginning she thought he was lazy and couldn't be bothered, but now she realises that isn't the case- it's more than that, it is his brain injury.

Fiona argues that he shouldn't be here and that he should be at a special school. I ask what Curtis is going to do next year. Hazel shakes her head; he won't pass anything this year and I think that because college have let him come in the first place they'll probably overlook it and let him carry on. I ask whether there is any kind of specialised college he could go to.

Kathy "There are no special colleges or even schools for that matter, they merge them all now. Why do you think college took all you guys on as specialised support? Because these students can be integrated into the mainstream"

Hazel explains how Curtis' parents want him to do well and pass, they are so worried that he will never be able to live an independent life. Unbeknown to him, he is at the centre of a court battle to receive compensation- fell off a bridge when he was 2, brain damaged and now has epilepsy. Solicitors sending these special brain injury doctors to assess him to prove his education is suffering due to his brain damage- compensation increases. His parents haven't told him this because they want him to do well.

Monday 12th January 2009

9 am Health and Social Care (3)

Daniel gives the class 3 options, written on board: complete re-sub work, do cover sheets for each tasks, or complete Rachel's work set on Thursday which is to be handed in today. When this is mentioned many of them look at each other- evident from their expressions that many haven't done. Sophie and Kim stroll in as Daniel is explaining this, Sophie "Aww great can we go and do it in the library?" Daniel says no, whatever they choose to do, they do it here. Daniel goes around the class chatting and helping. Anita "Where does the label for the heart go?" she is sat slumped in her chair as Daniel tells her then does some of her corrections. The entire lesson is laid back, the girls talk, have their ear-phones in, Sophie and Kim grooming themselves.

10.30 am Maths (1)

As I walk in the room the boys are playing football with a screwed up ball of paper- Calum joining in with his wheelchair- moving all tables and chairs. The students begin to settle down and quieten as Maurice walks in. He gives out the past papers they are working on. Although this is a very relaxed lesson with lots of banter, boys do appear to be doing work. Maurice works his way around helping students. He has a knack of simplifying and explaining this well especially with Ashya.

12 pm Lunch

NCDC meeting only 4 turn up. I introduce idea of going to a pottery place one afternoon as a social event. Ruby has to go, me and Lola stay and we have a game of hangman with the girls who are left. We have a giggle words jacket potato, Lola thinking ice cake was ice cream.

12.50 pm Maths (2)

Chloe going through % examples on board. Gemma sat with her bag still on the table- she gets nail varnish out and begins to paint her nails. Chloe continues with the lesson- whether she has noticed and chosen to ignore what she is doing. Lucy looks at me in shock to see her painting nails. Chloe asks Gemma a question, she doesn't even look up, she carries on painting her nails, she answers and gets it correct. I catch Gemma's eye a few times, she doesn't care.

After going through a few examples on the board the class work on the questions from sheet and Chloe goes around helping. Lucy doesn't feel well, not focused and doesn't really know what she's doing.

One lad slams into the door then strolls in, he becomes really defensive when Chloe asks him why he is late. She works her way around the class as they work on the questions, on a question many are struggling with she goes through on the board asks for answer from calculator. Someone shouts an answer but it's wrong, Chloe works it out on the board (possibly counting on her fingers when doing it)

1.50 pm English

Suzie collects their folders with class notes in at the end of each lesson. She gives these out, small class today some of the Asian boys are missing. Quiet. They watch the beginning of the film again; Suzie pauses it a lot and goes through/discusses bit by bit and writes bullet points on the board.

3.10 pm Health and Social Care (1)

As I'm walking through the canteen to this lesson I see Sophie, Kim and one of the twins stood with a group of friends. They still haven't arrived when lesson begins.

Rachel collects in the work she set on Thursday; despite being given the opportunity to complete earlier in Daniel's lesson some still haven't done it- they exchange guilty looks. Rachel asks them to put their hands up if they haven't finished it; the usual suspects raise their hands; Gita, Anita, one of the twins. Surprisingly Fozia and Roxy put their hands up- normally very good, producing good work and keeps to their dead lines- influenced by the others not to do it? Many others haven't done it, only the girls I help and a couple of others have completed it. Rachel tells them to get that work finished by the end of the lesson, those who have finished to work on the individual needs of 6 different people. She writes list on board e.g. pregnant woman, 17 year old college student in wheelchair etc. Open evening, Rachel here until 9 pm, students to stay behind as long as it takes to finish. Sophie and Kim stroll in (handbags in tow) Sophie sits down and starts to apply her lip-balm.

Period of 10 minutes where it is quiet and the class are busy working. Rachel asks twin where her sister is "Don't know, shall I go look for her?" "Go on but be as quick as you can" chatter and noise begin. Rachel asks Nayema where her work is "I've forgotten it, I've left it at home" Rachel "Ok, must remember to bring it tomorrow." She sees Sophie and Kim chatting- handbags still on table "I want this work finished by the end of this lesson, you've got no time for chatting."

Twin comes back she's been gone about 10 minutes "Where's your sister?" "I can't find her." Twin sits down to do her work. 5 minutes later the other twin walks in, Rachel asks where she has been, she replies "Looking for my sister" Rachel rolls her eyes "You need to sit down and finish your work you have to hand it in by the end of this lesson" "I've done it!" she snaps back "Good" says Rachel "You can start the work on the board"

3.55 pm Rachel has marked all those essays from those who have managed to complete, she calls their names out and lets them go. The rest of the class go quiet, they put their heads down and continue working.

(Rachel always passes register around then checks it later, she is not fussy about time, but understandably frustrated when lots of girls are late. Class has a lot of respect for Rachel; her style of teaching is repetitive but they understand).

Tuesday 13th January 2009

9 am English

Class at their laptops continuing introductions of essays. Suzie going around and helping she mostly has to supervise the group of Asians who mess about on the internet, games, music. The rest of the class work hard- getting on well.

10.30 am Health and Social Care (1)

Agatha is in the room as I enter, some students are telling her they will miss her lesson tomorrow due to revision for maths exam "Surely you don't have to go to the revision session all morning? I want to know which part of my lesson will you be missing? You don't have to miss all of it" Debate ensues between the students and Agatha, Rachel appears and says she will find out from the maths dept. Agatha goes and lesson begins- Rachel drawing spider diagram on board PIES their task to write how these are met she does example of physical needs. This is P2 for assignment she's done it as a whole with the class- they don't even realise they are doing assignment work. They get on with the task, low murmur of chatter.

1.50 pm Cover for GCSE Maths

Supporting George in Chloe's other GCSE class. Very loud and boisterous characters in the class, cheeky and shouting out "Hiya miss!"

Chloe goes next door to get a textbook she has gone through examples of % on board and has set questions for them to do from book. I don't notice but a girl must have come in during Chloe's absence and she notices when she comes back and pulls her up on it. The girl becomes argumentative and defensive "I wasn't late I've been sat there." "Don't lie to me you're 45 minutes late" an argument follows and Chloe tells her to get out. The girl gets up and walks toward Chloe and flinches/shrugs her shoulders threateningly at her and then walks round her and out the door.

Class is rowdy, always questioning how Chloe teaches them to work something out. George whispers to me that the class is always like this. One girl behind us keeps offering alternative solutions and saying to the class "That works for me don't know whether it helps anyone else"

3.10 pm Maths (1)

Moved to the next classroom and Chloe cuts through and comes over to me. She explains how that is her worst class and she doesn't know what to do with them- they are terrible, such a bad class. I nod and agree, they're on the last chance to get this qualification, I say how I wouldn't like to be in her shoes she should go have a break and a coffee!

Maurice arrives and class continue on past papers. He has a very clear way of teaching and can calculate questions in a way that I never think of but simpler and easier e.g. 75% work out 50% then half that for 25% and add the two together to get 75% whereas I would work out 10% then 5% then 10% multiplied by 7 and add these.

Wednesday 14th January 2009

9 am Health and Social Care (2)

Students are all still stood waiting outside classroom. Agatha comes and lets them in she makes a point of explaining in depth why she is late- she was helping a student who had not handed work in. As the class sit down many are missing due to the maths exam. Agatha writes on the board that today will be used as a finishing off lesson- check all portfolio work is complete and in folder then continue with IT key skills work.

9.05 am Sophie slinks in as Agatha's back is turned while looking at computer. Agatha goes and gets the student's folders from the filing cabinet next-door; she puts them at the front of the room. Many of the girls are still sat chatting, not getting folders or looking like they are about to do some work. One of the twins takes out a big plastic folder which she had folded in half and crammed into a tiny handbag, Jessica asks "Why don't you just carry it?" she replies "I can't be bothered."

Agatha "Come on get up girls, come and get your folders" slowly they begin getting up and getting folders. Shushitra and Nayema don't understand what they have to do or what they are supposed to be looking for in their folders. I begin helping Shushitra sort through her file, Agatha asks what is she doing/what doesn't she understand? She takes over helping Shushitra so I help Nayema organise her file- mess nothing is in order. When we get through it all she hasn't got any portfolio work to sort as she has handed it in and not got it back from Agatha- this is the case with a few of the girls.

9.10 Ashya arrives, flustered because she is late due to her taxi not arriving. I check her assignment brief but Agatha still has her work for marking. As I explain this to Ashya, Agatha over hears and gives me a lengthy explanation of how when students don't give their work in on time, she ends up collecting it in bits and then they get put in different folders and then she can't find them. She says she is concerned that she hasn't got Ashya's p2 work. I confirm that she definitely did it and handed it in. Agatha then goes on about how her work files have been 'misplaced'.

9.20 am Winona walks in.

By now most of the class are sat at the lap tops 'working' on their key skills. Sophie is sat at a laptop she is looking at herself in a mirror with a big make-up bag out in front of her. Agatha "Put it away, it's not a beauty parlour- in fact give it all to me, I'm going to confiscate it, you can have it back at the end of the lesson."

Ashya isn't following the workbook, I have to a lot of guiding and pushing.

Agatha is helping one of the twins, she doesn't really know what she's doing herself she asks me "How do you get a print screen up?" I tell her you just have to click past "oh right, yeah". One of the tasks from the workbook tells them to save website addresses from the websites they've used; Agatha is telling them all to save URL for images as well. Jenny has received an e-mail informing her she missed an appointment for dyslexia assessment and asks Agatha if she can go now as she isn't free for the rest of the day. Agatha "Yes, but why did you miss it in the first place?" "I forgot"

"Have you got a diary?" – Yes, but I don't use it. Agatha "Have you got a phone with an alarm? Put your appointment in your phone; use the technology available to you to make life easier. You must go to your appointments so we can help and support you." Jenny nods and tries to explain that she just forgot.

11.20 am English

Our class has swapped rooms with Emma's. 2 Asian lads loudly, bang in late "Where's Emma miss? Where's our class? Have we swapped?" Suzie "You're late boys, yes you're next-door." Meena sat with her headphones in as we begin watching bits of the film.

11.35 am Abdul sneaks in as Suzie writing on the board (watching a bit then writing notes) he sits down next to his friend. Suzie turns back and tells him only one to a desk and tells him to sit at the front near her. He sits with his headphones in- very disinterested.

The lesson continues with Suzie pausing the film, discussing then writing notes. She tells Abdul to take his ear phones out, he protests and says they're not on; Suzie says she doesn't care she wants him to take them out.

12.30 pm Study centre staff room

Brenda telling how Lilly was copying and pasting irrelevant stuff from wikipedia, she told her to look in her textbook as everything she would need would be there. Lilly kept refusing to do this. June talking about Ali and how his business studies teacher keeps telling him to concentrate on one assignment at a time instead of doing bits from one and bits from another. He hasn't completed one piece of work yet.

Thursday 15th January 2009

9 am Health and Social Care (1)

Lots of activity as I enter the classroom, the girls are getting out the posters and huddling in their groups and chatting. (Posters on factors which influence individual's health needs). Rachel tells the girls they can go to the library or study centre if they need computers to carry on typing up notes for posters- not enough laptops in this classroom. Sophie is walking in as this is being said with one ear phone hanging from her ear "Come on we'll go to the computer rooms" she says to Kim- she has her make-up bag out rooting around for a lip-gloss.

Rachel addresses the whole class, "If I come and check on you around college I expect you to be where you say you're going to be doing work, not sat chatting in the canteen. If I catch any of that they'll be trouble. Come back before the end of the lesson." Many groups go off to find a computer, only 2 groups are left in the classroom.

Ashya continuing with her typing- she has done a lot of work during my absence on Tuesday- copying from textbook but at least independent! I try to show her how to summarise rather than copy everything. The other group working; sending Rachel e-mail

with pictures she is going to print in colour. She comes in and comments on how good they are. She really takes an interest in what they are doing and how they are doing it, giving tips.

10.30 am Maths (2)

Chloe has got their exam marks from module 1. Many have done well, C and Bs Gemma (painting her nails) got an A along with 2 others. Lucy got a D and Jasvinder got an E- she is upset and shocked, desperate to continue re-sit/ Lucy expected it and is fine. Chloe explains how she is having a meeting with Maurice head of GCSE maths to decide what to do about students who didn't pass. Lucy ok with having to spend 2 years if she has to, to get her maths.

The lesson continues as usual, Chloe goes through formula and examples of % profit; the class then work through questions from textbook.

11.50 am Health and Social Care (1)

The groups continue with posters; have to be finished by 12.30. As this draws near lots of rushing tidying and helping others finishing touches. All 5 posters are numbered and put on the wall. The class then go round and mark each one out of 10 on content, quality and presentation. Rachel and I are both impressed- they are all really good I mark 3 at 10!

12.50 pm Study centre staff room

Hazel asking what kind of options could Curtis do next year? She says he won't pass his English or his Maths and his mum wants him to do IT but he hates IT. Went to careers advisor but nothing much came of it. She asks June what Ali did, she explains how they let him stay on and continue but he hasn't got English or Maths and he won't pass this year. June suggests Travel and Tourism for Curtis, Hazel gets quite enthusiastic about this idea and thinks it will suit him well.

3.10pm IT Key Skills

As the girls come in they log onto the computers and chat amongst each other, Agatha hands out the workbooks and girls begin to get up and get their folders from the filing cabinet. All the girls hate this lesson, I do as well, it seems they have been working on it forever. I sit in-between Ashya and Lucy, I read out the steps they have to do from the workbook and mainly work with Lucy. One of the girls loses her temper and asks Agatha why she has to do this because she has already done it at school- she is frustrated. Agatha

tells her to calm down and if she wished to discuss something she will go outside now with her.

Lots of girls are struggling with task 9 editing pictures because in the workbook it doesn't tell them to save their images in picture manager and this next task now requires them to edit using picture manager. Many ask me to come over and help them as they say Agatha wasn't any help. I go over to one of the twins and show her how to save her picture in picture manager and then I tell her to copy from the steps in the book as she is writing her user guide for editing an image. I tell her to use numbered bullet points and I begin the first point for her. I am aware of Agatha standing behind listening and watching me she says "I wanted her to practice editing an image because she's never done it before; it's better for her to know how to do it before she starts writing her user guide." I nod my head as she continues to go on about students needing to require these skills and do it for themselves, when she's gone the twin says to me she doesn't understand what she has to do, she hasn't edited an image before using picture manager. I explain how it's very similar to doing it in word. She rolls her eyes towards Agatha and I pull an expression to sympathise how she feels. For the rest of the lesson I find myself helping nearly the entire class with editing pictures, Lucy doesn't get any more work done without me there. She is like many of the girls; don't think to read the workbook and work from the examples given to write their own user guides.

Friday 16th January 2009

9 am Maths (2)

Chloe quite an attitude as she is angry people still haven't done their homework- not good enough got their next exam beginning of March, they will fail it if they don't do homework. She then says how throughout the college there were 4 As, 3 of which were from this class.

Normal routine of doing examples together on the board then working on questions from sheet. I can tell then Lucy doesn't really know what she is doing, once I explain to her she gets a better idea but I know she won't remember any of this.

12.50 pm Maths (1)

The class are on the computers working through a practice exam paper, the boys messing about, go between the paper and other internet websites. Swinging back on their chairs and being loud- gets too much when Maurice goes out of the room. When he comes back he is angry and shouts at them to stop acting like children he had trusted them to behave as the adults that they are.

Aysha falls out with me because I confront her about the lack of revision she is doing. She can't even attempt to answer the questions she doesn't read them and think how she can

apply her knowledge to answer it. I say this to her and say how I won't be there in the exam to tell her how to work it out- on all the papers she's done I've helped her and she's got them right- they're not a reflection of her abilities. She goes quiet and is distant and off hand with me for rest of day. At the end of the lesson I explain how I'm not trying to upset her and I know she hates me for being hard on her but can she see where I'm coming from? She nods her head but won't look at me.

1.50 pm Health and Social Care (3)

Very noisy lesson as the girls don't do much- lots of chatter, mp3 players out. When they have finished all their tasks and re-submissions they can go, some girls left while the usual girls are still doing their re-submissions. Lucy and Aysha want to do an extra distinction task which is optional- Lucy had started this on Monday, Aysha began it this lesson. She was still giving me the cold shoulder and sat away from me and kept going to Daniel for help. I sat with Lucy at the laptops reading out-loud her notes for her to type. Aysha stares at her laptop and gives in to giving me the silent treatment what she should type. The task is really straight-forward writing notes they've got in a table into a piece of writing. I tell her to look at the question then use the notes that she's got- she tries to look at Lucy's I tell her to do what she thinks and I will check it later.

Only a small number of girls left in the classroom, Daniel is helping them with their re-submissions.

3.10pm Study centre staff room

Hazel talking about how yesterday she had suggested to Curtis' mum about travel and tourism but she hadn't written anything back in his diary. She really wants him to do IT but Curtis hates IT he doesn't like sitting in front of a computer screen. Hazel says of how she was really excited about travel and tourism yesterday and now she feels disappointed.

Monday 19th January 2009

9 am Health and Social Care (3)

Low murmurs of chatter as the class come in and sit down. Daniel arrives at 9.05 am and puts their plastic wallets at the front. One girl asks to see him and he tells the class it's going to be the same system as last week, write names on a list on the board and he will see each of them one to one. Small class as those who had completed re-submissions didn't have to attend. Aysha and Lucy go and get laptops to continue their work.

Most of the class talking, not even got up to get their wallets- mobile phones, mp3s, make-up out lots of chatter.

9.15 am the twins come in, Daniel asks them where have they been. One of them replies that they had got up late.

Quiet murmur of chatter throughout the lesson as Daniel sees each of them individually. I suspect that very little work is being done. As one girl gets up to see Daniel another shouts, "you said I could go next!" Daniel replies "Your name isn't on the board" she says "you said you'd write it on" Daniel replies "It's not my responsibility, don't be so lazy, get up and write your own name on the list."

10.30 am Maths (1)

2 lads are sat over at the computers as I enter, not many of the class are here yet. Maurice walks in, the boys log off and sit down. He explains they are going to carry on with the past papers but to note down any questions they find difficult- if everyone is stuck with similar questions he knows what to target for revision. Ajay strolls in (like a gangster!) Maurice says you're late he replies "No I'm not" Maurice asks him what time this lesson starts "10.30" he replies Maurice "And what time does your watch say?" 10.30 he replies Maurice laughs "I think you need a new watch, it should say 10.35, try to be on time for your lessons please." Maurice explains to him what to do as the rest of the class set off on the work.

Little Molly comes dashing in with her big rucksack "sorry I'm late sir" "Why are you late" Maurice asks, "I was in the library" she replies "That's a good answer, the library, because it makes you seem intelligent and doing something good reading a book- was that the case?" "No!" she laughs. Maurice laughs "oh dear, well at least you're honest!"

He hands out the papers and answer sheets they've been working on, many don't have names on and he's trying to find out whose is whose. The lad aren't paying attention, disinterested and not paying attention as Maurice holds them up to see if they recognise handwriting. "Jordan is this one yours?" "I don't know let me have a look" Maurice walks over to show him the paper, "Of course it's mine!" says Jordan, Maurice laughs "Oh right, sorry!" The class begin to work.

10.45 am Anna walks in and Maurice asks where has she been, she goes red and says she was helping a friend. Maurice tells her to be on time in future. He walks around tables and goes to students when they call him for help.

Into the lesson Ajay and Joe as usual being loud and messing around, being cocky, Maurice shouts at them "You'll go straight onto a disciplinary, I'm sick of you not doing what I ask you to do!" They go quiet and put their heads down to continue working. As students finish the papers they can go and revise on the internet.

12pm NCDC Meeting

Few more attend and I inform them of pottery trip, give price list of items. We decide to do a bake sale on Monday to raise money to go towards it. Everyone chooses something to bake.

12.50pm Maths (2)

Some of the class are here but many are still missing. Chloe looks at her watch and shakes her head "Where is the rest of the class? 4 weeks till their exam, I don't believe it, where are they?" she mutters and looks in disbelief at me. Some students begin to trickle in- "Where have you been? Hurry up and sit down." She then goes on to inform the class of how she couldn't believe how badly many of them had done in their homework. "You are not getting their fractions right, shouldn't be getting these wrong, all forgetting how to add and subtract fractions. The exam is only 4 weeks away, need to be revising, come to see me in study centre. If you are re-sitting module 1 you will do it on the same day as your module 3 exam- so you've not got long- 4 weeks!"

Lucy says "You haven't told me whether I'm re-sitting or moving down a class." Chloe nods then addresses the rest of the class "I'm having a meeting with Maurice the head of GCSE maths to see what we are going to do with you. If you got a D it is worth re-sitting, if you got an E I'm not sure yet what will happen but I will let you know." She then goes on to say "because you all did so badly on your fractions homework we are going to work on these past paper questions for 20 minutes/half an hour." She does first question on board "Don't add denominators if they are not the same."

Class begin the questions- end up spending the whole lesson doing them. Lucy can't even attempt any of the questions, she hasn't got a clue. I notice her friends are trying but getting them wrong.

At the end of the lesson Chloe says "Please come and see me in the study centre." She then says to me she wants to make sure that Lucy has a scribe for the exam because if she re-sits 2 exams in one day will be too much for her, and I agree.

1.50pm English

Class continuing essays on the laptops. Snow is falling heavily outside, Jodie comments on this and how she's got an interview down at uni later, she jokingly asks Suzie for a lift. Suzie says she will, she's going that way and she'd be happy to do that.

2.10 pm Abdul and Mohammed walk in and are rude to Suzie when she tells them they've got a bad attitude turning up late. She is talking to one of the other Asian lads who is very behind on his deadlines. The Asian students tend to sit together, they never get much work done always messing on phones and internet, talk to each other in Urdu.

3.05 pm Health and Social Care (1)

Rachel stood at classroom door- exams on in classroom opposite, she's warning everyone to be quiet. Once the class are in and sat down in their groups from the poster task, Rachel gives out register for them to mark and explains she's going to give out the prizes for the

posters. She asks who's in group 1- they put their hands up, group 2? No-one puts their hands up, Rachel tries to establish the groups, we both stare at each other in disbelief as none of the groups can figure out who is group 2. some girls are not even listening. Hannah suggests that as Gita and Anita always sit together and that Rachel always counts Gita as 1 when putting people into groups, Anita would be number 2 therefore her group will be 2. "Thank God someone's got a bit of brain-power! Well done Hannah!" Group 1 have won but as they were all so good everyone gets a bit of chocolate too. Rachel then lets them go because of the exam.

3.30 pm Study centre staff room

June is looking at some of the sociology resources on blackboard, she comments on how the teacher does lovely presentation but too much going on, too busy for a dyslexic student.

Amanda asks will I support Winona in Health and Social care lessons. ESOL student struggling and behind with her work.

Tuesday 20th January 2009

9 am English

Suzie is late due to snowy conditions; Emma lets class in as I can supervise them. Not many of the class have arrived yet. As the students arrive they log on to the laptops and continue with essays- flit back and forth to the internet as well. The Asian boys come in, they don't pick up their folders but sit in the corner, chatting and playing music through the laptops.

9.10 am Suzie arrives asks individuals to print off what they've done so far so she can go through it with them. Meena has done one paragraph, Suzie asks her why that is all she has done, she just shrugs her shoulders. Suzie talks through with her what she needs to include and discusses aspects of the film with her. Meena suggests how Luhrmann used young, popular actors to appeal to the audience, Suzie praises her for this good idea and tells the class to include this in their essays.

10.30 am Health and Social Care (1)

Rachel writes task p2 on the board then draws a spider diagram for them all to note down to help them when they answer the question.

10.45 am one of the twins walks in, she says she's been walking. Rachel asks where her sister is she says "she's stuck on the step because it's really icy, she can't move so I just left her." Rachel and I look at each other in disbelief and laugh.

The class working on the tasks which requires them to apply health needs to a case study to do now and complete in the lesson this afternoon. Sophie has got her mirror out and is putting lip-gloss on, grooming her hair.

For 10 minutes or so they all appear to be working and it's quiet, the chatter then begins to rise. Rachel moves Kim away from Sophie, she continues to chat with everyone and hasn't done much work, Rachel raises her voice "I don't want you to speak for the next half an hour, I've moved you here so you don't talk to anyone."

11.50 am Study centre staff room

Hazel tells me how she doesn't rush to get to this next lesson which is maths because the lesson never starts on time, I was proved right last time when I set off 5 minutes later. I really noticed it actually, the lesson was supposed to start at 10 past but she still hadn't started by half past. She's very nice (new this year) and clever but no control or discipline, lots of banter, but she goes on telling them all about her family- she goes too far really. She does lots of games and quizzes like deal or no deal on my maths- no-one could answer $36 \div 6$ (level 1 numeracy). Hazel wishes they had Maurice or Judith (dept head of college) as everyone says how good they are. Knows the class are not going to pass exam in March.

1.10 pm Brenda says how a lot of the students we support think we can bend the rules for them. I always have this with Lilly and you have to say no- we can make exceptions but we don't treat them differently.

1.50 pm Health and Social Care (1)

The class are continuing with their work from this morning. As usual some are slow to get into the swing of things. Rachel lets them have the radio on low while they are working. The girls appear to be working well.

3.05pm Maths (1)

The boys are running around, hitting each other with rulers and getting each other in headlocks. Maurice walks in and the class begins to settle, he gives out the white boards and admits he hasn't planned for this lesson and that they are going to finish for 3.50pm. He asks questions that are likely to be on the exam and the class write the answers to hold up on their boards. Questions like write this number in figures, one number take another number less than 10 equals 12.

One of the boys says to Maurice to say 'shabam' to Abdul because it means 'good', "Yeah right" replies Maurice and he utters something, Jordan asks what has he just said. Maurice says he has just sworn at them in Gaelic, the class laugh. As he asks questions Abdul and

Joe shouting out answers, which are wrong a lot of the time. Maurice asks them to stop this but they continue- he threatens them with disciplinary- looks angry.

Wednesday 21st January 2009

9 am Health and Social Care (2)

Agatha gives out a handout, like an essay plan, to show the girls what to include on their posters for their M2 task. There are 4 bullet points which need to be included on the posters, Agatha mainly goes through the equality of opportunity point, she does this in a spider diagram format- how the two settings from the case study meet equality criteria.

9.15 am Jenny arrives late- bus delayed.

Agatha asks all the girls to get out their case studies and the handout on needs they were given 2 weeks ago "Well done Sophie you've got yours out" Sophie smiles smugly, Kim mutters something like I have or we all have, Agatha "Well done Kim you've got yours" she moves along the line of tables and says this to a few others "Oh look at this we've got a full house" she says this in a childish/patronising voice. Many girls roll their eyes and snigger at this.

4 groups of 4 are established and they begin discussing and planning their posters. Agatha says how important it is to plan work and she wants to see everyone's plan. A few minutes in some girls haven't got case studies Agatha "I'm going to photocopy the case studies for the 4 girls who are missing one of them, does anyone else need me to photocopy for them? I will do it this once because I wouldn't be offering equality of opportunity, it wouldn't be fair to it for some and not for others." She then goes off to photocopy.

9.30 am the twins arrive and ask where Agatha is, they join Jenny and Winona to complete another group.

I know that the girls have covered everything they need to include in this poster in their class notes and stuff they have been working on for the past few lessons. But the way Agatha has delivered it to the class she hasn't clearly linked it to previous work they have done on the case studies. The girls do poster tasks like this quite often in Rachel's lessons, but 5 minutes into this task they all fall to pieces- they don't understand or have a clue what they have to do. When Agatha comes back she goes round the groups and explains what they have to do but there is still a lot of confusion.

Minutes later girls are asking me for help because they still don't understand. Many struggling with the bullet point on individual needs (they have done so much work on PIES in this lesson and Rachel's!) I sit with Lucy and help her go through the case studies to look for ways in which they have met PIES in the 2 different care settings. Agatha addresses the class and says she is going to go through individual differences bullet point, so everyone who is doing this point goes and sit with her and she explains what to include.

Aysha gets up, no pen or paper I suggest she might need this so should take them, she reluctantly goes back to get them. Agatha advises they do this point in a table format- differences listed down one side e.g. ethnicity, social class, religion, then how they are different in the other column.

Aysha is faffing around on doing a title on the computer I tell her not to waste time on that and it's the writing that counts. Agatha repeats what I have just said.

I try and explain as best and as clearly as I can as girls still asking me what to do because they don't understand, some say they are bit clearer after I've explained.

I help Nayema with the individual needs point and suggest a table format for this with PIES down one side then a column for each case study I then show her how if she reads through the case studies she can find examples of how these are met- use class notes as we had done this in a spider diagram 2 weeks ago. Agatha has been listening and watching she asks Nayema "What is a physical need for the nursery children?" Nayema goes quiet and looks down Agatha asks "What is a need?" she continues to look at the table. I suggest that she looks back at the notes and handouts she has on needs, she says she's looked but can't find them (folder with different slots in not ring-binder). Agatha "So this is an organisational problem, we need to find the root of the problem in order to help you." I feel like a spare part as Agatha takes Nayema's folder, Lucy calls me over to check what she has done. I felt very conscious that Agatha watches and listens to how I explain the tasks and feel she always has to talk-over what I have to say or repeat what I have suggested in her own words.

When lesson has ended I walk back with Lucy to the study centre she tells me how her Romeo & Juliet has to be handed in tomorrow- should have been Friday but students not in due to staff training day- her class only began writing it on Monday.

11.30 am English

Suzie booked computer rooms thinking Emma would use this room with laptops- mix up and both classes end up at computer room. Suzie tells (in particular Asian group) to sit on first 2 rows and not near Emma's class because they'll distract you- as she says this she smiles at me. The Asian's e-mail each other all lesson from opposite each other!

Suzie sat with Abdul and his work, he is sat slumped in chair staring into space not listening to what she is saying.

Thursday 22nd January 2009

9 am Health and Social Care (1)

Continuing with task work and then starting next piece which links into the previous task. Rachel writes notes on the board for them to copy down about the benefits of different health services for individual needs. She then refers to the girl in the case study (the task

the girls had been working on was identifying the factors affecting the health needs of a girl in the case study) and what health services she would need, the benefits and what could get in the way of achieving this. She does the example of smoking she draws a table on the board and asks the girls for ideas to fill it in. Their task is to use 4 factors affecting her health and draw up an action plan with short, medium and long term goals. Rachel has done them tables to fill in or they can write it up in their own way.

Finish first task before they do this- many haven't finished. Rachel has made the action plan clear and they all had the smoking example in their notes, Rachel had gone through it all with them as a class and linked it to the other tasks including the posters they had made last week. The class continue with their work as usual Aysha wasting time faffing about with paper to make a leaflet and spending ages on the look rather than what she should be writing.

10.30 am Maths (2)

Chloe introduces next area of wages. She writes definition and minimum wages on the board, over time rates e.g double time. She then gives out worksheets for them to work on and the lesson follows the normal routine Every so often checking through answers. One of the girls (one of the best in the class) very giddy and disruptive, Chloe moves her away from the girls she is sitting with.

11.50 am Health and Social Care (1)

The girls continue with their work, they have to complete all work now to hand in their portfolio to be marked. Rachel tells them to order their work and put in a contents page, she writes on the board the order their task work needs to be in. We are both amazed to see that nearly all the girls cannot do this. They cannot think to look at their assignment brief and order their work. Many still haven't done this by the end of the lesson. I do Lucy's for her as she is finishing her work, Aysha hasn't finished her task work and all her work isn't in any kind of order. I have a meeting so can't stay and help I mouth 'sorry' to Rachel she says it's ok but rolls her eyes in the direction of Aysha.

3.10 pm IT Key Skills

Agatha tells the class that those who have done level 1 or IT at school can skip to the powerpoint slides because many students are taking too long to complete the work. Many student's fed up with the lesson- deadline is 12th Feb and I don't think many will have finished their portfolio. Agatha tells the class how they should follow the tasks from the assignment brief rather than the workbook as it is clearer. I'm telling Lucy what she has to do and tell Aysha to read the workbook as this will tell her what she needs to do next. She says she doesn't know what to do and that she is confused. I tell her I understand

and that the workbook is confusing and that I don't think these lessons have been very well planned and it would have been better if it had be taught together so everyone would be at the same level. Aysha looks despairingly "Why don't they do that then?" I tell her that it's too late and it's not really to do with me but I will mention it. A few minutes later Agatha tells me how she has spoken to the IT teacher who put the workbook and tasks together and how for next year the assignment brief and workbook should read the same because in the book there are theory and practical tasks. I agree and point out that often instructions in the book aren't always clear for example it didn't tell the students to save their pictures in picture manager when the next tasks tell them to edit images using this. She explains how this course was only introduced this year so taking on board problems to change them for next year.

Friday 23rd January 2009

Staff training day- am

Individual reviews- goals/mini-project to do and be reviewed in summer. I want more training and experience helping ESOL students particularly with their literacy skills.

Mentoring training- scenarios what if? Boundaries/confidentiality spectrum college is 5/6 very formal scheme but relationship can form.

Monday 26th January 2009

9 am Health and Social Care (3)

Not many girls here, those that are sat chatting, phones out. Daniel not here yet but instructions are on board and their folders are at the front but I only notice one girl reading it and getting folder.

9.10 am Daniel arrived and the girls begin to get their folders. He tells them he's not going around the class they've got to write their names on the board and he will see them one to one, he says he's not writing they have to come and put their own names on. Some have finished and are doing cover sheets for the tasks.

It's a noisy lesson, music blaring from phones and mp3s.

9.15 am Sophie and Kim arrive- make-up bags and mirrors out, spend most of the lesson on this.

Aysha finishing distinction, Lucy finished and is at end of the list to see Daniel so she does her English homework.

Towards end of lesson twins are bickering one of them shouts "why don't you finish your work?" the other one "Don't tell me what to do" they get quite loud before Daniel jokingly says "Alright ladies calm down!"

At end of lesson I go to speak to Rachel about Winona. I explain she has asked for help with notes etc and wants to sit next to me. I explain how I don't know much about her or her abilities, she is often absent or late is there anything I need to know. Rachel says its not because she can't do the work, the work she is producing is ok, other reasons.

10.30 am Maths (1)

All the class are sat chatting/waiting at their seats apart from Mohammed. Maurice walks in and explains how he has put together questions that everyone has been getting wrong or struggling with. Mohammed walks in, Maurice "You're late." – "No I'm not" shows his watch "Its half past" the clock on the wall says 10.35 am Maurice says "I was late so you must be even later."

The class start the questions and Maurice goes around helping. When they've finished he gives them answer sheet to mark and then they go on the computers- my maths/bitsize. Questions: numbers in figures, struggle with subtracting add instead using number line e.g.

12.50 am Maths (2)

Mark homework together, she asks for answers but no-one offers any (I suspect many haven't done it) Chloe "exam four weeks away, these percentage questions were E grade they were easy, if you can't answer these you will fail the exam." She reads out the answers for them to mark and then asks them to convert mark into a percentage. Many students can't do this or are asking how to do it Chloe "I can't believe you can't work out your percentages! You need to be revising! Come to the study centre! You will fail the exam if you can't do that."

Chloe introduces tax, taxable income and writes definitions and examples on the board. Quite straight-forward she gives out question sheet and then goes round helping. Many are struggling and can't answer questions "This is easy, you obviously weren't listening when I was explaining this to you." Says Chloe. She goes through another example on the board.

The girl who was getting giddy from last lesson is doing the same again, Chloe moves her and she continues so she is sent to the study centre to return when she finishes questions.

1.50 pm English

Emma not in today so both classes together with Suzie. Finish essays today and hand them in, if finished can go. Many of the Asian students from Emma's class leave (couldn't figure out whether this was because they said they had finished or they went to a computer room to work on it) only few students remain. Aysha doing her usual staring at

screen, can't be bothered looking through notes and thinking for herself- she doesn't get much work done and doesn't finish.

Towards end of lesson Suzie tells the class she is away on a trip tomorrow- students begin to ask whether they have to come, she says yes, she'll set them some work. She then changes her mind and tells them they don't have to finish their essays today they can have tomorrow's lesson and hand it in on Wednesday.

3.05 pm Health and Social Care (1)

As I'm walking to the lesson I see a group of the girls huddled around Kim who is crying. When I get into the lesson the girls are sat in their groups for Agatha's work. Rachel explains how because they've finished her unit and are very behind in this one, she is going to do the task they started on Wednesday. Not many girls are here (outside comforting Kim) I say to Rachel how many are out there and she tells one of the twins to shout for her sister from the window as she waves for them to come in. 5 minutes later all except Kim are in the classroom, Sophie explaining to Rachel how upset Kim is. Rachel shakes her head, just leave her, it's no reason for her not to come to lesson. She looks at me and I ask whether she wants me to go and check on her. I go, she is with some other friends I ask whether she would be better going home, she shakes her head (floods of tears) I ask her friends if they are missing their lessons they say no. I ask Kim whether she wants 10 minutes to get herself together and come to lesson, she nods.

Back in the classroom Rachel is doing the poster task altogether as a class, she is trying to do it all quickly. She draws layout on the board and tells each member of the group to type and print title, she hands out pictures for them to cut and stick of children and older people. Discuss each step with them and they do it all together- she gives out a table for needs column for each case study. They almost finish- finish tomorrow.

When the girls leave I comment to Rachel how they fell apart doing this task, they could do it because they've done it all in a couple of their modules but couldn't link or apply it. I say how her and Agatha differ in teaching styles, not sure whether it was because she didn't link or explain in detail Rachel does, she encourages them to work more independently- both Rachel and I say how this isn't a bad thing, but not capable! Rachel says "Look how they managed doing the contents page, none of them will read the assignment briefs to look at what order the tasks need to go in. Next time I'm going to give them the assignment briefs and make them read it from the beginning." As we leave she says "I don't know how I'll cope next year if some of these stay on to do the national certificate, I'll end up killing them or killing myself!"

Tuesday 27th January 2009

9 am English

Suzie is away, Emma opens classroom and students who haven't finished their essays log on to laptops- if handed in they can go. Emma asks the Asian boys who are in her group how far they got with their work yesterday. They say they didn't have their folders so they didn't do anything, Suzie let them go. Emma asks why they didn't go down to the office to look for them, they say that they did but couldn't find them.

Not many students in the class- I'm preoccupied helping James so whether this is because they have gone to one of the computer rooms or whether they have finished. Lesson is quiet- I'm practically writing James' essay, trying to encourage Aysha to work independently, to write what she thinks is right and I'll check it later. At the beginning of the lesson she does her usual staring at her screen for 5 minutes before asking me what she should put. She hasn't even got her folder, I tell her to go and get it and read through her notes as everything she needs to put will be in there.

At the end of the lesson I talk to Emma about supporting ESOL students, will she help me to help them. She explains her timetable isn't great, often isn't free when the students are free but we should meet in the study centre and she can show me what she does in her sessions. I tell her how I can tell that Aysha's written English has improved greatly but she still struggles with the structure of her sentences- they often don't make sense although she is getting better. Emma laughs and explains how she thinks Aysha has a short-term memory problem and how she can often get frustrated at the amount of things she forgets when they are doing vocabulary work. I tell her that I'm glad she has experienced this because I often find this a problem when trying to help Aysha.

10.30 am Health and Social Care (1)

The class are continuing with the poster task. 4 girls who were absent last lesson, Rachel says to me she's not sure whether to put them with other groups or whether they should do their own poster. I offer to help them and she says thanks, it's worth a merit grade so they should really do their own poster. I set about telling the girls what they need to do. Rachel goes through the next steps with the class as a whole- how the carers treat the service users with respect and lists of the policies put in place in both of the case study settings. The girls have to put in a definition of equality and a picture which represents diversity. Rachel goes out to get colour print off, of the pictures the girls had chosen from my group.

11 am just as Rachel left Winona walks in. Many of the girls look at her in disbelief and laugh and mutter "why does she never get into trouble? I always get shouted at when I'm late, it's so annoying that she gets away with it!" one girl asks Winona why she is always late, is she allowed to come in when she likes? Winona says yes.

As a class Rachel tells the girls what to write underneath the policies- government legislation to promote rights and protect. The posters are completed, they look really

good. The girls are relieved and happy, many comment to each other how Agatha is 'rubbish' and they prefer Rachel.

Aysha hasn't come over once during this lesson to ask me questions or to check what she is doing is right she has got on with her group. She has become good friends with some of the Asian girls and asks me if she can sit more with them in lesson. I tell her this is a great idea and that she can always speak to me after the lesson if she hasn't managed to get down all the notes.

12.50 pm study centre

I'm helping Lucy with her Romeo and Juliet essay- note last week I was telling Brenda how Lucy's English teacher doesn't seem to understand the capabilities of a foundation year GCSE English class. Brenda tells me how the teacher has 2 special needs children and would have thought she would understand that students can't be expected to complete an essay in a week.

1.50 pm Health and Social Care (1)

The girls have settled Rachel draws a letter template on the board and gives out the task sheet. On it there is a picture of a teenage boy slumped in a chair with a cigarette he eats sausage and chips a lot. The girls have to write a letter to him explaining why his eating habits are bad and advise him on a healthy, balanced life style. Rachel tells them they have to handwrite it and it's got to be neat. The girls set off on the task Rachel goes on the internet and prints out a variety of things on balanced diets and eating 5 a day. Girls working, some getting up for textbooks.

Winona isn't here, Rachel asks if everyone is here. The girls again mutter how she's never here or late. Rachel says to me that if we get the chance on Thursday she will speak to me about Winona. I tell Rachel about Aysha's independence and sitting with her friends. Rachel tells me how she had noticed this; her group had worked together really well and produced some good work. She comments on how hopefully she won't continue to rely on me as much. I agree and say how a lot of it is to do with her confidence, Rachel nods her head.

The girls are fairly quiet getting on with their work.

3.40 pm Rachel collects their work; she has to go on a training course so the class can go early. She tells them not to hang about in corridors or disrupt other classes.

3.05 pm Maths (1)

Maurice gives out a revision style handout with some spaces to fill in answers- questions/things they need to know and will appear on exam. White boards and Maurice asks questions, use/fill in sheet as go along. On one of the questions Maurice says "This

is an easy one" he then looks taken aback by himself "I shouldn't say questions are easy, nothing is easy, imagine how you would feel if you didn't think a question was easy, you would feel really stupid if you couldn't answer the question; and that's not true." He continues half the lesson with the class writing answers on boards then finish questions on sheet; Maurice goes round helping. Towards end of lesson he goes through a ratio question and explains how he will focus on this next lesson as lots are struggling with this and getting it wrong.

Wednesday 28th January 2009

9 am Health and Social Care (2)

Agatha shows me how she has put together a table for the girls to complete for this next task. She has listed the differences, the girls have to write down what rights would go with these differences and explain how the nursery staff can promote these rights. She tells me how she hopes to get this task completed this lesson, she has made it easier for them so they can finish it. The girls log onto the laptops and save the table from the e-mail Agatha has sent them. The girls understand what they have to do and are getting on with the task. There isn't enough laptops so 5 girls have to go next-door, 2 are Sophie and Kim. They have been sitting at their desk and haven't made any attempt to start this work. I can't quite make out what Agatha says to them, but as they go next-door she says something like 'That isn't the attitude to have, you won't get far next year with that, will you be here next year?' one of them says no.

The twins are going on holiday shortly, they are talking to some of the other girls about getting their applications for next year. One of the twins asks Agatha what they need to do, she goes to check with Rachel. She comes back and in her patronising/baby voice "Rachel says she told you to go to guidance, have you?" they say no, Agatha replies "well that's what you need to do, you need to do what we tell you."

When the girls have completed their tables they then have to write a conclusion. By the end of the lesson all of the girls have done and handed the task in.

11.30 am English

As I walk up the stairs some of the Asian lads are huddled at the top of the stairs I say jokingly "ooh you lot look suspicious!" one of them sniggers and says "I is because were brown?" I frown, roll my eyes and shake my head.

Students who have finished their essays can go next-door to watch Romeo and Juliet with Emma's class- watching whole film for their Shakespeare coursework. All lesson Emma is constantly telling the Asian group to stop talking/messing about- like children, they are messing about with plastercine. Emma threatening disciplinary action, asks for them to stay behind after lesson.

12.30 pm study centre staff room

Hazel commenting on what will happen to Curtis after 2 years because he won't get his English. June says it's like Ali, college tends to overlook it and let them stay because they let him after the first year. She goes on to explain how one girl was really clever but severely dyslexic she got all A's at GCSE except English, but she'll never get that, college have let her go on to do a-levels in all the sciences.

Hazel tells me she had a meeting with speech therapist and Curtis this morning, managed to get her on her own; never seen his handwriting couldn't believe how bad it was. She agrees that he isn't a lazy teenager he does have genuine problems. Mock poetry exam- the teacher had gone through the whole poem with the class given them lots of notes, she had to make them for Curtis, they could have the notes with them to answer the question she wonders how the class will go on.

Thursday 29th January 2009

9 am Health and Social Care (1)

Rachel tells the class to finish the letters from last lesson, they then have to make a leaflet on eating healthy using food label pictures she asked them to bring in for homework- glances and mutterings indicate that no-one has brought food labels. As she is telling them what to do the twins followed by Sophie and Kim wonder in. Rachel explains she's marking their portfolios so they can talk as long as they are not too loud and they can listen to their music as long as they are getting on with their work and not disturbing anyone, this work has got to be finished by the second lesson later on in the afternoon. For a couple of minutes the girls are quiet but then the chatter begins to get louder Rachel, "There's too much noise I can't concentrate on my marking so you mustn't be able to concentrate on your work. You can't listen to music and talk it's one or the other." The girls go quiet. Lucy not really knowing what she's doing, can't pick up from last lesson, I have to show her what to use from the sheets. (notice how Aysha is becoming more independent in lesson whereas Lucy becoming more reliant on me- note how Peter comments on how his students like Lucy become too reliant on us).

One of the twins calls me over, they are both filling in their option forms for next year; they are going on holiday for a month tomorrow so they need to give it in today. They don't know what to do next year, they both want to do the national certificate which is 2 a-levels so they need to choose another a-level. One wants to do nursing and the other wants to be a dietician, neither of them has GCSE science but they want to do a-level biology. I explain that I don't really know much about it all but that I would think they need science to get on the biology course; one writes biology as 2nd choice and science as 3rd. I explain that to get into uni they'll need 5 GCSEs and 3 a-levels; both under the

impression they need biology to get on the courses at uni. One girl asks does she need biology to do midwifery I say no but should need science. I tell the twins that they need to go to guidance to get a better idea of the options they need to take. One asks me what other subjects they can do I suggest some and one girl asks "What's easier sociology or psychology?" I explain that I wouldn't consider either easy and that a-levels are hard and that I really struggled with a-levels "Did you get you're a-levels?" I nod and say I don't want to put them off but they are hard and they need to think what they are capable of and how the subjects are assessed- coursework/exams what are their strengths? One of the twins asks about the health and social care national certificate, I explain that is coursework and one of the girls nearby comments on how Rachel does the interview. Rachel can obviously overhear and asks if they want her to tell them about the interview for the national certificate, they nod "I look at the work you've produced this year and your behaviour, next year you have to do a lot more independent research and be more responsible. It's an over subscribed course so you really have to prove to me that your capable of meeting the standards, because the way some of you have been this year you won't be getting on the course."

I go back over to Lucy, she hasn't written anything more from last lesson in the 10 minutes I had been talking to the other girls- too reliant on me!!

At end of lesson I say to Rachel how I didn't think the choices the twins were considering were right for them- biology and psychology are hard and I don't think they would be able to do it but I didn't know how to say this to them. I comment on how they obviously haven't been to guidance after being advised by her and Agatha to do so. Rachel agrees how totally unrealistic they are being she says how many of them won't be able to do the national certificate, Daniel doesn't want to teach the twins next year. Rachel thinks about 6 students would be able to do next year but many can't especially Anita and Gita they're the worst, constant chatter, work poor and lots of missing. I nod and say how I struggled with my a-levels, Rachel agrees and says how she thought they were the hardest things she ever did and when she got to uni it was much easier.

10.30 am Maths (2)

Chloe writes new heading on title- measurements. List imperial and metric units then do a game in pairs matching units of measurements to imperial or metric. I was surprised that Lucy had never heard of many of the units before and was putting imperial measures in with metric; both her and her friend claimed they had never done this at school. Chloe then goes through how many cm in a m, mm in a l etc. she then gives out a worksheet for the class to work through. It becomes clear minutes later that many are struggling because they can't multiply or divide by 10, 100 or 1000. Chloe getting frustrated and goes through example on the board, she then gives out the small white boards to do

examples together moving decimal places. This continues until the end of the lesson she asks the class to finish the sheet for homework. Lucy does understand most of this.

11.50 am Health and Social Care (1)

As I arrive some girls are already sat down working on their leaflets, low chatter, Rachel not here yet. 10 minutes later the class all working Rachel not here obviously held up. Sophie has her make-up bag out and grooming hair in mirror. Her and Kim don't do much in the lesson but stick pictures on their card, Kim waiting for the stencil, I suggest doing something else while she waits to save time.

12.10 pm Rachel arrives and apologises for being late and tells the girls to make sure they finish by the end of the lesson.

3. 10 pm IT Key Skills

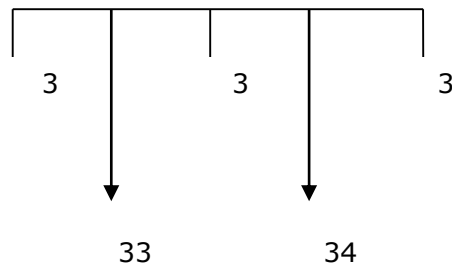
Quiet lesson the girls getting on with work. One of the twins comes over to me with her option form, she still has it in her head she needs to do biology. I explain again she just needs to do her science, she settles for psychology!

Aysha asking me about her statistics and chart she has to include she asks whether pie chart would be best, I agree. Agatha makes a point of repeating this.

Friday 30th January 2009

9 am Maths (2)

Chloe goes round checking everyone has done their homework on wages- mixture some have some attempted and some not at all. She reads out the answers for them to mark it, she goes through one on the board that many struggled with- time and a half. She then writes new title on board- limits of accuracy she explains this with some examples. She tells them that if they don't listen they will get it wrong because it can get quite hard but if they listen now they will understand. She then gives out a worksheet for them to answer. They draw out lines and write number in the middle, e.g.



The limits of accuracy are $33.5 \leq 34 < 34.5$. The class do questions based on this, a few are struggling with it. Those who finish go back to working on the measurements sheet. Chloe recaps multiplying and dividing by 10, 100, 1000 and emphasises how important this is, exams are only 4 weeks away. One girl says that she's been saying that for the past 2 weeks, Chloe tells them that half term is 2 weeks away then they will have their exam a week after they get back. They need to be revising and coming to the study centre.

12.50 pm Maths (1)

In computer room, Maurice tells them to log on to move-on and try to do a test in an hour, they print off their results for him when they finish. I tell Aysha I won't help her, she needs to try and answer the questions on her own as best as she can. I read the questions myself and scribble down answers/working out. She isn't getting many right, she isn't reading the questions properly or applying what she knows. I look despairingly at one of the other support workers.

1.50pm Health and Social Care (3)

Daniel tells the class to do cover sheets for all the tasks then put all their work in one plastic wallet to be marked and sent off. Many have done this and go, I write Lucy's for her as she reads out the tasks, I help her order her work then she goes. Only Aysha and three other girls are left, Daniel helps when they ask. They don't bother to look in their assignment brief but ask Daniel which task is which. Aysha is faffing as usual, she hasn't bothered to read the board so doesn't put the task titles on her cover sheets. She handwrites one but doesn't like it so logs onto a computer to do it while I'm colouring in a pointless front page she has stencilled. While she is on the computer I ask Daniel how

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he taught the module last year as he said that it took a whole year to teach it. He explains that last year was the first time he taught on the diploma course as he normally teaches at a-level, he thinks he misjudged what they knew and took for granted and assumed they knew stuff when they didn't. So this year I tried to do it so it was clear cut, defined, everything was there for them to follow and it's worked better because most of them have finished the unit. I comment on the twins choices as I did with Rachel and he says there are a few in this class he doesn't want to teach next year. He also comments on his teaching, he doesn't like to stand at the front of the class and talk he would rather they get on and do it.

Monday 2nd February and Tuesday 3rd February- closed due to snow

Wednesday 4th February 2009

9.30 am Health and Social Care (2)

I arrive late (due to snow) Agatha is off sick and Rachel is supervising the class. They are working on their submissions for Rachel's work. Not many of the class are present. Rachel tells them to make sure they do a contents page and comments on how she had to organise nearly everyone's portfolios and she won't be doing it again- if not in order with contents page she won't mark them. Students are still asking what work goes with what task instead of looking at assignment briefs. Students who have finished begin making notes from text books on therapeutic care and activities. 2 girls sat back and say they have finished notes, I had flicked through the pages they had to take notes from and there were quite a few pages. I look surprised and ask them whether they have done all of it, if they have they did it quick. They have just done the spider diagram on the first page they haven't made notes on the rest. Rachel gives them another task: to pick 5 of the activities and describe how they could be used in health and social care setting. One girl looks through the notes then admits they haven't finished making the notes.

For the rest of the lesson most of the girls sat at laptops working on re-sub. Lots of chatter some with headphones in.

11.30 am English

Suzie explains to the class that they have now done 3 pieces of coursework and that their final piece is Shakespeare which will be assessed orally. She explains that anyone who has not completed the 3 pieces of coursework up to a C grade by the end of the week when we come back after half term will not sit the exam in June. She explains how many students (we all know she is referring to the Asian boys particularly in Emma's class) have been missing lots of lesson and if others are thinking they are getting away with it they are wrong. Those who have constantly missed lessons and not handed in work, no point

sitting exam. This is the first year they have done this, better this way as no point going into exam with D or E grade coursework because just won't pass.

She then gives out a reduced anthology and proper anthology. The lessons planned for poetry have been missed due to snow, so only got today but will try and come back to it. She explains how enhancement classes will run on Tuesday evenings and that if they can all students should attend for exam practice. Today she focuses on cluster 1 poems from other cultures. Briefly goes through each one then gives out a big a3 sheet. She gives them a structure to do their essays. She asks if any of them plan their work- they only have 45 minutes in the exam to answer 2 questions on poetry. James says he doesn't because he doesn't have the time, Suzie replies that's ok and she can help him with that. Some of the Asian boys say they 'can't be arsed'. Suzie laughs and says that's not the right attitude to have and if they want to pass so they don't have to re-sit again they should plan. She gives them a grid to complete for each of the poems they are comparing to help them plan. She asks them to complete for homework.

Thursday 5th February 2009 closed due to snow.

Friday 6th February 2009

9 am Maths (2)

Not many of the class has arrived. Chloe gives out a test of 11 questions- a mixture of things that will be on their test, she tells the class to work on it for the first 20 minutes. After 20 minutes (the class arriving in dribs and drabs) she goes through the answers, she does some in detail on the board with those they were struggling with. She comments on how they are all really bad at basic number skills, they can do the harder stuff but not the easy stuff. She asks the class what they would like to work on next one lad says basic number work. Chloe says they will work on prime numbers, factors and multiples. She gives out a work sheet on highest common multiple (HCM) and lowest common factor (LCF). She goes through examples on the board and draws a factor tree. The class work on this for the rest of the lesson.

At the end Chloe gives out a mini-test paper and asks them to do it for homework. She tells people they must come to the study centre if they are struggling and that all next week they will be working on mock papers.

12pm New staff lunch with principal in boardroom

Anna (principal) explains how she hasn't had chance to get to know the new staff very well. She was heavily involved in recruitment in May/June but we were all taken all in August and she wasn't involved. She gets us all to go round table say our name etc (10 of us support assistants, teachers, technicians) she explains how she's got a type of

questionnaire for us to take away, have a think and fill in. Were fresh eyes to the college, did the college meet with our expectations? How have we found working at the college? Rachel (health and social care) shares how the students and the way the college runs is just how she thought it would be, but working in her department is better than she imagined. Everyone really friendly, nice atmosphere to work in.

From this Anna asks whether staff feel departmentalised. Spend breaks etc within own departments and don't mix with other staff, do you feel you can't go into other departments? She explains how the buildings which comprise the college were designed so that every member of staff has their own working space- downfall is that you don't take a break- sandwich in one hand and marking with the other. Stress related literature recommends at least 15 minutes away from desk, go for a walk, socialise with others. One lady talks of her time at Bradford college and how all staff had to use one main staff room- kettles and toasters were removed from departments.

Anna- Macmillan coffee morning to encourage staff to mix in main staff room, but people bought cakes then went back to their own department- defeating the point.

Talk then shifts to our support assistants- now 15 of us in total. Inclusive nature of the college, Anna explains how if we were a more selective college, taking in students on an academic basis, we would be missing the potential that a lot of these students have; quite often our most challenging students go on to be our most successful.

We all break away and get food provided for lunch. I'm sat next to Chloe we talk of Lucy and her maths, Chloe is glad I will be scribing for her, she says how well she is doing considering the pace of the lesson is quick. We get chatting she explains the school system in Peru (similar to USA) but have to choose a school your parents can afford. She is only in her second year of teaching, she says how the school she taught at before was awful, she was only there for 3 months and she had to quit. She couldn't teach anything because it was like crowd control, staff would be crying in the staff room- awful.

At end of lunch Anna approaches me and asks about the students I support and I explain how Lucy was failed by the school she went to and how she loves being here now. I explain about my degree and how I'm interested in inclusivity.

12.50 pm Maths (1)

Class working on past paper on the internet. When they've finished they can print their scores off and leave. Most of the students have done this within first half hour. Aysha getting better at answering questions today although some of them she still doesn't have a clue. Maurice trying to show her ways of estimating if she doesn't know how to work it out properly, to look at the answers on offer.

1.50 pm Health and Social Care (3)

Only 7 or so students, Daniel says how there isn't any point starting new unit so they are to work on D1 for Agatha's unit. Some of the girls, sat applying make-up and grooming (these girls don't normally do this in lesson) they moan and say they don't want to do Agatha's work. Daniel has drawn spider diagram on board they are to do a poster with this on, based on PIES and affects of discrimination. I help Lucy with hers.

Daniel is in and out of the classroom, he is gone for long periods of time- gone to staff room? Anita and Gita come in, the other girls are still sat applying make-up adamant they don't want to do Agatha's work. They tell the 2 girls to go before Daniel comes back so they don't have to do Agatha's work, the girls don't even question this and to my astonishment they run out! I say to the other girls wouldn't they rather do this now, so they don't have to spend time doing it in Agatha's lesson. Daniel comes in as I say this and the girls say how much they hate Agatha.

Later on when Daniel is out again 2 more girls turn up and get given the same message, one is tempted to go, but the other sits down and says how she doesn't want to lose her EMA and she'd rather stay and get it done.

Half way through the lesson Agatha comes in from next door (Daniel not here still) she looks at one girl's work- she has finished her diagram. I had my suspicions that this spider-diagram wouldn't be enough for a distinction, but that is what Daniel had told to do- the girls don't have any of their unit 4 stuff/assignment brief as don't have the lesson today. Agatha faffs around and gets a textbook to find the D1 task "It says explain the affects, have you explained?" the girl shakes her head "If you've put about depression you need to explain what it is, if I were you I'd put a glossary." She then comes over to me and repeats this, how they need to explain. I say to her that they were just told to do the spider diagram and that they don't have any of the notes or assignment briefs.

At end of lesson Daniel comments to me how hard it is because they really hate Agatha. I explain to him how I can sometimes understand how they feel, I know she's trying to get them to be independent but many just aren't at that stage and they get confused.

Monday 9th February 2009- Trip to Poetry Live in Manchester

Small group of students and Suzie is driving the college mini-bus- lots of banter and chatter.

1.20pm break for lunch I comment on how surprised I was at the screaming and applause the other students made when the different poets came on. Emma says how the enthusiasm is good for our students to see because it shows how English can be enjoyable. Suzie says how they really push the students to come on this trip because it will help them with their exams and understand the poems, but really it doesn't benefit them that much, but it does them good to go on out on a trip as there isn't much opportunity for trips with

English. Suzie says how one year they let the students go shopping around Manchester and they all found their way around and got back in time- they were really good.

Tuesday 10th February 2009

9 am English

Suzie tells the class to finish their poetry essays, they've got today's lesson and half term to complete it- use the big A3 planning sheets given out last week. Behind due to weather so going to start Shakespeare assignment after half term. As the class continue with their essays, Suzie calls students up one by one to go through any changes they need to do to coursework. No surprises that it's some of the cocky Asian boys who haven't completed their work- Suzie telling them how they won't progress unless they complete it to a C grade standard.

10.30 am Health and Social Care (1)

Rachel gives out a handout and explains to the girls that over the next few weeks they are going to be carrying out different types of activities they could do with different types of service users- once they've done the activity they record and write it up on the handout. Today's lesson they are going to make Valentine's cards- the girls are happy to do this. Sophie walks in, Rachel "What a surprise that you walk in just as I've finished explaining what you've got to do." She tells the class that there's lots of card/craft materials for them to use and that they've got now and the lesson later on to do the card and finish write up, and that they don't have to keep it for their portfolios if they want to give it to someone, as long as they get the write up done.

The girls start getting their materials etc and are busy making for the rest of the lesson. Chatter and giggling low level for rest of lesson as they make the cards

1.50pm Health and Social Care (1)

The girls continue with their cards and begin filling in their handouts. Aysha as usual is faffing, she made her card then ripped it so she's started again. Some of the girls who are recording the activity are asking each other then Rachel what the benefits of the activity would be, what type of service users and the health and safety considerations for them. As they finish Rachel asks to see them- all the girls have made some really good cards when they've done Rachel checks handout and then they can go. Most of the girls finish before the lesson ends- typically its Aysha who is last and hasn't finished despite me saying to her to keep an eye on the time so she can record the activity.

3.20 pm Maths (1)

All the class present, Maurice late and apologises. He gives the whiteboards out and says he's put together some of the types of questions that they all keep struggling with. He asks the questions and they all write their answers on the boards, where needed Maurice will explain and go through questions on the board. As usual it's a laid back lesson, banter. Maurice finishes the lesson early and the class leave at 4pm.

Wednesday 11th February 2009

9am Health and Social Care (2)

Not many of the class are here, most of the girls present comment on how much they hate Agatha and hate this lesson. Agatha away on a training day has left work for them to do, a health social care teacher is covering- Heather she teaches A-level and so doesn't teach this group. She is a very kind, patient lady, smiling all the time, softly spoken. As the girls come in she asks them to tick their names on the register and pick up the handout Agatha has left with the task and information to help them with the task on it. She tells the girls she'll hang on for more people before she explains what they have to do. It gets to 9.20 the girls are still coming in, in dribs and drabs.

Heather tells the girls to circle where the task is on the sheet that they will be working on today as she thinks the sheet is a bit confusing. As she begins her explanation more girls enter, heather is cheery and smiling and tells them to take a sheet and sit down. She introduces herself and explains how she doesn't get to teach them and it's nice to meet them all. She explains how they have to choose one of the case studies (nursery or care home) and describe one piece of legislation which relates to the setting then either describe a code of practice or a charter. It takes Heather some time, she has to repeat her self and explain what a code of practice and charter is. The handout that they have has got examples of legislation they can use/research using books. Heather tells them to pick one setting and work on the legislation for the first hour of the lesson, then they will break for 20 minutes and then work on code of practice/charter, this work has to be completed and handed in by end of lesson- minimum 2 sides A4. She explains how she will help but she's only here to supervise and she has got marking to do. She has explained the task well and the girls set to work- most of the class are doing nursery and children act. Most of the girls are just copying from text books, Heather tells them to always try and put it in their own words.

10 am break

10.20 am the girls begin to return to finish work as some of them hand work in Heather says that some don't look to have enough detail, think about the amount of research they should do. If they are happy with it that's fine. I overhear some of the girls comment on how nice Heather was and why couldn't they have her instead of Agatha?

11.30 am English

Same as yesterday, class work on their poetry essays as Suzie continues with one to ones. Asian students sat in far corner, music head phones on, talking doubt amount of work being done.

Thursday 12th February 2009

9 am Health and Social Care (1)

The girls arrive bit by bit, when the majority of the class have arrived Rachel tells them to come and get a coloured piece of card to write on. She writes the next activity on the board for them to write on their activity hand out. She plays a clip of 'beauty school drop-out' from Grease. She then tells them to copy down what she is going to write on the board. She draws a spider diagram, 'looking after your nails' written in the middle then 2 arrows coming off it; lack of certain vitamins this happens etc the other arrow what should do/eat/drink to have healthy nails. She plays a few more song clips from Grease.

As the girls are copying this down Rachel comes over to me and asks whether I have completed the questionnaire from the principal, I shake my head and she does the same. She lowers her voice and says how she thinks that Anna doesn't really want to know what we think and that she felt she was just talking at us rather than listening to what we had to say. I explain how I'm not too sure of her- Hazel feels she can't use the staff toilet in our building because she is always so rude to her, I explain how she seems to always talk about the support team and inculsivity of the college yet she doesn't have a clue who we are and hasn't made an effort to come down and get to know us; the older support assistants remember to old principal who made the effort and knew everyone's name. Rachel nods and says how she thinks that Anna doesn't really come across as though she was interested in our views. She explains to me that she's a bit funny and there a parts of how this college is run that she doesn't understand. She explains how despite being head of department, it doesn't really mean anything because she doesn't retain any responsibility for example she can't send a letter home to parents without it going through a middleman all the time. She understands if it's about placements and the safety issue of this, but it this necessary for every letter she sends? She tells me how she can't be bothered doing this because every time it has to go on to another person. She was head of department at the other college she has come from and she was used to doing her own thing, not like that here. She talks about the departmental thing that was brought up at the lunch and how the college is very departmentalised and how you do feel uncomfortable going to somebody else's staff room. I tell her how I didn't realise that but I understand what she means about Anna not really listening. I explain how at the end of the lunch she asked me about the students I support, I began to tell her about Lucy and she kind of finished the story for me- we'd be missing her potential, support etc which is true but she

wasn't interested in what I had to say. I told her about some of my research findings, not really interested in what I had to say but wanted to pass on any relevant literature I find. Most of the class have finished copying from the board, Rachel tells them to turn their card over and copy down the next thing she is going to write on the board. She writes a step by step way of how to paint nails. When they've finished they need to draw their own nail designs- many draw round their hands. As they are doing this Rachel gets up different images on google of nail art. Oohs and ahhs when some images are of people who have ridiculously long/disgusting nails. Rachel explains that next lesson they are going to paint each other's nails.

10.30 am Maths (2)

11.50 am Health and Social Care (1)

Rachel tells the girls to position themselves properly so they are sitting across the tables from each other. She puts out different colours of polish, nail varnish remover, cotton wool, nail files and hand cream. The majority of the lesson is spent with the girls putting hand cream and polish on each other.

Towards the end Rachel tells them to think about filling in the activity sheet, think about which service users they would do this for and safety issues e.g open window/ventilation.

12.50 pm Study centre

I've arranged to meet James to help him get more of his poetry essay done so he hasn't got much to do on his own over half term. He has a good knack of deflecting from writing, he is clever and knowledgeable about history and the world in general. Whenever I explain something from one of the poems he goes onto explain how that relates to something from history! I explain things to him about the poems and linking the 2 but I know that I am telling him what to write- very difficult.

45 minutes later he goes to Andrea- assessment for his exam- getting a reader etc.

3.10 pm IT Key Skills

As the girls arrive Agatha writes on the board and says in a singy voice that they are doing exam practice because they've got the exam 2 weeks after half term. She explains that they have to pass this exam and portfolio- they've got 2 to do to continue and stay on next year. Many of the girls look dismayed at this. They log on to blackboard to work on a past paper. It quickly becomes evident that they can't answer many of the questions and a lot are struggling. Agatha explains she just wants them to do it so she can see where everyone is up to and she can get an idea of what they need to work on.

The test is multiple choice and I try I show Lucy how she needs to look at the answers and decide which answers it can't be. The trouble is the girls have been left to work through the workbook for their portfolio- many haven't followed it properly because their work isn't being checked so they don't have a clue about spreadsheets and data bases. They haven't been taught how to do it. I say this to Agatha and she replies that she just wants them to have a go. I find myself becoming increasingly frustrated with Agatha as it is clear that she doesn't really know the answer when she is trying to help Aysha. I ask why don't IT teachers teach key skills that way the class would be taught properly. She says there isn't enough time or teachers and that at the meeting she went to she found it reassuring to know that subject teachers like herself were encountering the same problems teaching this. I have to grit my teeth. Lucy is becoming increasingly anxious at the thought of this exam, she is trying but hasn't got a clue. She's got English coursework and 2 maths exams after half term as well as this exam, she says it wasn't made clear when they enrolled that they had to do key skills and pass. With the questions on the IT exam I realise that it the way the questions are worded that make it difficult for Lucy, I find that quite often after having re-worded the question for her she understands.

Friday 13th February 2009

9 am Maths (2)

From the past paper yesterday there was a question on currency conversion. Chloe writes some examples on the board and gives out a question sheet along with exchange rates. She shows them how to convert and then convert back to sterling. Once they have completed the sheet she goes through answers then gives out another past paper for the class to work on.

Danielle, often top of the class, lots of giggling, messing around with students she's sitting near- doing this often and Chloe moves her to sit at the back of classroom on her own.

12.50 pm Maths (1)

Usual format of lesson, Maurice tells the class to go on the internet to revise or do a past paper. Once they've completed a past paper they cant print their results off and go. Maurice gives them an option of taking home a past paper to do over half term, they don't have to, but all of the class take a past paper.

1.50 pm Health and Social Care (3)

As I arrive the girls are sitting in groups. Daniel explains that on Monday they started filling in A3 sheets for different developments from 0-70 years. Each member of the group has got an age to fill in, they've got a booklet with the information in- I notice that all of them are copying exactly from the booklet. Once they've finished they can go.

Lucy asks me if I can help her with her Shakespeare for English while she's waiting to fill in her bit. I do my best to help her answer the questions at the back of the workbook which will help her to formulate her speech for her assessment. She giggles and says its harder when I've not done it- Aysha's class is starting it after half term. I can't believe that her teacher has expected them to fill all this in and learn it, Lucy tells me how she gets frustrated because she rubs the notes off the board too quickly and she doesn't get chance to get them all down. She asked her at the beginning of the year what could she do to help Lucy and she told her she needs time to take down notes, but she doesn't even do that. I spend the rest of this lesson helping Lucy do this. I tell her that she can resit her IT exam in June if she doesn't pass and tell her not to worry about it- just focus on English and Maths.

Monday 23rd February 2009

9 am Health and Social Care (3)

Lots of chatter as I enter, as usual there are instructions on board but no Daniel. He arrives about 5 minutes later and explains that everyone needs to make sure they have all done and completed a section of development on the posters from last lesson (PIES stages of development from infancy to later adulthood). Once they've done that they need to do their own definition of PIE development, using the textbook to help them. Once that is done they have completed P1 and M1 tasks.

Some girls attempt to get a book while others stay chatting. It takes some time before it seems that any of them are doing any work. I read the task sheet and it read as though they needed to do a definition for each of the life stages for PIE, I ask Daniel whether they have to do that. He says no they just need a general definition but they can use examples from some of the different stages. Lucy has started writing out the question and she begins to discuss with me what she can put for her definition of physical development.

9.20 am Daniel chatting with students near us, I overhear him saying to Sophie and Kim to get some work done, they've not written a word, he sees Meena slouching in her chair and says the same to her. It becomes clear that the girls are struggling with their definitions as the book goes into very detailed definitions for each life stage. Daniel explains that because it is a merit grade they have to think of their own definitions but they can use examples of physical development from each session. Lucy's friends Annabelle and Christine are busy writing on card and making it look presentable but they've got lots of writing- they are the only ones to complete the work by the end of the lesson.

The lesson continues as normal, Daniel is absent for 10/15 minutes at a time when he does come back he sits on the tables and chats to the girls. He is chatting to Sophie and Kim who are talking about next year and staying on to do health and social care. Daniel

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explains how some of them may not get the chance to continue because of their attitude, need to prove they will do the work, "I don't want to teach someone who doesn't put the effort in, I want to teach people who are motivated. Why would you do this course next year if you can't be bothered doing this now?" Sophie "To keep kids off the streets" Daniel laughs Kim says "I'll be depressed if I can't stay on next year, you need to bear that in mind while you're making your decision please."

Lucy explains to me how she has forgotten her Shakespeare notes because she had them out to revise from them yesterday. This piece of coursework is orally assessed one to one with her class teacher and she is really nervous and is worried she'll get asked about the scenes she doesn't know much about. She asks will I try and get the booklet from blackboard as she could only get the scenes and not the questions. She says to me "I wonder if Sophie has got her book. Probably not looking at the size of that handbag!" she laughs "But I'll ask anyway." Sophie replies in a loud droaning voice, "No, I've forgotten it."

Chatter continues throughout the lesson, I see a few girls texting and playing on their phones.

10.20 am Break study centre

I'm unable to get the booklet but manage to find the questions for Lucy. I try and explain them to her and tell her that if she does get the questions she doesn't know to try and answer as best as she can then explain that she feels more confident with other scenes and could she have questions on one of those.

10.30 am Maths (1)

Most of the class are seated and chatting; Maurice walks in and hands out another past paper for them to do. Very laid back atmosphere, he hands out the paper and explains some of the diagrams may be inaccurate because he has just printed them from the internet. The class begin the papers. Maurice sits at the table with Aysha and I and does the paper himself to get the answers. Students call out if they need help he goes over or writes on the board to help them answer a question. As Maurice works his way through the paper there is a question showing different graphs and the question asks which would be used for temperatures at midday in July. 3 of the graphs are similar, quite ambiguous Maurice explains to the class he doesn't like the question and will accept 2 answers.

Aysha getting stuck with working out 20% of something. Daned calls out to Maurice that he is struggling with percentages he tells him to come over here and he goes through it with them together. Find 10% then double it, he draws/writes out on scrap paper. Later on Aysha is finding the mean of something and she can't divide, on a number of occasions I have tried to show her how to do. Maurice tells her to multiply if she can't divide, she

has 4 answers to choose from so if she times the number of days by one of the answers, one of them should equal the total e.g. $20+20+30+50+60=170$.

On another question Aysha can't understand how $2/5$ isn't 20%. Maurice and I show her how $2/5=4/10=40\%$ double top then double bottom. Many students finish the test and Maurice asks to look at one of the boys answers as he is unsure of some of them himself. Many have finished and leave lesson about 10 minutes early.

12pm NCDC meeting

We eat our lunch and chat about things we've got up to over half term. We decide not to reschedule for the potter's den but to put the money towards an alton towers trip in the summer. Meanwhile to run another film club. We discuss different movies we like and dislike. Then decide upon doing a raffle to raise money towards alton towers with a mini-lap top as a prize. The students seem excited about this. Lucy tells me her speech went well and she didn't get the questions she didn't know. Her teacher only asked her 3 questions so she must have given enough detail as some other students were asked lots and the teacher was trying to get more out of them whereas she didn't do this as much with Lucy- I question whether it was right for her teacher to them this and expect them to know it off by heart and do it on the first day back.

12.50 pm Maths (2)

Chloe arrives, most of the class are sat chatting. She gives out a sheet of questions she explains she's put it together with questions she knows will come up on the exam and ones she knows they are struggling with. Firstly she wants to do some work on the white boards. She writes some questions on the board $2/3+2/5$ and some others similar to this. She asks for some answers she pulls her face and shakes her head at some of the answers she sees. She tells the class that their exam is next week and that revision sessions are running tomorrow night and Thursday night and that they should all try and go. She goes through the answers on the board and explains how they have to change the denominator and then cancel down their answers if they can. This is for adding and subtracting for multiplying you don't have to change them. $2/3 \div 2/5$ multiply and swap the second fraction $2/3 \times 5/2$. Chloe goes through different fractions questions 1 $2/5 + 2 \frac{3}{5}=1 \times 5=5+2=7/5+2 \times 5=10+3=13/5=13 \div 5=2 \text{ remainder } 3=2 \frac{3}{5}$.

She then goes through multiplying decimals. Many don't have a clue a handful do. Chloe explains how there has to be the same amount of decimal places after the point in the answer as there is in the question 1.2×0.003 $12 \times 3=36$ and then 4 numbers after the decimal point so answer is 0.0036. She does a few more of these questions varying the decimal places she underlines and numbers them in a different coloured pen. She then goes on to do square numbers and square roots then numbers to the power of 3. She

repeats that this is basic number and they must know these, they must revise these will definitely come up on the exam. She asks Gemma what 4 squared is, Gemma shakes her head and says she doesn't know any of them "I honestly don't know any of them, I really don't" "Right," says Chloe "then you need to write all of them down, the same for everyone- if you don't know them write them down." She lists squares of 1-15 and the same for to the power of 3.

45 minutes of the lesson is spent on Chloe doing these questions on the boards. She then tells them to make a start on the worksheet until the end of the lesson.

1.50 pm English

Suzie explains that the November re-sit marks have come back and those that have failed the exam will be put back into classes. If there are any back in this class then they need to start the Shakespeare coursework today so they can move on to exam stuff. She asks if everyone is here. She tells them that they can start the new coursework today or carry on with their poetry essays/amendments to other coursework while she sees mostly the Asian students one to one- all but one of the Asian students have unfinished coursework or work that is at a poor grade. She spends most of the lesson with them while the rest work on poetry plans and essays.

3.10 pm Health and Social Care (1)

Most of the class have arrived and are sat down when I arrive. Rachel has written the next activity on the board- making and decorating buns. The class copy down ingredients and recipe and spider-diagram ideas for decoration. The girls chatting, interested in the activity- "Are we making the buns?" Rachel smirks and one girl says "You've bought the buns for us to decorate!" Rachel laughs she tells them all as quickly as they can to go and wash their hands. When they return she goes round and gives them a number 1-4 and the girls get into their numbered groups. Rachel gives out the buns and gives them all icing sugar in a bowl, a jug of water is passed around. The girls in Lucy's group don't know how to make icing, Kim says shall we start and goes to put the sugar on her bun without having added any water. Lucy explains how you have to add water to it, Kim looks around and asks the group with the water to pass it to them once they've finished. Rachel says to her "Your bum isn't glued to those blue chairs you know, you can get up and go over and add it yourself." Kim gets up and adds the water. The class decorate their buns- lots of mess etc and eat them afterwards. They then clear up and put the tables back in place and go and wash their hands. When this is all done they fill in the activity sheet, describing it, what service users it would be suitable for, benefits, health and safety issues then they rate it out of 10. Rachel asks them for service users, then health issues she explains about different allergies e.g. diabetic, and gluten intolerant. Some girls in far corner are chatting

Rachel says "There's lots of talking, you need to listen to this, what did I just say Fozia?" she shakes her head "I don't know." "Right well listen so you can take it down."

The girls spend another 5 minutes or so writing when Rachel tells them to put their work in their folders and put the folders in the cupboard.

Tuesday 24th February 2009

9 am English

Suzie hands out booklets for their new piece of coursework- Shakespeare and explains how this will be assessed orally one to one with her on one particular scene. She tells them how they are going to watch the scene first from the old and new film. She tells them to look out for the differences in the film but not the sort of differences they had put in their media essays- I note when we watch them that it is the interpretation of how the dialogue is delivered. The lesson is spent watching the scene from the films, where necessary Suzie pauses the film and explains what is happening or asks them questions about what is happening and what are the effects.

10.30 am Health and Social Care (1)

Rachel puts out lots of different rolls of paper and shiny paper she tells the girls to rip off a bit of each colour. She tells them that for this activity they are going to make mosaics she has different pictures butterflies, cats etc she explains how they rip tiny pieces of coloured paper and stick them onto the pictures in a haphazard way. They can mount or frame it when they have done and fill in the activity sheet. The girls are quite a creative bunch and they are all up straight away collecting the materials they need. Lots of chatter and bickering particularly Anita and Gita- Rachel mimics the silly arguments they have and the class laugh. Rachel tells them they are like 10 year olds and how the national certificate isn't for 10 year olds. . I notice Sophie and Kim doing more talking, ripping up tiny pieces of paper and are really slow. Their pictures look really good- attention to detail but there are so distracted by gossiping and texting under the table.

1.50 pm Health and Social Care (1)

The girls continue with their mosaics many begin to finish and make mounts etc then start filling out activity sheets. Rachel says to Kim and Sophie they need to get sticking a bit quicker. Kim gets finished but Sophie doesn't. Towards the end of the lesson Rachel asks the girls to bring their pictures to the front, she numbers them all on the back- the girls then vote for which one they think is the best. Rachel adds up the tallies and reads out the scores.

3.10 pm Maths (1)

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Maurice has put together a sheet of questions for their revision- they can answer the questions on their whiteboards so he can check them before they write it on their sheets. He goes around helping and when there is a question that a few are struggling with he goes through it on the board.

Wednesday 25th February 2009

8.50 ish am As I'm coming out of the study centre I bump into Rosie- sociology teacher. she smiles and says hi, we walk past each other "Oh Sarah" she turns back "I've been meaning to have a word with..." she looks like she's searching for a name "Aysha?" is suggest "Yes, sorry! She came to see me the other day about doing sociology and I really didn't have the time to talk to her properly, but there's no way she can do sociology next year she's going to fall on her arse." I nod and explain how I had to persuade her not to take psychology and I doubt her abilities to even do the Health and Social Care National certificate as she just doesn't have the academic ability. Rosie tells me how she is going to set her a little piece of work to do to show her the standards we expect, she shrugs and shakes her head "It's just not an option for her." I tell Rosie I will try and suggest something else for her to do.

8.55 am Health and Social Care (2)

As I'm walking to the class I see Agatha walking in the opposite direction, we say hi to each other and I linger in case she is going to tell me where she is going. Agatha continues walking but then stops and turns to me and explains that she is going to see someone in IT as there is a bit of a mix up with the key skills exam. She has told the girls to be reading through the booklets on spreadsheets and databases, she is going to spend this lesson and tomorrows going through it all and teaching it to them, then get them to do some past papers. I nod my head and say that's a good idea.

9 am only about 8 girls are in the class, they have the booklets in front of them but are chatting amongst themselves. Agatha has written instructions on the board for the girls to pick up booklets to read as they come in. As the rest of the girls wander in none of them take notice of the instructions but sit down and chat. I begin to chat with Aysha and say to her "You know yesterday on your form you put that in the future you would like to be a paediatric nurse?" she nods "Well I was thinking that child care as a single award because it would be really useful and would complement health and social care if you want to nurse children?" She looks reluctant "But I don't want to be a nursery nurse. " "You don't have to become a nursery nurse but it would give you 2 career paths to follow in the future. If you go for an interview at a university you could get the place on a paediatric nursing course over someone with just health and social care because you can demonstrate knowledge of child development and health." "Oh yeah," she nods in

agreement "that would be good. I'll have to have a think about it." (Hopefully I have planted a seed!)

9. 15 am Agatha returns, Anita and Gita arrive just behind her. Agatha, quite flustered logs onto her computer and says to the girls "Why haven't you followed the instructions I've left? Why should I bother sorting out the mess over your exam when you can't be bothered to pick up a booklet?" some of the girls roll their eyes. Agatha hands out the spreadsheet booklets to everyone and explains how she is going to through spreadsheets with them and practice questions. I hear Hannah utter under her breath "Kill me now" a couple of girls giggle and roll their eyes. Agatha then asks who has already got their key skills level 2, she writes their name on the board. She tells the girls they don't have to stay for this lesson but they can go next-door and work on their D1 grade work for her unit 4- effects of discrimination.

When the girls have left Agatha begins to read out from the spreadsheet booklet. It starts with the basics- rows and columns. She explains that the letters are columns and the rows are numbered. She tells the girls to stand up, she tells them to make the shape of a column. The girls look confused at each other then they stretch their arms above their head. Agatha then tells them to do a row she stretches her arms out in front of her in an exaggerated way and the girls copy her laughing. Agatha then shouts out numbers or letters randomly and the girls reluctantly (lots of rolling eyes and embarrassed faces) make the shape of a column or a row. Agatha then tells them to sit down and says she hopes they'll remember the differences between a row and a column.

As Agatha continues reading and explaining from the booklet she tells the girls to get a highlighter or come and get a coloured pencil to highlight definitions and colour in cells, rows etc on the spreadsheet examples in their booklets. She has the spreadsheets up on the electronic whiteboard. She goes through some examples of formulas- what would the formula be for such a cell etc. she writes down that * means multiply. Most of the girls seem to understand, Lucy doesn't really grasp it. Agatha comes over and reads out loud the question (in a soft baby voice) she then reads out loud the answers and asks which one is it likely to be.

The booklet then has example exam questions with explained answers which Agatha then goes through. It is a multiple choice exam and she drills it into the girls to get rid of the answers they know for sure it won't be. Most of the questions are common sense and all the girls seem more confident- even Lucy and they are getting the questions correct- much more understanding.

9.55 am Agatha says "I know you're all losing the will to live now so we'll have a break until 10 past. Make sure you're all back on time."

The girls begin to filter out of the class.

Lucy and I go over to the canteen- I nip to the loo. She says to me that her mum works down at Huddersfield for admin in the health care bit and sometimes sits in for the interviews, "Aysha can't do nursing. Not in a discriminating way but she can't be a nurse if she's blind in one eye, I don't mean to sound horrible but somebody should tell her." I agree and explain how Rachel and I had agreed to tell Aysha just to focus on passing her English and Maths GCSE before we worry about nursing. Lucy says how sociology is really hard and psychology even she knew she couldn't do that- that's why she's choosing travel and tourism. I nod "You are up to it academically but it would be tough- much better doing t&t."

10.15 am

Most of the girls have arrived and are sat down chatting. Lots of sighs and eyes rolling when Agatha returns (5 minutes later!) She resumes reading out and going through questions many are again common sense: saving data so it doesn't get lost.

Some time into this Anita and Gita are chatting to each other as Agatha is talking. Agatha stops and looks at Anita who is still talking she tells her to stand up and take the class, Anita looks in disbelief "Come on" says Agatha as she thrusts her booklet at Anita. Anita gets up, embarrassed and stands at the front covering her face with the booklet. After a few seconds she begins to read from the booklet, Agatha immediately begins to put on an act talking/whispering to Gita, Anita looks at her and she stops. This goes on for a few minutes the class laughing (Agatha looking like a complete idiot as she tries to act like them). Eventually Agatha gets up and Anita sits down "Do see how it feels for me to be stood here every day trying to teach and how difficult it is when people like you are talking- it's disrespectful." Anita nods and apologises.

They continue with a few more questions on spreadsheets and then Agatha gives out a booklet on databases. They only begin reading the first bit when the lesson comes to an end. She tells the girls to take these booklets home and revise from them and bring them to tomorrow's lesson. One girl asks what happens if they don't pass-they can re-sit it in the summer, Agatha explains how they hand in 2 portfolios. "2? I've not even finished this one." Agatha explains how it should have been finished before half term but no-one has so you've got until Easter "I'll never get it done." Agatha says "Well that's why you have to go to after college help sessions. You don't have to do IT in an IT lesson you can work on it in your free periods."

11.30 am English

Suzie's class swapped rooms with Emma. The students sit down and Suzie gives out work booklets for- Shakespeare. She explains that they are going to read through the scene and she'll go through the meaning, they are to make notes so they can answer the

questions at the back. These questions will help them with their assessment- students who make more notes get better marks. She explains how this is an oral assessment and they will have a one to one appointment with her next week and they'll answer questions on the scene. She thinks they will get through it all today and goes through the register making appointments (20 minutes I think this is quite long and none of them will speak for this length of time!) As she is doing this Mohamed walks in, she gives him a time and tells him to write it in his booklet. He says he doesn't have a pen, Suzie "You don't have a pen? Why've you come to lesson without a pen? You know you need a pen for this lesson." He asks to borrow a pen and she refuses. He says can he go and get one while she's doing the appointments, she says no he's already late for the lesson, he says he'll be 2 minutes and he'll be back by the time she's finished. Suzie "Go on then."

All the lessons next week get taken up with it and Suzie admits she didn't think it would take this long to do it. Mohamed returns quickly with a pen. Suzie begins reading through the scene (intonation of voice etc as they would say it in film). The booklet has the Shakespeare text on one side and an explanation/meaning column- Suzie gives detailed explanations of words and their meanings and writes this on the board. Meenha arrives and slouches down at the back of the room. Suzie tells her what time she needs to come for an assessment, she says she doesn't have a pen and the lad she's sat next to doesn't have one either Suzie looks at them in disbelief and says she can't believe more people have come to her lesson without a pen. She gets up and gets her pencil case "It's a good job I've got my pencil case with me." She lends them both a pencil.

She continues reading through the first page and talks about the weather as a metaphor for aggressive behaviour. She discusses with them why Shakespeare repeats references to the weather she describes what the theatres would have looked like in those days- plays would be on in the afternoon, little scenery and props so have to make it clear to the audience. Suzie googles some images and gets up some pictures of the globe theatre. 10 minutes or so are spent talking about the theatre in those days bit of history etc.

Suzie looks at her watch "I think I was being overly optimistic thinking we would get through all this today. We'll have to work on this next week and reschedule appointments." Half the class are up and leaving as she's saying this.

Thursday 26th February 2009

9 am Health and Social Care (1)

Once most of the girls have arrived Rachel says "Now you've got an IT key skills exam next week so this lesson Agatha has left a past paper for you to do during this lesson in exam conditions and then she'll go through the answers with the lesson she has got with you later." This is met with lots of sighs and "Nos" and rolling eyes. A few girls say how they've already got it and ask why should they do it. Rachel explains how Agatha has been

chasing up after this exam all morning and if they have been entered for it they need to go to the exams office and asks to be withdrawn. She tells them that they all have to this mock exam and that if they have got it, it won't matter if they pass or fail. She admits to the class that it is really stupid and she doesn't understand why they have to do it.

Rachel splits them all up so many of them are one to a desk and then gives the paper out. She assures Lucy not to worry if she doesn't get it finished in the hour. They all begin the test. Some leave after 20 minutes or so, Rachel says they shouldn't be finishing an hours test in 20 minutes they should use the extra time to read through and check their answers. As the girls finish they leave.

Half an hour or so later most of the class have gone. I have been helping Lucy (whispering) she is left so I go through and explain some of the questions. Lucy sighs and says how much she hates this and how she wishes she didn't have to do it because she would rather focus on her Maths exam which she's got next week too. She says how angry her parents are they she has to do this because when she was applying to come here it didn't say that they had to do key skills and Agatha says they have to pass it in order to stay on next year. Rachel tells Lucy not to worry and between us she will let her stay on next year even if she doesn't get her English because she knows she can do the work and that it's due to her learning difficulties she is re-sitting English- don't tell the others though. She says how she is using this as a reason for not letting some on the course- English GCSE pass is a requirement for Health and Social Care next year. We joke about how she'll have to come up with these excuses.

Rachel says to me how daft all this key skills stuff is and I agree and repeat my feelings about allocating proper lessons and IT teachers- Rachel agrees. I say how Agatha shouldn't be lumped with chasing around for everything. Rachel agrees and says that they're health and social care teachers, how can they expected to be taught key skills when they've got no training in it. I say how they shouldn't teach it if they can't provide the staff for it, Rachel says she couldn't agree more and it really frustrates her. I stay with Lucy until the end of the lesson helping her and she is getting the hang of dismissing the answers she knows it can't be and using common sense- she tells me she feels more confident about doing the exam.

10.30 am Maths (2)

Chloe gives out past papers and explains how she wants them to work on this during today's lesson and she'll give them another if they finish that. The students are really restless and noisy today and many are disruptive. Chloe has to separate and move many of the boys. Lucy tells me she feels drained out by maths but she is trying really hard on her past paper. Chloe works her way around the class helping when students ask. A question many of them get stuck on is one on currency converting e.g. £1=\$1.50 if there

is £500 what is this in \$? Many of the students are dividing 500 by 1.50, Chloe explains how they have to multiply it because they should get a number bigger than £500 because you get more \$ for your £. It takes a bit of explaining and repeating but they eventually all seem to understand.

11.50 am Health and Social Care (1)

Rachel writes on the board their next task and explains that they have to make a leaflet as though they were training carers etc on the benefits of creative and therapeutic activities. She writes a paragraph which defines and sums up what it is and tells them they have to include this and examples of different activities e.g. draw a spider diagram- she does this on the board. She tells the girls they can make the leaflet however they like but they must include different types of activities and describe the benefits in detail.

Some girls get up and start getting card, markers, text books etc low murmurs of chatter. Sophie and Kim sat talking to one another for some time before they get up- they put minimal effort into everything they do. They spend the lesson chatting, Sophie texting, they have copied exactly what Rachel has done on the board and haven't thought about how they want to set out their leaflets.

Rachel is marking work at the front of the class and lets the girls chat quietly. Gita is back in today and Rachel says to Anita that she can tell her partner in crime is back today because of all the talking and no working.

Rachel tells the girls that for next year those who are taking the nat.cert. can buy a hoodie with the college emblem and their name on they cost £20 they can choose what colour they want and what they want written on it. She says they have to pay for it once they've ordered even if they don't get on the course. The girls are preoccupied with what colour, what size and what to have written on it.

2 pm Study centre

I sit with Lucy and we continue working on the past papers for maths. Maurice sees us and says he's got the answers we can get them when were done and to ask him if need help. Lucy is very tired at this point but she is trying really hard and applying herself. We get stuck on one question express 100 as a product of it's prime factors. Maurice asks Lucy if she knows what a prime number is, she nods "A number that can only be divided by itself and 1." Maurice writes down some prime numbers for her 1,2,3,5,7 and tells Lucy that if she knows these she should be ok as the questions don't usually ask for prime numbers over 10. Maurice then shows Lucy how o work out the answer by drawing a factor tree. Start with 100 how can you make 100 with those prime numbers- 2×50 , how to make 50- 2×25 , how to make 25 5×5 can't go any further than this then have to circle all the prime numbers- 2, 2, 5, 5 then express this as a term with powers so $2^2 \times 5^2$ and

this is the answer. The next question follows on from this and is to do with multiples and factors, Maurice asks Lucy if she has done this before and she shakes her head (she has done it) Maurice tells her not to worry about it if she doesn't know it now it's only worth 2 marks.

3.10 pm IT Key Skills

Not all the girls have come to the lesson- those who have already got it haven't come. Agatha gives out their exam papers, she is going to go through the answers with them to mark it (they need to get 30 out of 40 to pass). She reads out the answers and explains them to the girls- many now have a much better understanding and feel more confident of making an educated guess. Lucy gets 34 whereas Aysha gets 24- she doesn't listen or read the questions properly and got many of the straight-forward questions wrong.

After collecting everyone's marks she gives out another paper for them to do. I work on this together with Lucy and Aysha. Spend about 10/15 minutes doing this as the lesson comes to an end. Agatha tells the girls that they can finish it at home and come for the answers on Monday. As the girls leaves she asks Lucy whether she feels more confident now, Lucy replies "yeh I do but I'm sick of doing IT and Maths I feel so drained it's all I've done all day- past papers" she is staying behind for a maths revision class tonight. I know she will be very tired and distracted tomorrow.

Friday 27th February 2009

9 am Maths (2)

Chloe asks the class what they would like to do today she can go over basic number skills or they can do past papers- they choose past papers. She goes through with the class the question Maurice helped Lucy with yesterday. Further on into the lesson many of them are struggling with a ratio question Chloe shows them how to do this with boxes e.g. 120 males 1 to 5 females- 6 divide 120 is 20 so one lot of 20 for males then 5 lots of 20 for females (100).

Chloe gives out her answers for them to mark their papers then gives out another paper. Lucy tells her about all the past papers she's done and how tired she is, Chloe laughs and agrees and tells her she can do too much revision and that she should take a break from it.

10.30 am Study centre

Lucy has asked me if I would go through some of the poems with her as she has to transfer notes for all the poems into her anthology for Monday. She has a reduced anthology which Suzie has put together for all the classes it has meaning, structure and language for each of the poems. Lucy tells me how her teacher doesn't really go through the poems very

well she tells them what to write but doesn't explain it. She says how she can tell that it annoys her teacher that Lucy gets more notes than the rest of the class, she says she's ok with her coming to see me but it annoys her that she can't give the notes that I do. I remember doing some of the poems for my GCSE and I go off the notes from the reduced anthology and I explain as best as I can the history behind the poems etc and Lucy can't say thank you enough! She says she understands and why can't her teacher do this?

1.50 pm Maths (1)

The students begin to arrive Maurice has told the students who are there first he is going to get some exam papers but they can choose what they want to do as this is their last lesson before their exam. When Maurice gets back most of them choose to do a paper whereas some of the boys go on the computers. Maurice helps when students ask. Very laid back and everyone getting on with work/revision.

2.50 pm Health and Social Care (3)

Most of the girls have arrived, Daniel's instructions on the board but all the girls sat chatting bags out on tables. Daniel comes in and tells them to carry on with their work when they finish he will sign them off and they can go. Most of them are doing their definition of PIE development. Again many of them struggling to this as it requires them to read the definitions from each life stage and then make their own definition- Anita and Gita squabbling over this. Daniel tells them the sooner they get the work done the sooner they can go, he sits at the front of the class and tells the girls they can come and see him one to one if they need to. There is lots of chatter, Fozia is very loudly talking about how much she hates Agatha. Some of the girls are talking about what they have chosen to do next year- some have chosen psychology. Daniel goes over and chats with them I overhear him saying how not everyone will get on the H&SC course next year (all the girls have applied for it) and he repeats what Rachel has said about attitudes and quality of work.

30-40 minutes into the class some of the girls are finishing their work and leaving. Around 10 girls are still there until the end of the lesson.

Monday 2nd March 2009

9.15 am Adult Numeracy Exam

I am called in to be a second invigilator. Aysha has her maths exam, she has extra time along with James they are in a separate room. Aysha has had her paper enlarged, in previous maths lessons I had told her that if a scale drawing question came up she would have to use the original exam paper to measure the drawing. When the exam has started I flick through the paper and see a scale question; I wait until she gets to the question

and I go and give her the original sized paper (on the correct page) I put it right in front of her over the top of her answer sheet and point to it. I sit back down and watch her completely disregard it! Just over half an hour or so into the exam, James has finished. I mouth to him to check his answers. He begins to do this, very slowly with his face in his hands. 5 minutes later the invigilator looks at me and whispers "Is he asleep?" it appears James has nodded off but his hands are covering his face so it's unclear. The invigilator coughs and James stirs- he had been asleep!

I noticed that when we were walking up to the exam room, James very polite holding the door open for us all. He can appear quite intimidating by his dress (tracksuit bottoms and hoodies) but he always say hello when I see him around college.

10.50 am Maths (1)

Maurice cancels the lesson as the class have had their maths exam.

12pm NCDC Meeting

Irene and I suggest to the group that Alton Towers too expensive for such a small group to get there and to go to Scarborough instead- rides as well as other things to do there. Half an hour later I'm back in the study centre and bump into Hazel as she is getting ready to go to her next lesson she asks to have a quick word with me. She explains how Curtis' class have got a student teacher for English and she's concerned because she is really bad. She tells me that their English teacher, Fiona told her to let her know about anything she is worried about because she doesn't like the student teacher but Hazel doesn't want to be like a tell-tale because the ST will know that it's her that's said something. She tells me how the ST is a business studies teacher and she's telling the class all the wrong things. One lad had done a piece of writing on Pearl Harbour and the ST tells the class that Pearl Harbour is in Ireland! And it's not just that she reads through the poems deadpan, she's hopeless and the students are bad enough. Hazel doesn't know what to do. I'm amazed that the ST isn't an English teacher she should be teaching business studies! Hazel agrees and says she doesn't know why she's ended up teaching Eng. Fiona key skills and teaches Eng. And BS so maybe that's why. Hazel says she'll leave it for now but will let me know what happens.

12.50 pm Maths (2)

Chloe tells the class to carry on and complete the set of questions she gave them last lesson- calculator and non. She tells them that if they can answer all of these they will pass the exam as everything on the sheet are the questions likely to be on the exam. The class set off on this- some of the boys come in late.

I look through some of the questions Lucy had got stuck on in a past paper she had done for her homework. We begin the worksheet. There are questions that Chloe went through and showed them how to do last lesson- fractions and multiplying decimals and Lucy can't remember she often says we haven't done this or we haven't been taught this- when she has.

Some students (mainly the boys) are messing about and being quite loud. Chloe tells them on numerous occasions to be quiet and stop disrupting the class but they continue to mess and laugh. Chloe loses her temper and shouts at them, she tells one of the boys to get out and go to the study centre. He gets up- flinging his chair back as he does and stomps out.

For the rest of the lesson the class continue on the sheet and Chloe works her way round helping. 5 minutes towards the end of the lesson she goes through some of the answers- many of them are packing up and not really listening or taking note of what she is saying.

1.50 pm English

Suzie tells the students as they arrive to sit in the middle (as oppose to the laptops on the desk round the perimeter of the room). She hands out their folders and they get their Shakespeare booklets out. Suzie continues reading through the scene she laughs and says "We spent a whole lesson on just one page! We've got to get through the rest of it today." She reads through stopping when necessary to explain or define something. She explains about obsolete and archaic words and asks them to pick these words out. She reads the scene with dramatic expression to convey how the words should be expressed etc. she goes into detailed explanations and writes key notes that they need on the board, she involves them and asks them what they think certain things mean. She explains how the key characters' dialogue is written in pentameter (10 syllables) she reads out a few and counts on her fingers- she explains how clever this language is, to do this throughout the play. She highlights the importance of referring to it as a play and when she is describing certain events in the scene she explains how it would have been like on stage in a Shakespearean theatre. She emphasises key language features metaphors etc.

Towards the end of the lesson Suzie tells them she wants them to do some homework- this is greeted with moans, sighs and protests. Suzie tells them to answer the questions in their booklet for each section of the scene to help them revise. She then allocates them all new times for their assessments and says that those who are coming to see her tomorrow she will go easy on them and that if they do badly they can re-do it another day. Mohamed protests that he can't do tomorrow because his family are going to Pakistan, Suzie looks at me and casts a doubtful look "Why haven't you told me before now that you would be missing my lesson? Have you got permission?" he mutters

something about only finding out today and if she doesn't believe him she can ring his dad. She says it's ok and allocates him to another day.

3.20 pm Health and Social Care (1)

Aysha and I are late as Suzie over ran when she was allocating times. Rachel has just finished explaining to the class what they have to do. The girls have all got their folders out and the leaflets they began making last lesson on the benefits of creative and therapeutic activities. There is lots of chatter and noise, the twins are back from Jamaica, bags on desks, I see a few girls texting under the table. Rachel tells them she doesn't mind chatter as long as they are working, she knows they won't finish this today and that she'll let them have both lessons on Thursday to complete it. Sophie and Kim not doing much, although as usual Kim gets a little more done than Sophie. The twins are quite loud and lots of laughter, Rachel laughs as she overhears them talking about the boys they met over there.

Tuesday 3rd March 2009

Full day dedicated to exams. I am a scribe for Lucy in her maths exams, module 3 in the morning and re-sit module 1 in the afternoon. I've never been a scribe before but we had practiced before the exam with the past papers. Heart wrenching in the morning I know she has failed her module 3, she really struggled with it, couldn't answer the questions. I knew she knew what to do but she couldn't remember or apply her knowledge. Afterwards I speak to Peter who was scribing for another student and he said that his student struggled. He commented on how 'easy' maths exams are nowadays and how he can't believe students can't cope with it, he says how many of the questions were easy. I say that it's too much for Lucy to remember and that many of the questions had a lot of information which she had to break down. She spent along time re-reading questions and underlying key words, I could tell she was trying really hard. She got very tired.

Shortly after Lucy comes to the staff room in floods of tears. I sit her down, hug and comfort her, she says she knows she's failed- I try to tell her to forget about it, it's over and if she has failed then she can re-sit. She is frustrated, "It was so hard, it wasn't like any of the past papers we've done! Why are the past papers easy and this one hard?" a few minutes later Chloe comes in and sits down. She is very sympathetic and tells Lucy to stop crying (I'm running out of tissues!) she is very reassuring and explains to Lucy there are other options for her. If she fails it she can re-sit it in June and if she fails this afternoon then she will be put on another course, one that is better suited for. She praises Lucy for working hard and all the effort she puts in and what a good student she is; she promises her that she will get her through this and that she will get her GCSE no matter which route she has to take. Chloe spends about 15 minutes with us, mostly repeating

this but she is very sincere and sympathetic and really lovely! She leaves, I give Lucy and repeat what Chloe said about starting a fresh for this afternoon (Chloe tells her not to revise she knows module 1 and it will be too much for her to cram now) Lucy feels more confident about module 1.

Luckily in the afternoon she flies through the exam making only a few mistakes. She comes out smiling!

3.10 pm Maths (1)

The class are sat at their tables, chatting while they wait. Maurice walks in a few minutes later and asks how they thought the exam went. Some say it was easy, others sigh and say it was hard, Maurice assures them all that they will be ok. He looks for Mathew (one of the boys who is quite cocky and thinks he knows it all), he asks him why he didn't turn up for his exam yesterday. Leaning back on his chair, Mathew shrugs and replies that he didn't realise it was yesterday. Maurice tells him that he was really angry with him for doing that and he was going to throw him off the course until he heard about Craig (Craig a student in the lesson and in the tutor group with most of the other students, had died on Sunday night- suffered from muscular dystrophy, involved in an accident falling out of his chair in his taxi). Maurice tells Mathew that hearing about Craig put everything into perspective for him; life's too short so he'll let it go and let him stay on the course. Maurice asks the class whether they have decided to do anything. They nod, one of the boys says they want to put together a book of comments and stuff in memory of him to give to his parents. Maurice tells them that's a nice idea and if they need his help for anything or what to come and talk to him about any of it they can come and see him at anytime.

Maurice then goes on to explain to the class that they are going to spend the next couple of weeks working on their next piece of coursework which will involve doing a survey. He repeats what he said when they were doing their first piece of coursework: they all have to pass their coursework because if the examiners ask to see a sample of coursework which fails, the whole class will fail. So he won't let anyone continue if their work isn't to pass standard.

He then goes on to discuss different types of questions- open/closed, leading/bias. He gets up the dos and don'ts of writing questionnaires and gives examples of questions and response boxes. He tells the class they can do it on what ever they want, sports, shopping, books etc they can work alone or in pairs for this first bit when they are designing questionnaires and collecting their data. Once they have done this they will work individually to present their data on graphs and charts and find mean, median etc.

The class set about chatting to each other and writing down their questions in rough. Maurice tells them that they will type their questions up on Friday when they are in the computer rooms; he tells them they need 10 questions. I work with Aysha and Kayleigh

who have decided to do their questionnaire on books; I discuss and help them with their questions. Maurice works his way around the tables checking and helping with questions; getting the students to make sure they are not leading and what kind of response boxes they would need. As usual it is a relaxed atmosphere but the students are getting on with their work.

Wednesday 4th March 2009

IT key skills exam this morning, a lot of students for extra time waiting down in the study centre. The invigilators collect papers, scripts, signs etc from exams office then come to collect their students and take them to the designated room. Over the past few days many SA including myself comment on how the invigilators don't have a clue what to do, they aren't trained much and they don't always put up the signs. Today lots of chaos, June frustrated because like yesterday she has to go and enlarge a paper because the exams office hasn't done it. Yesterday a student was sat while the exam had started because she had to go and enlarge the paper. Once all the exams have settled Angela and Irene compile a list of all the things that went wrong/need to be looked at to discuss with the women from exams office. They come down around 1pm and Julie head of exams looks annoyed, Irene asks if Bill (other exam officer) coming, Julie says no she doesn't want him hear. They all go over to sit around a table and Julie says she wants to have an official meeting where things can be discussed properly with vice-principal. Irene nods and says ok we'll keep it brief and just run through a few points. This is all I manage to catch.

1.30 pm Driving into town with Hazel. She tells me that she's decided to have a word with Shelia (our boss) rather than Fiona regarding the English student teacher. She says that she can't get over how bad she is but if she tells Fiona she will feel like a tell-tale. She says that the boy who wrote the piece on Pearl Harbour is a real history buff and both her and his form tutor think he might be on the autistic spectrum because he is a loner but knows everything about history. His mum has already complained about the lack of support in English and with this ST telling them Pearl Harbour is in Ireland it wouldn't surprise if his mum writes in again. Hazel says she feels as though it's like the foundation students don't matter when really they matter the most because they need the most support.

Thursday 5th March 2009

9 am Health and Social Care (1)

As I walk in, most of the class are sat at the tables and Rachel is explaining that they have to finish their leaflets and start their distinction grade (discussing health and safety legislation which should be followed when carrying out creative and therapeutic activities) and if they finish this then they should begin planning the activities they want to do- 2 for

2 different types of service users- they can do this alone or in pairs. She repeats what they have to do for the D task and asks if they all understand- not much response so she takes it that they know what to do. Rachel sits down on her computer at the front.

There is lots of chatter, many girls have their folders in front of them but don't make any effort to begin the work. Sophie is sat next to Fozia with a magazine out on the desk, Kim is sat on the other side of the classroom next to the twins. As the chatter gets a bit louder Rachel tells them that she doesn't mind them talking but it doesn't sound like there is much work going on. She is typing up their orders for the hoodies next year, she tells the girls she will send the orders off once everyone has paid.

Over the next 20 minutes a few girls come in late, they all apologise, Rachel tells them it's ok and to carry on with their work. Many of them are starting their D grade; Fozia asks me what she has to do for it. Rachel overhears and addresses the class "For your distinction task you need to look at the health and safety legislation in the book and describe which ones should be followed when doing activities. If you remember we did loads of work on health and safety legislation in the last unit, so it is repeating some of what you've already done." The girls continue working but as usual lots of chatter and one is talking on her mobile phone with her back turned.

Aysha comes over to me and asks if I will check her work, I begin to read it. I tell her that she has dived in and started describing the first piece of legislation, this is a distinction grade and that it would be better if she includes an introduction, a short sentence explaining why it is important for carers to follow health and safety legislation (to protect themselves and service users from harm). Next she goes onto write about food safety and this is good as she has used examples to illustrate her point such as considering diabetics and vegetarians when cooking or baking. I tell her that this is really good and she should try and think of examples for each policy she writes about. I tell her to only briefly describe the legislation and not to just copy from the textbook- I know that she will do this despite me telling her not to.

10.30 am Maths (2)

Chloe explains to the class that they are now going to start module 5 which is the hardest exam- trigonometry, Pythagoras, graphs, rotating shapes etc and it is worth 50% of their overall grade so they have to pass this. She gives them all a new maths book and explains they will be doing line graphs. She tells them all to come and get some graph paper, a pencil and a ruler. She draws x and y axis on the board for them to copy onto their graph paper, she asks them which is x (horizontal) and y (vertical) and labels the axis (in a cross shape, positive and negative numbers). She tells them that they use formulas to plot the points e.g. $y=x$ so whatever the x value is the y value is the same $x=2$ so you go across 2 on the x axis then up 2 on the y axis. She goes onto explain that if they use x values

between -2 to 2 and $y=2x+1$ they need to draw a table and work out the y values for each of the x values e.g. $-2 \times 2 = -4 + 1 = -3$, $-1 \times 2 = -2 + 1 = -1$ and so on, then they plot the points and draw a line through them all with the ruler. They plot a few more equations and Chloe asks them what they notice about the lines. One boy says they're parallel, Chloe nods "Anything else?" a girl says that the lines are getting steeper- this is the answer Chloe is looking for. She explains that the steepness of the line is called the gradient, she writes this definition on the board and says that the gradient is noted by the x in the formula e.g. $2x$ means the gradient is 2, x means the gradient is 1 as there is an invisible 1 in front of the x. she tells them to draw a bubble round this in their books so they know to revise this. She then explains the y-intercept- this is where the line crosses the y axis. She explains that the general formula for line graphs $y=mx+c$ (m is the gradient and c is the y-intercept) and that by knowing this formula they should have an idea of what their graph should look like and they can check if they have drawn their graph correctly. E.g. $y=2x+1$ the line should cross the y axis at one and from this the gradient should be 2 i.e. where the line crosses at 1 if you move one to the right you should move 2 squares up to meet the line again.

Chloe gives the class white boards and on the electronic whiteboard she puts up different line graphs and gets them to write down the formulas for the line graphs on their boards. She tells them to look for the y-intercept first then the gradient. She does this with a few formulas until they get the hang of it. She then lists formulas on the board and gets them to write down the gradient at the y-intercept as co-ordinates e.g. (0,2) emphasising they don't need to draw a line graph to know this.

11.50 am Health and Social Care (1)

Lots of chatter as Lucy and I enter, the girls are carrying on with work from this morning. Rachel tells them it would be good if they can all finish their distinction grades so that next week they are all at the same point of planning their activities. She tells them that if they want to go and use the computers around college they can do as the laptops in the classroom are rubbish. It's better for Lucy to type her work as it looks clearer and if her hand starts to hurt I can type for her. We go down to the study centre.

12.50 pm Study centre

James comes down to see me so I can help him answer the questions in his Shakespeare booklet for his assessment on Monday. He is chatty and friendly as usual (serves as a distraction to English!) he is very intelligent and always tells me some obscure fact often historical! He tells me about his stick fighting- Lucy comes to sit with us and I introduce them (they both have dyspraxia) and they talk about it- Lucy says how she could never do P.E and can't swim, James tells her how his stick fighting helped him a lot with his co-

ordination. I fill out the questions and discuss points from the scene with him, he says he doesn't understand at all, but when I ask him questions he can answer and he does understand and know what is going on when I talk it through with him. As it nears the end of the hour James is itching to go (he is going to play football) I tell him to please practice either on his own or with his mum speaking out-loud the answers to the questions. He says he will then off he goes.

3.10 pm IT Key Skills

The girls come in and sit at the computers, Agatha tells them to get their folders and workbooks and continue with their portfolio work. Agatha sits at her desk and helps girls organise their work- some don't have a clue where they are up to and what they have to do next. Low murmur of chatter throughout the lesson some really getting on with work others like Sophie not really doing much- she often just sits there and puts in minimum effort, really slow.

At one point Aysha asks me for some help with her spreadsheet, Agatha hovering over us and as usual takes over, I leave her to it!

Friday 6th March 2009

9 am Maths (2)

Chloe gives out counters with blue-tack on them- she displays x and y axis on the interactive whiteboard and explains that some were struggling with co-ordinates yesterday and so she wants them each to come up and stick their counters on then write the co-ordinates that they have plotted in brackets. This takes about 10 minutes or so and all the students do it correctly. Chloe then writes some formulas on the board and gets the class to write the gradient and the y-intercept down. She then asks them to get some graph paper, pencil and a ruler and she writes more formulas on the board for them to plot the line graphs. This continues for the rest of the lesson. At the end Chloe sets them some homework and gives them some graph paper to take in order to do it.

10.30 am Study centre

I help Lucy to do her maths homework. She tells me that at school she found it really hard drawing graphs, she couldn't do it. She tells me that her maths teacher would shout at her and lose his patience with her for not being able to draw graphs. She understands completely all the stuff we have done so far on graphs and knows where she should be plotting her points- she says how she is glad she's got me to draw it for her. When we have finished the homework she asks me if I will help her with one of the poems for English, her teacher hasn't explained the poem very well and she has to write a conclusion

on it. I tell her to go and get some lunch, have a break and come back in half an hour or so.

12.20 pm I don't really know much about the poetry and I use the reduced anthology that Suzie has produced. I go through meaning, language and structure and annotate the poem for Lucy I colour code with highlighters e.g. language in pink, structure in orange I explain the meaning and what's happening as best as I can. Lucy keeps saying thank you and tells me that I explain to her so much better and that she understands.

12.50 pm Maths (1)

Maurice tells the class to get onto the computers and type up the questions for their survey. They sit down and begin.

Kayleigh comes in 10 minutes late and plonks herself down next to Aysha. Maurice asks her why she is late, he tells her he's not happy with her being late, Kayleigh protests and says this is the first time she has been late to this lesson (it isn't) Maurice says that she has been late before, what has she been doing? She explains she was on a computer at the library, Maurice says that she must be more aware of the time so she can get to lessons on time. I help Aysha to type an introduction to her survey explaining what it is about and how people's result will only be used to help her with her maths coursework. While Aysha is typing up the questions, Katie amends the tasks for what they are going to do- Maurice's example was on sport's facilities I help her change it so it is on books and the questions they are asking.

The boys and some of the girls are playing cards, Maurice catches them and is really angry he takes away the cards and tells them he expected better of them. The girls go back to work but I notice that Mohammed and Max (cocky boys) are looking at football stuff on the internet.

Aysha finished typing up the survey and shows Maurice- he is very impressed particularly with the introduction he asks can he e-mail this to the rest of the class because it is a good example.

1.50 pm Health and Social Care (3)

Daniel has written instructions down on the board, the girls are getting out the work they started in Monday's lesson (Aysha in maths exam) for their M1 they are writing down the positive and negative influences on development e.g. environment, gender, social class, ethnicity etc. Many are doing it on coloured paper in a spider-diagram, Daniel explains to me that they are basically copying it from a table in the textbook. Lucy had got a lot done she only has a few more to do. As usual the girls are chatting, bags on table, magazine, phones out. Aysha spends the majority of the lesson still on her definition of PIE development she has basically been copying everything out of the textbook for each of

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the life stages she has not listened at all each time Daniel has explained that they have to think of their own general definition. Daniel tells her that she has written way too much. I notice how Kim isn't sat next to Sophie. Sophie sees that Lucy has bought a new pad of paper from Daniel (H&S dept) and in her droaning kind of fakely nice voice asks Lucy for some paper. I say to Sophie that she should bring her own paper, Sophie says "I know but I can't afford it." I tell her that it's only a £1 from the department and that as a student here she is expected to bring paper she says she knows. Fozia, who is sat next to her, gets up and goes over to the card drawer. Sophie shouts over to get her a piece of card. Lucy whispers to me that Sophie often used her for paper and pens and that she knows she isn't really her friend.

Later on in the lesson I overhear Daniel talking to some of the girls again about how he doesn't want to teach some of the people in this class next year because they don't work hard enough.

Monday 8th March 2009

9 am Health and Social Care (1)

The instructions are on the board (continue with task- positive and negative influences on development) and their work/assignment sheets are at the front of the class, Daniel not present yet. The girls come in, they sit down in their friendship groups, chatting, bags on table some have phones/magazines/mp3 players out. After a few minutes some girls, Lucy, Anna, Sabrina and Kathy get their work and continue on the task. I get a textbook for Lucy, they are behind me on a shelf, Gita comes to get a book and Sophie asks me to pass one to her. I get up and put the pile at the front of the room. Anita and Gita squabbling over what page it is in the book, I tell them they have the wrong text book, Anita laughs and Gita gets up to get the right one. Natalie gets a book and is sat down, she calls over to me "What page is it?" I tell her and she thanks me. A few more girls get up to get their work and books but few start to work they continue to sit and chat.

A few minutes later Daniel comes in he says hello and tells them that they can come and see him at the front if they need to, when they've done they can come to him so he can sign them off and they can go on to the next task. Some girls (Kim and the twins who are sat together, Sophie and Kim haven't been sitting next to each other for the past few lessons, Fozia sat next to Sophie and Kim sitting on other side of the room with twins and Kirsty) are still on their PIE definitions of development, they are copying from the book for young children life stage. When Daniel looks at it he tells them that they have to do a more general definition that covers all of the life stages not just one, but they can use a couple examples from different life stages e.g. children, adolescence etc. some girls finish their spider diagrams on positive and negative influences (mostly copying from the book) and take it to be signed off by Daniel. Despite it being written on the board many girls

haven't written a definition of primary and secondary socialisation, Daniel explains this to them as they come to see him, they scribble it down and he signs them off. He then tells them that they have to write about influential life events, he shows them the pages in the textbook and tells them to put it into their own words. Not many of the girls get to this point; the lesson is quite loud as the girls mostly chat. Some just sit there staring at the table with their ear phones in (Meena) some just constantly talking; some have their work etc out but are chatting away.

Lucy decides she wants to handwrite her next task (influential life events e.g. starting school, marriage, divorce, retirement) as the laptops are really unreliable and slow. She tries really hard to make it look neat (on her new writing pad) she has a red and green biro for underlining and headings. After writing a page she puts her pen down to take a break. Her hand often hurts when she writes; she is a very slow writer. She tells me that her hand has got worse since coming to college, she explains that in school she had dyspraxic lessons with other students with dyspraxia. She had them up to about year 9 (they were reduced when she began her GCSEs) and they did different tasks, she explains how she had like a spikey, stress ball thing that she would squeeze (she is doing this actions as she is explaining this to me) and they would do hand exercises which really helped her with writing. I tell her that I will speak to Angela and see if there are any balls she could have. I ask if she remembers any of the things she used to do with her hands, she shakes her head and I tell her I will look into it.

At around 10 am the girls begin to pack away and leave. It is like a general consensus they don't ask Daniel if they can go they just go, they leave their work at the front and Daniel orders it and files it away in his case.

10.30 am Maths (1)

As I walk up to maths, Hazel catches up with me and tells me that she had told Shelia about the student teacher. She says "She came out with another one the other day. Fiona is aware now because Shelia had a word with her and apparently none of the English staff like her. Fiona had told her to come and sit in some of her lessons so she can get to know the next piece of work they will be doing on **Othello**, she says that she hasn't done that one she only knows the Emperor's New Clothes!" I am gobsmacked I say "She thinks that Shakespeare wrote the Emperor's New Clothes?" Hazel nods and goes onto say "She is so terrible, she doesn't put the poems into context she just reads them dead-pan and doesn't put it into context despite Fiona telling her to do this." I shake my head and say "And they're (government) trying to get all these professionals who have lost their jobs into teaching. There's enough teachers as there is that can't teach or don't have the passion for it, we'll get more and more at this rate." Hazel agrees "I know, I do feel sorry for her in a way because she has been thrown in at the deep-end, but she doesn't even try with

the class. She tells them what to write down and how she wants the work completed by the end of the lesson but then constantly talks when they are trying to write so they can't concentrate! She really doesn't have a clue!"

We both go our separate ways to lesson. As I enter the students are just sitting down/settling, it appears as though Maurice has just entered. He explains that they all need to finish typing up their questionnaires and collect their data, he asks Aysha and Kayleigh if he can show theirs to the class as it is a really good example, he thinks it's really good. He gets it up on the board and goes through how they have worded some of their questions and their response boxes- he points out on some e.g. age they could have used better grouping they had done 16-18, 19-21, 21-25, 26-35, 35+ they could have done 16-20 and gone in groups of 10 "but that's a matter of opinion and you might find that with other people's questionnaire but that doesn't matter everyone's different." The students begin to get their questions out/log onto computers lots of movement around the room as they get organised.

I ask Kayleigh if she is ok, she says "No, not really. I've got bad stomach ache because I started my p-d at the weekend" I suggest whether she could go home, she says she thinks that both her parents are at work so she wouldn't be able to. I ask whether she has got any paracetamol, she shakes her head and says she forgot to bring some. I tell her that if it gets any worse she should take 5 minutes and go to the toilet if she needs to. Aysha gets out the completed questionnaires she has completed- I am very impressed. She has organised all her work, questionnaires together in a wallet, activity brief in one and notes on statistics in another. I tell her how impressed I am with how she has organised all this. Kayleigh is sat with her knees up against her body, she is sat reading her book (she usually does this, she always gets her book out) Maurice bends down to her and asks if she is ok, she explains how she doesn't feel well. He looks very concerned and sympathetic and is very attentive he asks if she should go home, she explains she can't as no-one is there. He asks if she has a house key, she shakes her head and says that she will be ok. He replies "Ok then, but you can't spend all lesson reading your book, ok?" he smiles.

Lots of activity going on, Maurice helping and checking questions. Kayleigh hasn't given out her questionnaires so her and Aysha ask students in the class to fill one out. Some students are finishing writing up their questionnaires, some of the boys ask if they can go to the canteen to hand theirs out, Maurice says yes but they have to be back for twenty-past 12. Adam (support assistant) goes down to the study centre with 2 students to help them complete the questions on their questionnaire. Aysha goes down too with the last questionnaire they have left to fill in. Kayleigh is sat reading- at any available opportunity she will get her book out or her notebook, she is writing her own novel) I say to her that we will start putting data from the completed surveys into tables, I ask her to get some paper and a pencil. I tell her how many rows and columns then e.g. how many hours

spent reading in a week, tally then total. I read out the options for her to draw the tallies and then add up at the end. As soon as we finish one table she picks up her book, I try to encourage her to draw the next table, she puts her book down but when my back is turned or I speak to another student she instantly picks up her book, when I turn back she quickly puts it down. Aysha returns and I explain to her that we are tallying up the findings from the questionnaire and putting the results into basic tables ready to do statistics next week. Kayleigh has gone back to reading her book, I ask her to put it away so her and Aysha can continue doing the tables together. She snaps at me "I don't feel well!" As calmly as possible I reply "I understand that you don't feel well but you're in maths now and you have to try. You can read your book when the lesson has finished." This time she puts the book into her bag rather than leaving it open on the table. I spend the rest of the lesson helping the girls draw the tables they need, then one reads out and one tallies; they take this in turns.

Maurice goes to photocopy 2 questionnaires for 2 sets of students, Asian boy and Josh back and are at computers messing around putting each other into head-locks leaning on the back-legs of their chairs. When they get a bit roudy I call over to them to calm down. They ignore my request. As soon as Maurice comes back they immediately stop. Maurice gives the girls who are waiting their photocopied questionnaires and they go off to hand them out, Maurice asks them to come back for the end of the lesson. Aysha and Kayleigh almost finished their tables and Kayleigh is sat reading her book again, Maurice laughs and looks at me "Kayleigh will you put that book away" he says jokingly "But we've finished our work sir" she says. Maurice laughs and says "It is good that you read, I don't think I know any student that reads as much as you do, it's a good thing." The lesson draws to an end, students return and Maurice explains that by next lesson he wants them to have their questionnaires finished and filled in.

12pm NCDC Meeting

As usual our small group sits down and we eat our lunch and chat- mostly about the raffle to raise money for a trip. Lucy comes in and sits next to me she's just had English she says to me that her teacher doesn't explain the background to the poems and then when she goes through the poems she doesn't give them enough time to write the notes down. She tells me that she was ok because I had gone through and given her notes but the rest of the class hardly got any notes down.

12.50 pm Maths (2)

Chloe puts graph paper, rulers and pencils at the front and asks the students to come and collect them. She puts some formulas on the board and asks them to write down the gradient and y-intercept for each. She leaves them to do this for 5 minutes or so, low

murmurs of chatter as they do this. She looks around the class then says to me "Where is everyone, we are low on numbers today, they cannot afford to be missing lessons." Some students arrive in the next few minutes. Chloe then goes through the answers with them. She then explains that they are going to do quadratic graphs and that the formula for these have x^2 in them and that they make a u shape in a happy or sad face. She writes a formula on the board and goes through it with them and plots the points and shows them how to join them up in a u shape. She shows them that when they write out their boxes to work out the y-values there is a repetitive pattern which makes the u-shape e.g. -1, -4, 0, -1, -4. She then says she will give them 5 minutes to copy this down- she often tells them to watch and listen so they understand rather than copy it as she is doing it, however she doesn't leave much time afterwards for them to copy everything down. Chloe then gives out a question sheet and some more graph paper and the class begin drawing out more graphs. Chloe moves around the room helping when needed.

When some students finish the sheet about 15 minutes or so later she asks the class if they have finished (no-one really answers, but I know not many have finished the whole sheet) she says she will go through the answers on the board. She draws out the axis' and then asks the students for the y-values, going through it with them for how to work it out, she then plots the points. The lesson is drawing to an end as she is doing this and many students are chatting and not really paying attention, on numerous times Chloe asks them to be quite- it is obvious she is becoming frustrated. She then tells them she won't be in on Thursday which is greeted with lots of "Yes!" she goes onto explain that she has set them some graph homework to do on mymaths and that she will use this for attendance on the register, so those who don't do it will be marked as absent. One student asks if they have to come in for the lesson, Chloe says no they could do it any time before Thursday's lesson so long as it is done for Friday morning when she will be back and she will check everyone's on-line results.

1.50pm

Suzie is off today. The students have to come to sign a register in the study centre and do some poetry revision- plan an essay go on bitesize etc. I say to James to stay down in the study centre with me and he can practice for his English assessment which he should have had today. He says he'll go to 502 with the others to do some poetry work he leaves before I even get a chance to say anything else. The Asian students turn up 15 minutes later and sign the register one signs for Mohamed who hasn't even bothered to come down himself. I explain what they have to do and they go- I know they won't do any English work.

3.10 pm Health and Social Care (1)

lxxxv

Most of the girls are sat at the tables chatting, Rachel limps in, she is wearing jeans and trainers, she rolls her eyes at me and smiles. She tells the girls to be quiet, she explains how she fell at the weekend and her foot has swelled up, she can't get any shoes on except her trainers. She tells them that she is tired from having to drag her foot around all day; they need to listen because she will only explain what they have to do once. She has written this on the board- they have should finish their leaflets on the benefits of creative and therapeutic activities by this lesson but if not they need to get that completed. Then they need to do their next task on the relevant legislation when carrying out these c and t activities. If they finish this then they can start thinking about what activity they want to do. She explains that next lesson she wants them all to be up to the same level so they can start planning their own activity to do with the rest of the class. She tells them that none of them have any excuse to be talking they all need to be working and that while they are she will start interviews for next year outside. She tells the class that I am here to support Lucy and that I shouldn't have to tell them to be quiet.

I sit with Lucy on Rachel's computer at the front, there is a low murmur of chatter, most of the girls are working. As time goes on they get a little louder and I notice many are just sat talking- no pen in hand working. Some girls get called out one at a time by Rachel, when they come back in the class asks whether they have got on the course, all the girls interviewed today have been accepted. The girls ask what Rachel said and they explain that she asks them why they want to do the course.

3.55pm Rachel comes back in and tells the girls she will continue with interviews next lesson and asks them to help clear up. She tells them to put their folders in the cupboard and says that next lesson they need to get their folders out in case she is late getting over because of her foot.

When most of the girls have left I'm helping Lucy with her bag, Rachel tells me that she got the easy ones done today. Lucy giggles and says "the easy ones?" Rachel smiles and says you shouldn't have heard that Lucy! She tells me she's going to have to come up with some reasons tomorrow as to why some of them can't get on the course; she sighs I'm not looking forward to that I'm going to have a right battle on my hands with some of them. But I am just not prepared to take them on when they have had warning after warning that they have to change their behaviour and attitude.

Tuesday 9th March 2009

9am English

Stood with most of the students outside the classroom, I know that Suzie is off again but there is no note on the door. A teacher comes and lets the class in and explains that she will set them some work- she is very stern, doesn't smile. The class sit down in front of the laptops and she tells them that they are going to do some written work so it's best if

they sit in the middle- they all reluctantly move and sit in the middle. She sends a piece of paper round for them to write their names on and writes on the boards a list of questions she wants them to answer from the workbooks- exam practice on leaflets. She explains she can't stay and that they will have to go to the study centre or library then bring their books and work back to her in the English staffroom at the end of the lesson. Natalie asks if they can stay here if I will stay, I nod and say I don't mind staying and supervising. The teacher screws her face up, "I don't know what the rules are regarding teaching assistants taking the class." (I am quite offended by this remark as I am not a ta! And I do not want to take the class!) I shrug and say I don't mind, she agrees and asks me would I bring the books and their work back and I say yes.

Meena and Iqbal and Jazz (appears to be a new student) sit on the laptops all lesson playing games and going on the internet. Suliman and Abdul are the only 2 Asian students who sit and do their work (they are always the ones who work hard out of their group). As the student's finish the questions they hand me their work and go. Meena soon cottons on that she won't be able to leave early because she hasn't done any work, when Suliman finishes she asks to look at his work and then begins to copy down what he has put. He tries to get it back off her so he can hand it to me then go but she won't give it back, I notice this and tell her to give him his work back. She slams it down on the desk and folds her arms in a huff. Her and the other Asian boy stay on the laptops for the rest of the lesson. When I am sorting the books and work to take down I notice they have put Mohamed's name on the register. I cross it out and initial my name.

10.30 am Health and Social Care (1)

Rachel gives the girls a handout for them to fill in. she explains that they can do their activity alone in 2s or 3s and that's all if there is a problem she will let some work in groups of 4s. she explains that they have to fill in the sheet which is their draft copy they have to fill in- the activity, service user group, step by step instructions, equipment, health and safety, 3 benefits and why, and relevant health and safety legislation. They have to plan 2 activities for 2 different types of service users but only have to carry out one. Lots of movement and noise as the girls move tables and get themselves into groups. Rachel remains while they settle and set off on their task and they continues outside with her interviews. It becomes evident as the girls come back some aren't happy with what Rachel has said in their interview e.g. Anita and Gita come back in a huff and claim they don't care. It seems Rachel has told them she will re-interview many of them in May and has told many of them that at the moment they are not on the course if they have changed and improved their attitude and behaviour by May then she will re-consider them for the course.

Lucy and her group know what they are doing for their activity so I go and sit with Aysha and the Asian girls. Chatter around the room, as usual in-between the working there are girls texting/phoning none of them seem motivated to do anything. Aysha's group are doing an activity I had suggested but I really have to push them to think about the questions they have to answer on the handout, a lot of it is common sense but they really seem to struggle with it e.g. benefits they look in the textbook I try and get them to think for themselves about the benefits they just look at me and shrug "Don't know" I have to suggest some.

11 am Rachel comes back in and goes round each group to see what they are doing and to help/make suggestions. She explains how she wants these drafts to be detailed- they can finish the drafts in lesson later when she will mark them before they transfer it onto the final copy. The twins arrive for the lesson, Rachel tells them to sit at the front and she explains to them what they have to do. I overhear them saying that they don't know any activity that they could do. Rachel asks them what kind of things would they do with children; they make a few suggestions card making, painting. Rachel nods and says that they need to think of those sorts of things for their activity.

For the rest of the lesson Rachel continues to work her way around the groups checking and helping with their ideas. Some girls have put down the same activities that they have already done e.g. nail painting Rachel suggests some other ideas they could do.

11.50 Study centre staff room

I tell Hazel how I have noticed that all the girls in the h&s group are really lacking motivation even some of the girls who normally work quite hard- they just sit and chat/phones more so than usual. I explain about the interviews and how Rachel is going to re-interview in May. Hazel tells me about Sabrina, Curtis' friend- she is really silly and messes about all the time. She has an interview for childcare and her tutor has told her she must get to her interview on time as the head is strict (she isn't but she wants her to be on time). Hazel tells me that she has been off for over 2 weeks because her step-mother has had a baby but has made no attempt to catch up on any of her work. I nod and say that this is the same of the twins in h&s. I tell her about the attitudes and behaviour and how they have been warned. June says that students these days don't care anymore, they have this attitude and behaviour because of parents- kids are being brought up by kids they aren't being taught how to behave properly.

1.50 pm Health and Social Care (1)

The girls continue with their drafts and Rachel begins to mark what they have done so far as she goes round each group. As she reads some of them she addresses the whole class if she comes across something they are all doing e.g. benefits she doesn't just want them

to write it's fun she wants more detail than that, she tells them to think about whether if they are doing a craft they need to make one as an example to show. She explains how she wants them to have finished their final drafts on Thursday so they can start carrying out their activities next week. The girls continue writing their drafts, low murmurs of chatter until the end of the lesson.

3.10 pm Maths (1)

Most of the class sat down while the boys are playing/messing about, they settle and sit down when Maurice walks in. he explains that he wants them all to have their questionnaires filled in by the end of this lesson and for them to start putting their results into tables ready to do statistics next week. He explains that he won't be here on Friday and asks whether they would like him to get a teacher to cover the lesson. Josh asks what he means? Maurice explains that they don't have to come to the lesson as long as they have all got their results typed up in tables for next week. They all agree and say they will get this done rather than a teacher cover. Some students ask if they can go and hand their questionnaires out, and others go and log on to the computers to draw up tables etc. I help Kayleigh and Aysha finish drawing their tables in rough. Aysha rolls her eyes at me as we see Kayleigh sat reading her book. I help Aysha to finish the last table- for times sake, they now have all their tables they just need to type them up. Both Aysha and Kayleigh log on to the computers and do this. Maurice sits and helps one group at their table.

When the lesson ends Aysha is the last one to leave Maurice asks her about what she wants to do next year she explains how she wanted to do sociology but she's changed her mind and chosen child care. Maurice says that's a good idea, Aysha says she really wanted to do sociology. Maurice tells her how he studied some of it at university and there are a lot of exams with it. I comment on how I hated it at uni and say don't tell Rosie! Maurice jokes and says he'll tell on me to Rosie (head of sociology.)

Wednesday 10th March 2009

9 am Health and Social Care (2)

Agatha opens the classroom and begins to give out new assignment briefs for unit 4, she tells them that this is the up to date one and they should throw away any others that they've got. Once most of the girls have arrived she explains that they've got to put all their unit 4 work together in order in a plastic wallet ready to be handed in at the end of the lesson. She wants to carry on with unit 6 (Daniel has started with them) if they want to do distinction grades for unit 4 they'll have to do it in their own time. She then tells the girls she has a confession to make she tells them that she has lost the work that they have handed in, she keeps saying she is really sorry, can't apologise enough, this has

never happened to her before in 15 years of teaching. She explains how she's been having work done on her house and how she has been moving from room to room and their work has somehow got lost. This does not go down well with the girls, they are angry and look in disbelief at each other. Agatha tells the girls that if they have got work on the computer they need to re-print it, if they have handwritten work she has got records in her mark book for some but for some they will have to re-do it because she hasn't got any record of it. Lots of groans and complaints erupt and Agatha launches into her apology again. Agatha explains that it is P2 comparing the 2 religions which most of them have to do. She then explains that they all have to do P5 and M3 again because none of them did it properly- this was the work set when she was away. The girls look absolutely confused and are asking each other what they have to do. In all fairness at first I don't quite understand what tasks she's asked them to do- she repeats herself a few times and then I understand what tasks they have to do. I concentrate on helping Lucy and Aysha- she says to me that she knew she had lost the work as weeks ago she had asked Agatha for it and she said she couldn't find it but would get it back to her.

The girls begin whatever work they need to do, I overhear Agatha on a few occasions telling students that for P5 and M3 they have to describe the *purpose* of the legislation and charter they are writing about, the *purpose*! I can tell she is getting frustrated with the girls which is causing them to be angry with her. Lucy whispers to me that P5 only tells them to describe and it's M3 which asks for the purpose I nod and tell her to continue with what she is doing because she is doing it right. Aysha says to me how she doesn't think it's fair that Agatha won't go through the distinction grades because some of them want to do it. I hear a few other students voice this concern to each other, some don't care and are annoyed that they are having to re-write some work. For the rest of the lesson I am preoccupied with helping Aysha and Lucy but I am aware that some girls voice their unhappiness to Agatha.

11.30 am English

Suzie isn't in again and the teacher from yesterday comes to set them more work from the books. A couple of the Asian lads see this and sneak off before the teacher has chance to open the classroom. Same routine as yesterday, Meena on her own now and so sits down and attempts to do the work- they realise the sooner they do it the sooner they can go. They all sit and work in relative quietness to my surprise, within half an hour some begin to finish and hand me their work- I question the quality of the work as some of the questions wanted a lot of detail. I remain in the room with Aysha and James to the end of the lesson. Again Meena has written the names on the register of the Asian boys who didn't attend- again I cross the names out and initial this.

Thursday 12th march 2009

9 am Health and Social Care (1)

Rachel has left their folders at the front and as the girls enter some of them pick theirs up whereas others just sit down and chat. Agatha comes in to collect her bag, many girls roll their eyes and give a dirty look, Lucy obviously looks shocked to see her as Agatha says "Don't worry I'm not teaching you this morning, I saw that look of horror on your face!" Lucy giggles. Agatha shows me the piles of work in her bag that she has to mark she then says to me that she can't believe she lost their work and she felt awful about how upset some of them were. She tells me how it was a long time coming and she was dreading telling them it had been making her poorly. She says how Rachel told her not to worry and to just come clean and tell them so that's what she did.

Most of the girls have arrived and Rachel enters. She explains that they need to get their final write up finished today for their activity and if they need to make an example to do this- they've got both lessons today to finish it. The lesson continues with the girls working but some just sit there slouching in their chairs and staring at the tables. Rachel says that some in particular (twins) have no time to be talking they have a lot of work to do.

This is the same for the lesson they have later on in the day. Some don't finish writing their final copy and Rachel tells them they have the weekend to do it and she expects them to have it complete for Monday's lesson.

2pm Study centre

Naema had asked if I would help her with the task about the health and safety legislation task, I had read some of it on Monday and said that it was obvious she had copied it all word for word from the textbook. I try to explain to her how to put it into her own words, Aysha and Salia are sat with us and I tell them all because I know that they do the same that they must really try to think of ways to put things into their own words and not copy. I go through Naema's work and show her how to use examples and relate it to the activities they've done in class. I am really aware that I am doing all the work for her despite me pushing and pushing her to think she comes back with nothing. She says it's really hard and she doesn't know how to put it into her own words.

Later on the girls say how they are dreading the next lesson with Agatha. Naema says how she is so rude to people when she is telling you what to do, she talks to you as though you are a baby, I don't like her. I say how dramatic she was this morning about how she had been so poorly about losing their work. The girls laugh and agree.

3.10 pm IT Key Skills

Agatha tells the girls to come and get their folders and workbook and continue with their portfolios. The girls get on with their own things and Agatha spends most of the lesson with the twins, Gita and Anita who are really far behind.

Friday 13th March 2009

9 am Maths (2)

When most of the students have arrived and sat down Chloe asks them if they all managed ok with the homework on mymaths, she tells them she hasn't had chance to check them yet so if they haven't done it they've got today to complete it. She explains that she is moving on from graphs today and they are going to the nth term and sequences. She writes a number sequence on the board and asks what the next 3 numbers will be and asks what the difference is. She writes a couple more on the board and explains that to find the nth term they have to number the positions of the number so in the sequence 1, 3, 5, 7 number 1=1 number 3= 2 number 5=3 and so on so to find the nth term $1 \times 1 = 1$ so nth term = $1n$.

After going through a few examples of finding the nth term and the 10th, 50th term for a sequence Chloe hands out a worksheet which the class work on until the end of the lesson. Those who finish Chloe gives them a game where they have to match the formulas (expression) to the answers.

At the end Chloe sets them homework from their workbooks on graphs and nth term 10 pages worth, all the class groan, Chloe tells them they don't have time to go back over things they have to do the homework and come to the study centre she explains how she has to teach a 2 year course in 9 months.

1.50 pm Health and Social Care (3)

The girl's folders are at the front of the class and Daniel has left instructions on the board as usual. Anna gets up to get her work and some of the other girls do the same- I've noticed this if some girls get their folders without being told to the rest do tend to follow. The girls slink in, bags on tables chatting away. Daniel comes in and tells the girls to carry on, when they finish a task he will sign them off and set them off on the next task. As usual girls chatting, phones out.

2.15 pm Rachel comes in to speak to Daniel. His wife has been in an accident and he has to leave. To me it seems like it's assumed I will supervise them. For a few minutes they are quite and continue working, they are concerned for Daniel and his pregnant wife. They soon however take advantage of the situation, more phones creep out, magazines, headphones chatter gets louder. Sophie asks me if she can play her music, I tell her everyone has to agree she addresses the class and they say yes- although I know Lucy, Anna etc the ones doing work don't really want to. She puts her music on- it's an awful racket!

A few minutes later someone else starts playing their music and I say they can only have one lot of music playing. One of the twins asks if they can put the radio on, I agree and the mp3 goes off. Despite the radio being on there is still lots of noise and to my amazement hardly any of the girls are doing work they are sat talking and many are painting nails! They don't care they know I can see them and they continue, one of the girls right in front of me is doing it. I'm surprised that even some of the girls who normally get their head down and work aren't doing anything only Anna, Lucy and their friends and Aysa and her friends are working. The twins are the ones who have started the nail painting and they have missed 4 weeks of work so those of all people needed to get their head down. A couple of times Agatha comes in to collect work from the printer, they don't even attempt to hide what they are doing.

Lucy looks to me to say something- I feel in an awkward position if I wasn't collecting research data I would have stepped in and been more authoritative but I didn't want to jeopardise my relationship with the girls because later on in my research I want them to trust me and open up to me about their experiences. I say to Lucy that I know it doesn't seem fair that they are doing that but I explain they're not going to pass this year and I promise that they won't get away with it. (Ask to go to toilet).

2.50pm Anita and Gita have packed their work away and are sat looking at me, one asks if they can go. I tell them to wait until 3pm in case Daniel comes back. By 2.55 pm the all the girls are packing up, they dump their work and books at the front and go without asking me- Rachel def not course, Agatha knew could smell, sympathise me in hard place discuss beh. Fozia and lang. concerned. Tapping foot.

Monday 16th March 2009

9 am Health and Social Care (3)

The girls come in and sit down in their usual places gossiping/chatting. Daniel comes in a few minutes later and puts their work at the front of the class, he tells them to collect theirs and carry on where they left and see him when they have finished and he'll explain the next task. Most of the girls have arrived when he is explaining this, Sophie is sat on the end of the tables over with Bernie and Fozia, phone out, headphones in. Kim has a big birthday balloon, wearing a big pink badge, other girls are passing her gift bags and presents. Sophie asks Daniel if his wife is ok, he says yes and explains they had an initial scare because the baby wasn't moving much. Sophie turns back and I see she takes out some nail varnish and begins to touch up her nails. Girls begin to get up and get their work- in plastic wallets which Daniel attaches altogether with a treasury tag. Shushitra complains to Daniel how she wishes he wouldn't use this tag as it takes forever to get your work out.

One girl goes to see Daniel at the front with her work. The rest of the class begin to move to get their work and text books. The lesson takes the usual course the girls doing more chatting than work, again I notice that some (Anita and Gita in particular) are sat talking, textbook closed in front of them, they don't attempt to get up for their work for some time.

Anita is on her phone with her bag in front of her. Daniel looks up from his desk and sees this, he tells her to put it away. She shoves it in her bag, then lowers her head to her bag and continues talking on her phone. Daniel stares at her she sits up straight and looks back at him "I can look at you all day like this." Daniel says, she laughs and rolls her eyes. She asks if she can go to the toilet, Daniel says no, he knows why she wants to go, she should be getting on with her work.

9.20 am the twins come in. Kim is busy opening her presents and the girls sat next to her are having a good nosey at what she's got. As usual the lesson has lots of chatter. Daniel explains to me that he is just doing task 1 and 3 with them, Agatha can do the rest, I'm not going to go through another task with them, she's going to start with task 2 on Wednesday. A few minutes later a couple of other girls come in later, Daniel asks them why they are late. They reply that the bus was late, he asks which bus, they tell him, he says ok, sit down.

Later on in the lesson a student asks Daniel if he will be teaching on the national cert. he explains that he doesn't normally he usually teaches the a-level but next year he will be teaching a bit of the nat.cert although there are some in here he doesn't want to teach next year. Anita says "I bet you don't mind teaching them" she points in the direction of Lucy and her friends Daniel nods "Well they work hard." He asks them what their plans are for next year, Anita says "Travel and tourism, hopefully it won't be as hard as this." Daniel laughs "It'll be just as hard you have to work. I don't want to teach you next year on the nat.cert." The girls look sheepish and giggle.

10.30 am Maths (1)

When the students have arrived and settled Maurice explains that they should all be up to the point where their results from their questionnaires should be typed up in tables. A few of the boys look at each other 'Eh?' James says- it's obvious some haven't done this. Maurice tells them that they need to do this today, ideally he wants to complete this coursework next week, if anyone finishes sooner they don't have to come to lesson. He says that he will help those who are up to doing their statistics. He then tells them that next lesson he will be observed, he explains that they will be watching him and not them and that he wants them to behave as they normally would, he doesn't agree with making them behave differently, the only thing he asks is that they come on time to the lesson. He tells them that if they wanted to they can get him sacked they all laugh. He gives out

a plastic wallet for them to put everything in and tells them to print their names on the label on the front. The students move to get folders and begin to do their work. Maurice goes to the groups who have finished and shows them how to do their averages. He shows them to find the midpoint, then do $\frac{f+mx}{n}$. He says that this is GCSE stuff and they are doing well to grasp it.

Lots of activity in the classroom, some of the lads are chucking rulers at each other. Maurice continues moving from each group checking and helping. As usual Kayleigh has her book out, Aysha is printing out their tables from the computer. Maurice has let Kayleigh read her book but says to her that it looks like Aysha is doing all the work. Kayleigh gets defensive and insists she has done her work and is waiting. Aysha sits down and gives Kayleigh a copy of the tables and Maurice talks through and shows them what to do. The girls get these done and begin typing them up on the computer.

The lesson continues with Maurice going from group to group, very friendly and bantering with them.

12.50 pm Maths (2)

Most of the class have arrived, Chloe is ripping a4 paper in half at the front of the class, as she is doing this she says "Write down area and perimeter as a title". When she has finished ripping up the paper she writes the title on the board and then draws a rectangle on the board and labels the length a and the width b . she asks them what the perimeter would be ($a+a+b+b$ or $2ab$) and then area axb . She sees 2 girls at front leaning on their elbows and laughs and says they look funny slouching like that. After going through a few examples she asks them what they would do to find the area of a triangle, one boy shouts it out and Chloe writes it on the board. She then gives out the rectangular pieces of paper and tells them to draw a line from each corner to the top of the page so they've got 2 triangles. The students look confused, Chloe draws an example and tells them to label their middle triangle t so they know that is the middle one. She then tells them to put the 2 smaller triangles together to make a big triangle. The students do this for a few minutes and Chloe tells them that the 2 triangles put together are the same size of the middle triangle. She asks them why she has made them do this- no-one really answers. She says "What does this tell us about the area of a triangle?" one boy shouts out that it's half a rectangle. Chloe nods and explains that is why area of a triangle is $\text{base} \times \text{height}$ divided by 2. divide it by 2 because it's half a rectangle. Chloe draws 3 triangles on the board- one equilateral, obtuse and right angle she asks a student to come and label where the base and height is. There are lots of chatter and Chloe is getting increasingly cross and frustrated she tells them to stop and listen or else they won't know what to do. The student labels the base of the first triangle and then asks where the height goes from, Chloe asks the class- she gets various answers all of which are wrong she explains that when you

measure the height of something you go from the top to the bottom e.g. for a person top of head to your feet- same with a triangle top to bottom. She asks another student up- she gets it correct. She asks another- this girl has been talking and not really listening at the back of the class, Chloe has constantly repeated how the height is from top to bottom (quite annoying she's said it that much!) the girl doesn't know where to label the height- the rest of the class shout out to her "Alright!" she says "Chill out!".

After this Chloe gives them a worksheet to do on perimeter she explains that when they get to question 10 it involves compound shapes- shapes made up of other sheets. She leaves them to do this for 10 minutes or so then goes through finding the perimeter of compound shapes. After this she gives out another sheet for them to complete.

End of lesson goes through last few q.

1.50 pm English

Nothing's changed. Talks about prep. Jazz knows about this his last chance can't do it again, class laugh but he says he knows he didn't prep and he needs to. Nerves forgetting important to revise. Suzie detailed background, good explanations, uses whiteboards asks them to draw a line from the poem stands out go round class show and tell. Writes key points on board for them to write in anthology. Watch dvd Meena and Mohamed talking numerous times Suzie tells her to be quite she continues laugh etc.

3.10 pm Health and Social Care (1)

Folders, finish interviews. Makes a list of those to do activities. Use tomorrow's lesson to make e.g. then start activities thurs. today start leaflets 3 activities not to worry if don't finish, start as all have to do it eventually. Loud when Rachel out, chatter, phones, mirrors out.

Tuesday 17th March 2009

9 am English

Suzie lets the class in and tells them to sit in the middle. She gets out their folders and explains that they are going to finish off NC she asks them to get their anthologies out. Meena walks in along with Mohamed they sit down. Suzie tells them to get their anthologies out, Meena says she hasn't got one. Suzie spends a few minutes looking for one for her, as she's doing this she asks why she hasn't got one, she gave them out ages ago. Meena shrugs and says she never got one- I'm sure she got given one. Suzie finds an anthology and sits down as she does Jazz walks in. No sooner has he stepped in the room then Suzie tells him he is late and to go and wait outside (the door is propped open with the bin) he turns on his heel and goes outside, the class giggle. Suzie asks them what the poem is about as a re-cap from yesterday. A couple of students offer an

explanation, Malcolm says how it is about the poet's anger over the segregation. Suzie nods and summarises the meaning of the poem and asks if they all understand the meaning of the poem- they all nod. She explains they will look at structure and language then look at another poem that goes well as a comparison with it- she wants to get this finished so she can do a planning lesson tomorrow as another teacher wants to observe how she teaches it.

Suzie begins to explain and discuss the structure of the poem and then the language. She goes into detail and explains the points they need to know and writes them on the board. She writes down terminology and definitions and key points and often asks if they understand what she is saying. She does this for 20 minutes or so and notices that Mohamed doesn't have a pen and asks him why he doesn't have a pen, he shrugs and says he lost it and asks Suzie for one. Suzie says no she doesn't he'll have to ask someone. She then realises she has forgotten about Jazz "And I've left Jazz outside" she gets up and tells Mohamed she expects him to find a pen by the time she gets back. She goes outside to speak to Jazz. Mohamed sees a pen on the floor and asks the person it's nearest to, to throw it to him. Suzie walks in with Jazz following her "Now that's commitment," she says "Jazz was sat listening in at the door writing down what I was saying in to his anthology." The students are sympathetic some of the Asian students snigger Jazz says "I have to get these notes 'cos I have to pass this exam." He sits down with his anthology and pen.

Suzie continues breaking the poem down and explaining it. Most of the students are engaged and making notes- Meena sat on the edge of her chair tapping her foot impatiently she looks like she doesn't want to be there. Suzie moves onto the next poem TS and explains the main themes and meaning and how this compares really well with NC. She asks them questions about the structure and encourages discussion about the key themes. She explains the key points and features in a clear and concise way and summarises this on the board for them to copy. At the end of the lesson she tells them to be on time for tomorrow's lesson.

10.15 am Study centre staff room

Hazel tells me about some of the boys in one of the English class she goes to never have pens but Fiona their teacher scares the living hell out of them, she's firm and they don't mess with her, they know to have a pen in her lesson. So they leave their pens on the top of the filing cabinet in the room so they know they'll always have a pen in that lesson, but today the pens must have fallen down the back of the cabinet and it was so funny to see them trying to get behind the cabinet to get them. Hazel also tells me she is warming to the ST she found out that one of the business studies teachers doesn't like her and has been very mean to her- that's why she's ended up teaching English. Hazel tells me that

despite her not being very good at actually teaching she has the class under control. She writes the time that they can leave on the board and if anyone misbehaves or interrupts she adds another minute onto the lesson for everyone- she has them very disciplined.

10.30 am Health and Social Care (1)

Most of the girls have arrived, Rachel explains that they all must have completed their final drafts for their activities. During the lessons today they can either make an example of the thing they are going to make (if the materials have arrived, not all of them have but will be here by the time they come to do the activity) or if they can't or don't have to they can start making a leaflet on 3 different activities and their benefits- they will all eventually have to do this so it doesn't matter if some start it now. She says that they will do the first lot of activities on Thursday. Rachel has written all this on the board in numbered points for them to follow. After she has finished speaking, Bernie, Fozia and Sophie walk in. Sophie says "Sorry were late" Rachel nods and tells them to take their folders and follow where they are up to from the instructions on the board. Lots of movement and activity and chatter ensues as some girls get up and get textbooks, activity material etc. Natalie is sat near the cupboard, she gets all the folders out and puts them on the top. Some like Gita and Anita appear just to sit chatting and staring into space for the remainder of the lesson, they wouldn't even have their folders if one of the girls hadn't passed it to them. Lots of chatter as the girls get on with their different tasks, Kim is grooming herself and has got her mirror out every 5 minutes- Rachel catches her doing this on a few occasions and tells her to put it away. She addresses the class and says it's not too soon to change their ways if they are going to be re-interviewed in May. I help Lucy stencil and colour in the letters on her leaflet, she logs onto Rachel's computer- although she only types with one finger it is quicker and neater for her to type the work rather than handwrite it. Rachel had told Lucy in her interview that she definitely wants her on the course next year and that she will do all she can to secure her a place on the course if she doesn't get her English- this is one of the course requirements and she told me she will use this as a reason not to accept some of the other girls, but she understands Lucy's difficulties and is really impressed with the quality of her written work. Lucy says she is 98% sure she will pass English.

The lesson continues with the low hub of chatter some girls seem really lackadaisical and not too bothered about the work they are doing. Sneaking phones under table, putting lip gloss on.

Rachel gives them 10 minutes to tidy up at the end- most of them pull together and get this done quickly so they can leave.

1pm Study centre

Kathy asks if anyone has Agatha for health and social care, I reply and say that my lot have her. She tells me that all the students in her class hate her, they can't stand her, they complain all the time that she can't teach, they never get any work done, is that the same with me? I nod vigorously and say that is just how my class feel- I admit to her that I can sympathise with the girls because she does tend to over-complicate things and not explain things very well that even I don't understand what she's asking them to do. I say that I know I'm no teacher but from what I see I don't think she is very good at her job, this annoys the girls which frustrates Agatha because she thinks they're misbehaving which in turn aggravates the girls even more. Kathy shakes her head and says "I can't believe it, Agatha used to be such a good teacher, her lessons were fun and everyone used to love them, I don't know what's happened to her." She looks around to check no-one is listening and leans in further and says "I think it's since they've had the new head of department. You see Agatha was best friends with the previous head of department, Mel, she retired in the summer and they had a lot of girls failing the diplomas. So in order to get them all passing the course they would literally do the work for them; they would write notes on the board and they would copy them down word for word for their coursework- they would spoonfeed them everything. Now they've got a new head maybe there's more pressure on her to get them through without doing that. She used to be very big, she's lost loads of weight, but since she's lost the weight she hasn't been the same, so that might be it." I shrug and say maybe. I say that I think Rachel is a really good teacher and she has the right balance of explaining and showing them what to do then leaving them to do work independently- Kathy agrees and says she likes Rachel.

1.50pm Maths (cover lesson)

Chloe's other maths class, she apologises that I am going to see yesterday's lesson again. She looks around hardly any of the class have arrived they begin to come in-dribs and drabs. Once most of them have arrived- about 5 minutes later she writes Area and Perimeter on the board and asks what each of them is. She writes the examples on the board. During this Emma-Jean (a rather large and loud girl) walks in "Sorry I'm late" she yells as she strolls in "Chloe I've got to leave once you've set us off on the task I have to go and see the ginger woman in guidance." Chloe has a mixed expression- confusion and a smirk she rolls her eyes and says ok and asks her to sit down and get her book out. Chloe gives out the pieces of paper for them to do the triangle activity- she shows them how to do it and how the triangle they make should be the same size as the triangle they started with. She then goes onto explain about the area of the triangle. Emma-Jean calls out "What? I don't understand, your confusing me!" Chloe explains how a triangle is half of a rectangle as the activity demonstrated. "Oh right, yeah, yeah I get it now" Emma-

Jean replies. Through out the lesson EJ constantly disrupts and butts in "I'm sorry everyone but you're going to have to set us some homework on this, I really don't get it." Chloe tells her that she does intend to and that they will have a lot to do this week. The students are quite un-responsive none will go up to label the base and the height of the triangles Chloe has drawn on the board she has to practically force them to go up. EJ gets up and states rather than asks to go to the toilet. Chloe then gives out the worksheets for them to complete. As they finish the first one she reads out the answers to them individually. On the second one she addresses the class and tells them she wants them to draw out what it says in the question in their books to help them answer it. She goes round helping and will draw on the board to illustrate how to work out area etc as the class progress onto the harder questions she goes through them altogether in the board and emphasises how drawing out the measurements will help them.

Chloe then gives them the pages from the workbook for homework- like the other class this is greeted with moans etc. at the end of the lesson a few students including EJ complain to Chloe that they've not got their EMA because she didn't mark them present. Chloe explains that if they had done the online homework she had set on mymaths she would have given them a mark, she explained that to them. EJ starts to get rowdy and complains. Chloe tells her there is nothing she can do she should have done the homework.

3.10 pm Maths (1)

All the class except Josh. Maurice strolls in

Wednesday 18th March 2009

9 am Health and Social Care

Not many of the girls have arrived, they come in a few at a time. Slump at their desks leave their bags on top. Agatha goes round and gives a task sheet to each of the girls- she has given them a plan in order to answer M3, step by step instructions for what they have to do. When most of the girls have arrived Agatha gives back some of the work she has marked. She has made a list on the board of all the completed work they need to put together in their portfolios. She explains that many of them need to re-submit their p5 task as many of them haven't explained the *purpose* of the charters and legislation they have chosen to write about. She repeats this a few times. She tells them that they've got today's lesson to complete all this unit's work as next week she will be moving on to unit 6 (which Daniel has begun with them). Agatha says "Now I suggest you all go and get your folders from the cabinet next-door before that lesson begins." Lots of noise and movement as the girls get up to do this- Anita and Gita remain sitting and chatting and are the last to get up and go. When the girls return and begin sorting out which tasks they

need to do it becomes clear that many are still confused and don't understand what they have to do or what they have to change as part of a re-sub- Agatha just repeats "You must state the purpose" evidently losing her patience with them.

I put Lucy's work in order and sort out what she needs to do. The tasks are very repetitive asking the same thing Lucy tells me how frustrating this is.

9.20 am Winona walks in. Agatha is helping a student on one of the laptops. Winona walks over and asks what she needs to do, Agatha loses her temper completely and tells her that she is so rude to walk in 20 minutes late and expect her to drop everything and see to her. She explains she is busy helping a student and she should get her folder and ask someone else if she doesn't know what to do. This just seems to bounce off Winona and she strolls to the front to get the task sheet. Girls are continuing to ask me what they need to do for their p5 I explain as best as I can but I can tell that some- Shushitra doesn't understand what I'm telling her.

A few minutes later Agatha addresses the class and says that she will go through the d2 grade next-door- those who want to have a go at it can come through now and she will explain it. I usher Aysha and Lucy to follow her telling them to take a pen and some paper. The usual suspects stay behind, Anita, Gita, Sophie, Kim and Meena to name a few- slumped in chair/chatting.

Agatha and the girls return a few minutes later- Lucy frustrated that it's another repetitive task and that she is sick of doing this unit.

10.00 am I have to leave as am covering another maths lesson- when I explained this to Agatha it was immediately obvious that she wasn't happy with this but she put on a smile and nodded in a bad attempt to cover up the fact that she was annoyed with this.

10.05 am Maths (cover)

Again I'm helping George in Chloe's other GCSE maths. They are in the computer room, Chloe has set them quite a few tasks to do on mymaths as she is doing one to one reviews with each of them. George tells me that he should be ok on his own today I go to leave and let Chloe know- she looks doubtful and asks me would I pop back later to check on him.

10.40 am I go back and help George work through the online questions- he is fantastically quick at mental arithmetic and when he doesn't know how to do something he will get up the lesson bit and read through what he has to do. Quite a lot of noise some are doing the tasks in-between chatting to their friends others are playing games on the internet.

11.15 am Study centre staff room

Hazel tells me that Curtis has got onto his IT course for next year. She is happy for him and his family that he can stay on. Although he needs to get a merit in his English they

will let him stay on with a pass. She tells me that the head of IT who interviewed him was lovely (she went to the interview with him) she had heard that he has quite a severely disabled brother who he practically brought up when their parents died and so he is very understanding and was good with Curtis' difficulties- he was calm and reassuring that he could do the course and go on into a good career. Hazel tells me she is happy for him but rolls her eyes and laughs that she's got to put up with him for another 3 years! I ask about whether Saba got on the childcare course but Hazel doesn't know but doesn't think she has she says how she has been late or not turned up to lessons all week- her father is expecting her to care for her step-sister, the baby her step-mother has had- why she is off so much but she hasn't made any effort to catch up. Kathy says how she thinks it's wrong for heads of departments to turn down students/not offer them a place- her student hasn't got a place on the course she wanted to do next year and so now she isn't motivated to do any work because she thinks what's the point? This sparks debate among support assistants- Bernie says its equality of opportunity everyone has interview now everyone should be treated the same. Whereas I agree with Kathy I explain how Rachel has told the girls she doesn't really want on the course that she will re-interview them in May to give them an opportunity to change and improve- despite this there are still girls that lack motivation and aren't putting effort in so I can't imagine how much worse they would be if they were told not they wouldn't have a place next year.

11.30 am English

Suzie hands out the folders and tells the class to get out their anthologies. Mohamed says he doesn't have one, Suzie looks puzzled and says "You all got one, what have you been using when we have been working on poems in past lessons?" he shrugs and claims that he never got given one. Suzie begins to search the trays at the back of the classroom- low murmurs of chatter begins as she searches. Once she has found a spare anthology she tells the class they will need their reduced anthologies she holds up one (photocopied onto yellow paper) the students look puzzled and begin searching through their folders, shaking their heads. Suzie explains that the ones she gave out were on white paper- when they realise they are not looking for a yellow sheet some pull out their reduced anthologies. All the Asian students claim they never got given one (although I notice that some like Meena and Shalik haven't even bothered to look through their folders to see if they have) Suzie sighs, rolls her eyes and hands out a reduced anthology to all the students who haven't got one. Along with this she hands out a blue sheet which has a planning grid on it- split four ways: meaning, structure, language and conclusion. She explains that she wants them to plan and write a poetry essay in timed conditions comparing Nothings Changed and Two Scavengers. She tells them that during the exam they will have about 40/45 minutes to answer the poetry question and they should spend

no longer really than 10 minutes on planning their answer. She says she will give them 10 minutes to plan their essays by filling in the grid, they can use their notes and anthologies- whatever they want which will help. The students begin writing, a few minutes in Suzie tells them to just write in bullet points and not full sentences. The plan is there to prompt and prevent forgetting. There is a very relaxed atmosphere as Suzie is sat on her chair in the middle of the tables (they are positioned in a u-shape) she twizzes a little from side to side, leans back and often twiddles her hair around her fingers. Some students call out things/questions 'Should I put this in?' or 'Does this go under structure or language?' etc. she tells them what would be best and addresses the class when she thinks a valid point has been made. This planning goes on for more than 10 minutes. Suzie then hands out lined paper and tells them that they now have the rest of the lesson to complete their essay. Again very laid back- low murmurs of chatter begins, Suzie becomes involved in some of their conversations and allows banter about things they have been up to over the weekend. It soon becomes clear that because Suzie is relaxed many don't feel under pressure about the essay and begin to chat more with each other. Some (Aysha and James) are working but listening to the conversations going on and laughing etc when something funny is said. Suzie never has a watch and there is no clock in the room she asks the students what time it is while fishing for her phone in her bag. She looks at the time and tells the class to finish what they are writing as she collects in their answers she says sarcastically that they got a lot of work done- some have barely written a paragraph! She comments on how they will have to work on it- she says this is a casual, light-hearted way and smiles as she shrugs her shoulders.

Thursday 19th March 2009

9am Maths (cover)

A few students are sat at their desks as a harassed looking Chloe potters about at the front of the class- trying to find pencils/rulers, getting out her notes and board markers etc. Every so often she glances at her watch and looks out of the window "Where is everybody? They are late." She shrugs. A few more students drift in and Chloe writes the title 'Circles' on the board. She draws a circle and asks them for the different parts of the circle so they can label it- she prompts by drawing on the parts and asking what they are called. 10 minutes or so into the lesson EJ strolls in booming out that she's sorry she's late and makes her way to her seat and gets out her things making as much noise and disruption as possible. Chloe then goes through the different formulas for finding the perimeter (circumference) and area of a circle. She then hands out worksheets for them to complete using the formulas. As the students begin it becomes clear that many are confused with the radius and diameter- Chloe goes through it again and explains how the diameter is double the radius. She draws a circle on the board and shows this by drawing

on the lines in different colours. As the class are working through the sheets there is lots of noise and chatter, Chloe works her way around helping when she is asked and checking on others. When it is clear that most have finished/are finishing she asks for some answers which she then writes on the board. The students seem to have understood what they have done so far. Chloe tells the class to get into pairs/threes with the people they are sat next to, then gives out a sheet which contains a table with lots of columns: radius, diameter, circumference.....

Chloe then gives out, pencils, paper, compass, scissors and string. She gives each group a slip of paper with either a radius or diameter measurement. She tells the class they are to draw the circle using the measurement on the slip of paper then fill in the table to look at the relationship between the diameter and the circumference. As Chloe is trying to explain all this she is bombarded by EJ and her friends shouting out and disrupting, they are not listening and purposefully shouting out how they understand it (which is wrong) and subsequently confusing everyone. Chloe keeps sighing and rolling her eyes, she leans on the table- signally that she is waiting for them all to stop talking so she can continue. When she finally gets the chance to finish explaining, lots of movement and chatter erupts as the students begin drawing, cutting etc. From the measurements they have to draw the circle then measure the circumference using string (place round the circle they have cut out then measure this against a ruler) they then have to carry out the calculations Chloe has explained. Chloe goes around checking and helping- there is lots of noise as they are doing this task.

As the students complete the task Chloe draws the table on the board and explains that she wants each of the groups to come up and write their results on the board. Some girls refuse to get up- embarrassed they don't want to write on the board. Chloe begging "Come on please just get up and write it" as students get up to write their results EJ (and her friends) shout out things like "Eh? I don't understand, that's not right, where've you got that from?" Chloe looks like she is at her wits-end, no-one is listening as she is trying to explain- lots of talking and laughter. Chloe gives up and asks them to bring the equipment back and go. She is shaking her head, rolling her eyes and looking furious. She mutters (assume directed for me to hear as I leave) "Why do I bother? Too much hard work, I thought this would be a fun activity for them to do but never again, that's it I'm not doing anything like this again."

11.50 am Health and Social Care (1)

Girls continuing with Mother's Day cards that one group of girls started with them in the morning's lesson- they look really good. Rachel hasn't arrived but all of the girls are busy collecting cards etc and continuing- they are often motivated to do creative work. When

Rachel does arrive- as usual she tells them to get their bags off the desk and phones away- the girls all do this. Although they will often have their phone under the desk.

3.05 pm IT Key Skills

Aysha and Lucy not here- I had forgotten as I'm walking up the stairs I catch up with Agatha who tells me that Aysha explained she has a hospital appointment- I immediately remember and wish I had not bothered to come! The girls log on to computers, slowly begin to collect their folders and workbooks to continue their portfolio. Some on the internet, slouching in chairs, chatting to one another. One of the twins sees me floating around offering help, she immediately waves me over and asks "Can you help me please?" I sit next to her, she has her workbook open and folder and is attempting to follow the tasks she is supposed to do although she doesn't really have a clue what to do- whether this is due to her not reading the task properly or like many of the girls they don't understand as the workbook isn't very clear (I think the latter). For ease sake and for my sanity I tell her what to do step by step, sometimes taking the mouse and doing it for her. We manage to complete one task and I tell her to tick it off on her check list. She checks her handbag- no pen, none of the girls around her have a pen either. During the course of the lesson I can feel Agatha looking over my shoulder, she comments on what we are doing and purposefully praises Shauna for the work she has done with an expression which reads that she knows I have done it for her.

At around 4pm Agatha tells the girls to start packing up- I never see them move so fast, folders away, logged off and gone!

Friday 20th March 2009

9 am Maths (2)

Worksheet on finding area and perimeter of circle. E.g. on board

12.50 pm Maths (1)

As usual the class are sat chatting amongst themselves, the boys are logged onto the computers and are on the internet. Maurice strolls in and greets the class he explains how he wants them to amend their task sheets if they need to or complete them so they relate to the topic of their questionnaires. The students begin to move- picking up folders and logging onto the computers. Just as Maurice has finished talking Matt strolls in, hands in his pockets "Matt you're late, seriously it's 5 minutes into the lesson I expect you to be on time please." Maurice says very sternly. During the lesson Maurice working his way around each student pair checking and helping them. Matt and Abdul are fooling around being noisy and disruptive, Maurice raises his voice and disciplines them telling them to stop messing around, they are behind everyone else.

1.50 pm Health and Social Care (3)

The girls enter in dribs and drabs, as usual they ignore the fact that their folders are at the front of the room. Daniel has left instructions on the board although today they are not as detailed as normal 'Continue tasks then see me to sign off.' The twins, Sophie, Kim, Fozia hurry in and glance at the front to see if Daniel is there, when they see that he isn't they slow down and continue talking. Some of the girls (Natalie, Anna, Lucy, Aysha and her friends) have got up for their folders and are getting out textbooks to continue their work. It is a sunny day and very warm in the classroom and the windows are open- some students are sat in their cars on the back car park they have music thudding so loudly we can feel the bass of it. Daniel comes in a few minutes later, one girl asks if he can check her work he sits at the front with her. The lesson follows it's usual routine, some girls are working whereas others are sat slouching, chatting and playing on their phones. When Daniel has finished checking the work at the front he disappears again. The music out side is still blasting away- some of the girls begin to comment on how loud- Fozia how sad it is 'Why don't they drive around? Why are they just sat in the car park?' Lucy whispers to me that she is finding it really distracting. Daniel returns moments later and begins to wonder around the classroom he begins to mark another girl's work, as he sits down he hears the music and comments on how loud it is he goes back to reading what he is marking, then shakes his head "That's too loud." He gets up, one asks if he is going to go and tell them to turn it down the music down, he nods and leaves. Moments later the music stops. In the absence of Daniel Sophie and Fozia begin painting their nails, Daniel doesn't return immediately. When he does he sits on one of the desks and starts chatting to some of the other girls. He then notices them painting their nails he goes over and simply asks them to stop and put it away- they stop but continue once his back is turned. One of the twins asks if they can put the radio on, Daniel refuses "No, it will distract you and you need to concentrate on your work." The girls do some more pleading but he still refuses.

Monday 23rd March 2009

9 am Health and Social Care (3)

No Daniel- instructions on board. Chatting, painting nails. Explains should finish one and two only got Friday and Monday next week. Noisy, chatter some still only on task 2!

10.30 am Maths (1)

All of the students are sat chatting and waiting. James is sat on the table with Abdul and Matt (this is unusual as he normal sits with Noel and Dan) they are giggling and messing around. Maurice arrives, he greets them all as usual 'Hello, you alright?' he explains that

they are going to have a pie chart lesson because they will all have to include at least one pie chart in their coursework. He tells them that he is going to go through everything step by step with them and he hands out scrap paper. He puts a box of protractors, compasses, rulers and pencils at the front and tells them to come and get the equipment. Maurice gets up a question from a GCSE paper on the whiteboard with number of houses which have gas, electricity, coal and other. He asks the class if they know how to draw a circle. Some students shout out 'compass!' Maurice asks if any of them know how to draw a circle with a protractor, some shake their head some mutter 'think so, yeah.' Maurice explains that he is going to show them how to draw a circle using both. He takes a protractor and tells them to draw a dot/cross in the middle of their page, he then tells them to draw around their protractor making sure the middle of their protractor is on the dot/cross. Once they have done this (and they have their semi-circle) he tells them to turn their protractor upside down and join up so they have a circle. All of them do this- some are a bit wonky and not quite circles but Maurice assures them this is ok and they have done it right. Aysha says she can't do it this way and says she will use a compass instead. Maurice then tells them to now draw a circle using a compass- immediately many of them can do this without instruction or assistance. Maurice helps the few that need a bit of direction- lining up their pencil and moving the compass round in one swift movement- Aysha struggles with this and I show her how if she can keep her compass in position she can just move the paper round. Maurice explains to the class they are ok to do this- he is very reassuring as some of them aren't happy with their circles but he tells them not to worry it looks fine and that this is only rough work. When Maurice is happy that they all have got a circle he tells them to copy out the table from the whiteboard. When they have done that he asks them if anyone knows how many degrees add up to a circle Nathan says "360" Maurice "Yeah, that's right, absolutely" he then asks if anyone knows how to work out the angles for each in the pie chart (gas, electricity etc) again Nathan says "You divide by 360" Maurice nods and says "Yes, spot on you're absolutely right." Maurice goes on to explain to the class that they use the total from the table then divide by 360 to get what one angle would be, then multiply this for each category. He gives out some spare calculators for them to do this. He tells them that once they have worked out their angles they can have a go at drawing their pie chart- he will check and help. He writes the calculation on the board for them and works his way around the class, sitting at the different tables. When many of them start getting to the drawing stage some begin to get muddled with where they draw from. Maurice addresses the class- he draws a circle on the board and draws a line from the centre to the edge- he tells them that they should do this and this is the line they start their first angle from. He advises them to draw their biggest angles first. He goes from table to table or as needed helping whoever calls him. The boys begin to get loud and rowdy being silly and messing about. Maurice

calmly raises his voice and asks the boys to settle down they do but each time their noise level begins to rise. Very relaxed lesson, when everybody has completed their pie chart Maurice shows them on the whiteboard what it should like. He then says that they need to start drawing their own pie chart using the results from their questionnaires. The students get on with doing this, chatting as they do.

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12 pm NCDC Meeting

Games- great to see and be involved in

12.50 pm Maths (2)

Reviews- set work on computer. Chatter some work some on internet. Chloe pre-occupied one to ones.

1.50 pm English

As usual Suzie is a few minutes late and lets the class in. No Asian students at all. The class sit down, get their things out and begin to settle down- Suzie begins to hand out folders she then sits on her chair in the middle of the tables. She looks around then looks at the clock "Where is everyone?" she explains what they are going to do this lesson- exam practice. She then comments again on where the other class members are, one student then notices through the glass of the door that they are stood waiting outside. Suzie rolls her eyes "What are they like?" she goes to open the door she half laughs "Guys, what are you doing waiting out here? The lesson's started." She is greeted with mutters of "Didn't realise you were in there" she asks why they didn't think to knock? The students slink in, heads down and slump into their seats. Meena takes her usual position, sitting on the edge of her chair, arms folded, legs crossed her leg tapping excessively. When everyone has settled, Suzie explains the structure of the exam- paper one and two and the various sections which make up these and how long they will have to do on each paper and advises them on how long they should be spending on planning. She tells them that they can pick any of the past paper questions- therefore any poems but they would do better to do one which they have covered in class or one that they know from school and feel confident with. She tells them that she will time them for 10 minutes in order for them to plan- she gives out paper- whole pen saga again the usual Asian students don't have pens. Mohamed asks everyone, no-one has a pen for him, reluctantly Suzie gives him one. The students begin shuffling through their papers, questions and anthologies; many begin scribbling down a plan. Meena is looking over Zafar's shoulder- she always has a very hard, scowl like face. Many of the Asian students are looking at what each other is putting and nudging each other. Mohamed is slouched back in his seat making minimal

attempts to write something. The rest of the class are working hard, heads down writing- they have all assumed exam conditions and are quiet. When roughly 10 minutes have passed, Suzie tells the class that they should now move onto writing their essay. A few minutes after this Mohamed throws his pen down and asks if he can go to the toilet, Suzie shakes her head "No you're under exam conditions, you should go at break time, you'll have to wait until the end of the lesson." He replies "Aw please Miss! I'm desperate! You can't do this to me! I'll wet myself!" this argument between Mohamed and Suzie continues for a few minutes- Mohamed becomes very child like and aggressive however Suzie (twiddling her hair round her fingers) gives a half-hearted argument back- she is half smiling/laughing at how pathetic he is being. He stands up, flinging his chair back and storms off "I don't care, you can't make me wait I need the toilet!" Suzie looks stunned at first and watches in amazement as he storms off- the rest of the class are watching. Suzie rolls her eyes, shakes her head and laughs "What a baby!" the class laugh and then continue with their work.

3.10 pm Health and Social Care (1)

The girls trickle in and sit down, bags on table, slumped in chairs chatting. Lucy's group and doing their activity today- they are at the front of the room sorting out what they need to do and waiting for Rachel. Rachel enters a few minutes later and goes straight over to Lucy and her group she offers her advice on how best for them to carry out their game- she suggests picking a coloured clip from a bag (they haven't got any dice) they should decide on a colour like red which means they have to get up put scarf etc on then cut up chocolate and eat. The girls agree this is a good idea. Rachel addresses the class and instructs them to clear on the tables to the sides so they've got space in the middle for them to sit. The girls do this within a matter of seconds and are sat around the edge of the room in front of the tables. Lucy and her group have set up everything for the game at the front of the room, Rachel asks them how they want the girls to sit. Anna explains she wants them in register order, then she'll spit them into 2 teams. Rachel addresses the girls and asks them to be quiet so the group can organise them and explain what they have to do. She tells them all to stand up and stand at one side of the room while Anna reads out their names in register order and the girls sit down. Once they are all sat down, Anna splits them down the middle so there are two teams and then tells them to sit in a vertical row in their teams. Lots of movement and chatter as the girls do this- some little rows erupt about who's sitting where. Rachel steps in and sorts them out so there are equal numbers on each team. Lucy then explains the chocolate game. As she is explaining the girls are looking embarrassed as though they don't want to do it some expressing their concern about having to eat chocolate. Moaning about being on diets and not wanting to eat the chocolate. Rachel hushes them and asks the class what health and safety things

do they need to think about. One shouts out that they need to be careful because of the chairs and tables. Rachel nods and tells them that there will be lots of rushing around and so they need to be aware of the space and other people. Another then calls out about the germs they might catch because of sharing the knife and fork. Rachel rolls her eyes and says that isn't really an issue as they're not really going to catch anything. The other 2 members of Lucy's group begin walking up and down the teams with the bag of coloured clips. As the game swings into action the girls laugh as members of their team are getting up and putting the stuff on only to have to stop because another member has picked a red clip. Rachel and I laugh as we watch them with the hat etc on. Many of them are just cutting up the chocolate and refusing to eat it- despite the aim of the game being the first team to eat all their chocolate. Rachel rolls her eyes and whispers to me "I don't understand why they are doing this, I think they're all doing it just to be awkward. I mean for all the prizes we use it's chocolate and they don't mind then do they?" Some girls like Natalie and the twins however are really going for it and their cheeks are bulging full of chocolate. Rachel and I egg them on. After 20 minutes or so of playing the game Rachel stops them and gets Anna to count up the chocolate left to determine the winner. Despite some of the girls not wanting to eat the chocolate it is clear that they have enjoyed playing the game they are smiling and giggling. The winning team is announced and Rachel tells the girls to put the room back to normal- they do this in a matter of minutes and are sat behind their desks. Rachel gives them each an evaluation form for them to fill in and give back to Lucy's group. When they have done this they are to continue writing up from the evaluations of their own activities for their distinction grade. Low murmurs of chatter as they do this until 4 pm when Rachel asks the girls to begin tidying up and packing away. During this Aysha comes over to me and tells me that Sophie and Fozia have been making bullying remarks to her in particular and her friends (this has been going on for a few weeks when they brought it to my attention) I suggest that it has gone on too much and we should notify Rachel.

When the girls have gone Aysha and her friends linger and I explain to Rachel how they have had to endure unpleasant comments and remarks to their face and behind their backs which they can hear when Sophie and Fozia are talking to their friends. Aysha tells how when she sat near Sophie today she said aloud how she could smell something really bad. I explain how I overheard them talking about why they have to wear their headscarves and would they be able to take part in a hair-styling activity. Rachel is shocked and very angry for them she hugs them all and tells them that no way should they have to put up with that and that she will inform their tutor Lilly. I explain how the girls don't want Sophie or Fozia to find out that they have said something because they don't want to be seen as tell-tales as this could make things worse. Rachel says that she will say she has noticed it and that it has nothing to do with them, I confirm and say that

I have picked up on it, Rachel nods and says how they can blame us. She tells the girls that they are ten times the students they are and that they are much better people who will get much further in life. Aysha and her friends keep their heads down and eyes lowered throughout all of this and look very shy. Rachel assures them she will sort it for them, they do not deserve to be treated like that. The girls leave and I explain to Rachel that they came to me a few weeks about it and I had advised them to ignore it but that it had got too far. Rachel says I was right to do as I did- she is shocked and angry at how Fozia and Sophie have behaved and they won't get away with it.

Tuesday 24th March 2009

9 am English

Coursework coversheets.

10. 30 am Health and Social Care (1)

Meena's group- cuboid. Instructions not very good- Rachel making a point of following them word for word to show how incomplete they are.

1.50 pm Health and Social Care (1)

Organising folders- contents on board. See handwritten notes.

3.10 pm Maths (1)

See handwritten notes- drawing graphs etc.

Wednesday 25th March 2009

Health and Social Care (2)

See written notes-observed lesson

Thursday 26th March 2009

9 am Health and Social Care (1)

Mood boards

10.30 am Maths (2)

Surface area- trouble with Ellie

11.50 am Health and Social Care (1)

Continue mood boards- Rachel begins marking.

3.10 am IT Key Skills

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To be completed and handed in next week

Friday 27th March 2009

9 am Maths (2)

Trial and error- more trouble with Ellie she gets sent out.

12.50 pm Maths (1)

Continue graphs so ready to do report next week. Lesson will be observed next week. Matt late he tells him to wait outside.

1.50 pm Health and Social Care (3)

Usual lesson- painting nails again. Girls slink in late Daniel not really there.

Monday 30th March 2009

9 am Health and Social Care (3)

Lucy , Anna, Aysha, Shushitra and Natalie are the only students in the classroom. It gets to 9.05 am, there's no sign of any other students or of Daniel. Natalie gets up and gets a textbook and begins to carry on with her work. Lucy gets up and logs onto the computer at the front. Daniel enters and leaves the plastic wallets with the girl's work in at the front and the big folder with the task work they started with Agatha. He scribbles on the board "Finish tasks 1 and 2, see me to sign off." He then disappears- doesn't seem to notice the time or that hardly any of the class are present.

9.10 am the rest of the girls begin to arrive- sauntering giggling and chatting. They sit down, some grouped round tables- headphones in, music blaring. None pick up their folders, I notice Gita and Anita sat with their arms folded just staring into space. Daniel returns and tells the girls to collect their folders he wants them to have finished all the pass and merit grades for task 1 and task 2. Meena asks him what happens if they don't finish, Daniel tells them they have to finish as this is their last lesson with him.

The lesson continues with the girls chatting loudly lots of giggling. Sophie laid back, doing as little work as possible taking as much time as possible to write and turn the pages of the textbook. Daniel asks Kim and Aysha that he hasn't seen any of their work recently and that he wants to see their work at some point in the lesson. Kim nods and says she's got some work for him to look at now- she begins to shuffle the papers in front of her. Aysha says she hasn't finished yet she is on M2 (influential life events) I know that she is copying from the book. On a couple of occasions she comes up to me and asks how can she put certain sentences into her own words. I prompt and encourage as much as

possible but just get blank looks and shrugging of shoulders "dunno" I give her an example and tell her to write what she thinks and not just to rely on the textbook- expand and add to it. She nods "Ok" and off she goes all she wanted was for me to give her the sentence- which I do in the end.

Daniel sat with Melrose- she has been absent a lot recently. I overheard Rachel say to her last week that Daniel didn't think she had started any of unit 6. From what I overhear she hasn't and Daniel is explaining some of the earlier tasks to her.

Lesson continues as normal lots of chatter- Anita and Gita sat slumped in their chairs. Daniel frequently out of the room.

10.30am Maths (1)

Matt late- angry

Observed- very aware Matt not a clue what he's doing way behind.

12.50 pm Maths (2)

Late, angles, game goes through on board- Ellie impressive explanation 'z-theory' boys messing. Tasks on mymaths

1.50 pm English

Blessing poem- whiteboards, discussion, notes powerpoint.

3.10 pm Health and Social Care (1)

Numbered get into groups told to move tables explains activity until 5 to. Hands over to Asyha's group. Rachel explains lessons tomorrow IT faces fall, has to be done as got to hand in this week. Some done set them portfolio work- twins choice of Thursday or after Easter for their activity.

Tuesday 31st March 2009

9 am English

New lad late, followed by Jazz. Vultures poem- gives out paper, some don't have pens. Difficult- asks them to read through and pick out words they don't understand for a glossary- dictionary.com. Imagery used unpleasant. Last half of lesson on posters- homework they say no even when she suggests disciplinary. Rolls eyes at me.

10.30 am Health and Social Care (1)

In classroom with laptops- Rachel in to help. Agatha short fuse snapping at girls. Rachel looks stressed- keeps asking Agatha. To me- workbook so confusing. Agatha- manipulate image I say that it doesn't say to include this in task sheet.

1.50 pm Health and Social Care (2)

In 603- Agatha draft- not in task sheet I get a spiel about nothing matching up, what is she to do etc!

3.10 pm Maths (1)

Explains observer vice-principal impressed, though they were nice class, work good and up to date- apart from some jokinly/exaggerates towards Matt. Get as much work done so they don't have to do it over Easter.

Wednesday 1st April 2009

8.50 am Study Centre

Aysha comes to the door of the staff room looking glum and signals for me to come over. For the past week I have been trying to convince her to come on a bowling trip with NCDC with the money the students had raised through a bake sale a few weeks ago. Whenever we organise anything she says she might go with an awkward expression which reads as though she wants to but know that she won't, when I ask why she can't come she simply she says she is busy. Last Thursday at the end of the day she sheepishly comes over to me and asks to have a word. She tells me she doesn't want to be part of the club anymore, I ask whether this has anything to do with the bowling trip and she nods. I explain that there is no pressure for her to be a member of the club and I would never force her to do anything she didn't want to do. I probe further and it becomes clear she doesn't really want to leave the club but that her dad won't let her go on trips. I explain to her that she is an important member of the group and that she worked hard and contributed to the money the club made and that she should be entitled to enjoy the money like the other students. I ask whether she would actually like to go bowling, she says yes although she has never done it before. The next day I explain to her that I don't want to push the issue and upset her but that the trip is supervised and that she has much right to go on it and enjoy it; I suggest bringing her elder sister and maybe her dad would let her. This issue persists on into this week, Shafik (Muslim support assistant) offers to speak to Aysha's dad and try to convince him- she tells me that she would rather me ring her dad. She asks me what she should say to her dad- she hasn't actually asked him; in fear of asking him and what he will say. We spend Tuesday afternoon rehearsing how she should ask him and I agree to ring him the following day if he doesn't agree. She tells me that she will greet me with open arms and a smile if he says yes- so when she comes in looking glum I say "I take it it's bad news from that face?" she nods and then bursts out laughing he said yes! We all have a hug and tell her how pleased we are that she is coming.

9 am Health and Social Care (2)

Only a few girls in the classroom a couple are sat at the laptops- Lucy and Anna sat chatting.

Continuing with task work- Lucy asks Naema and S why didn't they get it done last lesson. Agatha hits the roof, shouts goes next door with them. When I ask afterwards the girls tell me that they did admit to being scared of her.

11.30 am English

Continue working through and making notes on Vultures then Suzie leaves last half on own with me finish posters and hand in to English office at end of lesson. I know that some haven't done it.

Thursday 2nd April 2009

9 am Health and Social Care (1)

Making Easter cards

10.30 am Maths (2)

11.50 am Health and Social Care (1)

Weakest link game- dislikes between girls/friendships groups evident when voting off. Rachel rolling her eyes and laughing with me when the girls give a daft answer- she controls when needed. Praises for them at the end of the lesson for all their hard work, how impressed she has been with them in her lessons. Enjoy Easter break.

Monday 20th April 2009

9 am Health and Social Care (3)

As I'm walking towards the corridor leading to the classroom Daniel appears out of the staff room on the way. I comment on how I didn't think he would be here as his wife was due to have a baby over half-term. He laughs and tells me how she hasn't arrived yet. As we enter the classroom Anna and Lucy are there, Shushitra, Namea sat chatting on the other side. Daniel goes over to his desk and begins to sort through his bag and folders. A few minutes later more girls begin to trickle in, almost in unison they ask Daniel why is he here, have they had the baby? Daniel explains how she is 6 days overdue and he didn't expect to be here himself. Daniel puts the girls folders at the front of the class "Come and get your work girls. I want you to use this lesson as a sprucing up lesson- tidy and organise your work, make a contents page, title pages for each task. If you've not finished you need to get as much done as you can this lesson because I might not be here for the rest of the week." Most of the girls are sat chatting to the various friends around them, some

slowly begin to get up and move to the front to get their work. Sophie is sat near the front and it appears to be taking every amount of effort she has to get up and get her work. Some as Daniel about his wife and what is going to happen; he goes over and starts chatting to them. A few minutes later the twins come in and look surprise to see Daniel, they sit down with the girls who are asking Daniel about his wife/baby. Lucy is searching for her folder, Daniel sees it and hands it to her, she asks me whether it was the distinction task that she started. Daniel comments that she's the only one who has and laughs.

I go and sit with Lucy on the computer at the front. There is lots of chatter, the Asian girls (Shushitra etc and Anita and Gita) are literally sat staring into space or down at the desk. The twins and the girls who are sitting with them are chatting loudly and erupting to very loud laughs. There is lots of talking, very little work is being done, although by this point they all have their work, pens etc out in front/poised but it is clear that completing their work isn't too high on the agenda- very laid back and don't seem to be too bothered about finishing.

Lucy comments to me that Daniel has disappeared she says how he tends to do that a lot "He's never here!" she jokes, I say he must go for coffee come back for 5 minutes then go and get a biscuit, Lucy laughs.

Shushitra and her friends are sat behind us, I ask how their holidays were etc they are still just staring blankly at the desk.

9.15 am Agatha comes in with an armful of work- she addresses the girls but many continue with their conversations as she talks over the top of them. She explains how she has got their IT key skills portfolios back and some of them have not passed because they haven't completed or done the work to the standard required; you need to make the changes marked on them. Natalie asks if she has their exam grades back, Agatha replies that she has but not on her she will give them on Wednesday if they don't get them back in tutorial. Agatha continues giving back work, the girls continue to talk amongst themselves- Agatha looks almost defeatist and doesn't bother to try and get their attention so I cannot really hear what she is telling them. As she is giving the work back she realises she hasn't got everyone's as Lucy is looking at her waiting to find out if she needs to re-submit hers. Agatha says she hasn't got everyone's work, she looks at Lucy and says that she is sure that she has passed. Meena sneaks in (9.20) and sits down. Agath leaves a minute or so later- the girls are occupied chatting to each other and no-one takes much notice as she leaves.

Daniel returns and one student brings her work to the front for him to check. The lesson continues with the girls either chatting to each other or staring blankly into space, doing minimal work. Daniel spends more time out of the lesson than in, when he is present he wanders round each of the groups of girls chatting to them. Shushitra is telling her friend about her sister's engagement, Daniel asks her about how the marriages work. She

explains how her parents have chosen him and then they meet up to see if they like each other. Daniel asks whether she still has to marry him if she doesn't like him. Meena joins the conversation and says that would be a forced marriage- arranged marriage gives consent.

Towards the end of the lesson as the girls are packing away, the twins and the girls sat with them are laughing and talking loudly- Daniel is shaking his head by something that has been said, he replies to whatever question the girls have asked him and all I hear is the word 'ejaculation' followed by giggles. Daniel says "I don't think that could happen." What girls asks what do I think and Daniel says "Yeh ask Sarah, but I don't think that could happen." He explains how "one of their friends claims to be pregnant by the lad ejaculating 'outside' so to speak. In the lip region, not inside." I look bewildered and say that to my knowledge it would have to be inside for it to get to fertilise the egg. Daniel nods and agrees!

10.30 am Maths (1)

As usual all of the class, aside from Matt and Zafar, are sat at their tables chatting. Hayley looks very pale with flushed cheeks, she looks tired and ill and is slumped with her head on her hands on top of the desk. A few minutes later Matt swaggers in and sits down- leaning back on the back legs of his chair. A further few minutes later and Zafar swaggers in texting on his phone and sits down next to Matt.

10.40 am Maurice arrives and apologises for being late, he explains how he has been down at the exams office as their exam results have arrived (gasps and glances to each other the students) he looks at me and says that Aysha's weren't there, she is marked present on attendance but there is no grade for her so he was trying to sort it out. He says how pleased he is with everyone's results and that they are what he expected, some haven't passed but that doesn't matter. He glances across the room and notices Hayley he looks concerned and asks if she is ok, she shakes her head and says she doesn't feel well. He nods "You don't look too good, so if you need to go to the toilet or anything you just go- is there a first aider anywhere?" he addressed the class, Adam (SA) "I am." "Oh that's all right then were covered, just don't be sick on me if you are going to." Maurice says, the class laughs, Hayley musters a smile. He explains how he is going to see each of them individually, one to one outside the class to discuss their exam grade and progress. He explains how he doesn't like doing it in the class because it can be uncomfortable knowing other people can listen in. He explains how he wants them to finish writing up their coursework or do some work from the textbooks, this is the last week they will have to work on their coursework because after this week they will have to start preparing for their next exam. As usual Kayleigh is sat reading her book, Maurice pulls a face, Kayleigh smirks but continues reading, the class begin to giggle. Maurice takes the

book from her and puts it back into her bag which is open on top of the desk. He then goes to the cupboards at the back of the room and puts their folders on the front desk, he then takes the students outside one by one in register order.

Lots of movement and noise as the students move to get their work, rulers, pencils etc. I sit next to Kayleigh and guide her through her pie chart- she needs to re-do it as she has drawn it using the wrong information. About 10 minutes into the lesson Matt and Zafar are throwing things across the room to James and Dan and then 2 girls sitting in the middle table. They get noisy and rowdy I have to raise my voice "Lads, enough, enough people are trying to do work here, sit down and get on with your coursework or work set from book." They stop messing and look up as Maurice walks back in the room he tells them to get back to work and tells Matt to sit on a separate table away from Zafar, he does this.

The rest of the lesson is relatively quiet, most of the class are working hard. Adam is with Dan, James and Nate, Hayley is slumped on the table but attempting to do some work along with her friend; however Zafar spends the lesson texting/playing on his phone whereas Matt swings on the back legs of this chair staring into space or at the desk or tapping his pen on the table. When Maurice has finished his one to ones (11.20 am) he comes back in and says "Can I trust you to carry on with your work while I go to the exams office to sort out the date for your next exam?" Zafar "Yeah sir of course you can, you get it for May innit? That way we can finish early, I've got a wedding to go to in Pakistan at the end of June beginning of July." Maurice replies "I'll sit what I can do but we've missed the entry for May so I can't enter you for May." "May, sir, May." He is still on his phone, swinging back and forth on his chair. Maurice says "I hope you're getting some work done" "I am sir, I am" he slaps the top of his folder which is still un-opened and hasn't been touched all lesson. Maurice replies "Good, because you've got a report to finish." He then leaves. The class resume their behaviours from before. Maurice returns 10 minutes or so later and informs them that they are entered in for the beginning of June, therefore anyone who hasn't finished their coursework will have to come back to lessons after the exam to finish it. Zafar says "So we don't have to come to Maths any more?" Maurice rolls his eyes and sighs "No, you've got this week to get what you can done in your coursework, if you finish then you don't have to come to lessons after your exam in June." Swinging back on his chair Matt suggests we all should have a 2 week break from Maths and then come back 2 weeks before the exam for a revision session. Sighing again Maurice says "Let me make this clear you still have to come to your maths lessons otherwise you won't be able to learn what will be on the exam. After the exam those who have completed their coursework don't have to come back, those that need to finish need to attend lessons until it is done."

12.50 pm Maths (2)

Faffing board pens, papers, results writes grade boundaries on board. Waiting for students. Done better than other class, good results but some not good, terrible in fact rolls eyes. Homework only 4 books, 4 weeks to exam not going to have time to finish teaching syllabus got to do hmwk, revise come to study centre. Bearings. E.g.s and questions on board. Repeats practically screaming how they have to revise etc.

1.50 pm English

Naz setting work- poetry question Mohamed and Jazz not even attended but Meena has signed their names. All messing on lap tops internet, he tries to make suggestions and help but they talk over him.

3. 10 pm Health and Social Care (1)

Easing in lesson- joke black dress with tights in this weather. Folders out finish work bring to sign off, if finished work on other assignments. Rachel on computer, lots of chatter quite a noisy lesson. At one point raises voice and says hope finished work otherwise no excuse for talking. At end she comments on how noisy and how they need to get their unit 7 completed this week.

Tuesday 21st April 2009

9 am English

Suzie few minutes late lets class in- no Asian students. She explains D of E. asks about work set yesterday N and D say too hard, he didn't explain what to do so did posters. S looks at me I give her a look to indicate they did know what to do but didn't do it.

9.10 asian students trudge in. S explains mock exam, tomorrow moderating coursework so have to complete today. She gives them back and explains what each of them need to work on. All set to work on the laptops- headphone blaring, those done work on poetry- Jazz sat at desk working on his plan etc other boy playing games on computer. Suliman gormless asks S what does he need to do for his coursework.

10.30 am Health and Social Care (1)

Girls trickling in- Rachel comes in arms laden with their sweatshirts she goes back for more. Excited chatter as they get hoodies.

Rachel says how noisy yesterday- they won't be happy if at the end of the week they've done so much talking they've got no work done and they have to stay on after May to complete. Can talk but need to get work done. Girls nearest cupboard get the folders out and there's movement as they get up etc.

Rachel on computer- sign girls off as they finish. As she is marking she addresses all and tells them how they're not putting enough detail in for distinction. Twice she tells them in

the lesson that they should be submitting at least a page. Few occasions she has to tell the girls to quieten down. The girls are working in-between chatting, texting etc seem happy to be left to get on.

Later lesson the same work ethos. Rachel rolls eyes at D grade for Unit 6 how stupid- no assignment brief.

3.10 pm Maths (1)

Maurice strolls in a few minutes later and explains that they are continuing with their coursework. He gets out their folders and box of equipment, lots of movement as the class get their folders etc some log onto computer. Most of them are on the last task which involves them writing a report on their findings; there aren't enough computers in the classroom so Maurice lets James and Nate go to the study centre. When the class have settled, Maurice realised Matt isn't present he asks the class if they've seen him, they say that he was in business in the morning. One student says that they saw him in the dining area as they were coming to maths. Maurice explains that he's going down to look for him- he leaves. He is gone for about 20 minutes and in that time the students get on with their work, chatting to each other every now and then. Adam and I are like spare parts- none of them need our help.

When Maurice returns he says quietly directed to me "Silly boy he won't be in college next year, missing all these lessons." One student asks if he found him Maurice replies "Yes I found him in the dining room, which is daft. I mean if you're gonna skive lesson at least have the common sense to go home and not hang around in college where you can get caught!" the class laugh.

Wednesday 22nd April 2009

9 am Health and Social Care (2)

Half of the girls are sat down chatting at the tables, some are logged on to the laptops. Agatha has left instructions on the board 1) complete unit 2 work, order it, number pages, put in contents page 2) Unit 6 D2- handout case study 3) new IT key skills assignment start tomorrow if completed all work start this. The girls are quite subdued- they chat amongst each other throughout but they are not as loud as usual. Agatha enters and tells the girls to go next-door and get any work that they need. She hands out the work she had lost and explains that she found all the work she had misplaced and put them into their assignment work, despite this many of them have got work missing. She tells them to check through their folders as it is their fault if they have misplaced/been careless with work or just not done it. Once the girls have got their folders and settled Agatha asks to see those who have got their Key Skills – the girls look among each other "Does she mean the exam we've just done?" Lucy whispers to me, I reply "I think so." She and some others

get up. Agatha gives an impatient sigh "No you haven't got your key skills you've still got another portfolio to do.!"

When Agatha is outside, the girls are confused Fozia asks me "Are we supposed to be sorting through unit 2? We did that with Rachel?" I shake my head and say I think she's got mixed up and she means unit 4. A few of the other girls understand and mutter things like "I thought so." When Agatha returns

Friday 24th April 2009

Kaye's reaction to me in Lucy's English

Mathew- school restricting, prefers college.

Chris Woodrow's maths class failed yet Bev the teacher they said all her's passed!

Monday 27th April 2009

9 am Health and Social Care (3)

Rachel writes list- key skills will do with whole class- jumping through hoops 'bull'

10.30 am Maths (1)

Exam prep sheets. Level 1 and 2 setting different work not treating them kids, trusting them to be honest and do stuff they know struggling with.

1.50 pm English

Exam prep booklet. Why do we do mock? Cobin- falling asleep and Mohamed. All Asians doodling, Meena tapping foot. Danielle busy writing away. Last chance won't progress next year have to go to tech and pay £80

Tuesday 5th May 2009

9 am English

Michael looking ill- swine flu? Limbo poem- all through Mohamed and Meena little work as possible. Suzie saying brilliant things but class only taking notes when she writes on board. Powerpoint- only need if A*.

10.30 am Health and Social Care (1)

Tracking- unit 4 Rachel. Girls lots of chatter some not really working others finishing off tasks. Daniel comes in can he come to Thurs lesson as he's never done tracking and will do it with his unit on Fri. Rachel expresses how angry and frustrated she is- Agatha not doing her job. Overhear her and Dan talking about her. I explain how unit was rushed- wouldn't have minded but they've got 3 weeks plenty of time- would have been better to teach it herself! I express the lack of clarity and how different she was when Rachel observed. Nods in a 'knew it!' kind of way.

3.10 pm Maths (1)

M. late apologises looking for revision booklets- gives exercise books. Try and finish past papers and write down questions they got wrong so know what to work on. Informs not here Monday, yess! Oh no. Actually at funeral, sorry, you weren't to know. Lets N go exam in morning. Work on papers he disappears for 15 mins looking for student comes back and helps.

Aysha meters to feet questions gets 1 meter board ruler and 30 cm ruler does it visually for her.

Wednesday 6th May 2009

9 am Health and Social Care (2)

Agatha awful! Aysha and I charter of rights and then doesn't print. Naema asking for help Agatha down like a tonne of bricks. A at front marking most of the lessons- Seiona and her distinction- in tears and make-up for rest of lesson.

11.30 am English

Poetry- What were they like and Night of the Scorpion- don't finish this one. Really goes into depth about meaning- tells key things then decides it would be good idea to write on board.

Thursday 7th May 2009

9 am Health and Social Care (1)

Finishing off/tracking/ evaluation- responsible, constructive criticism, say what you want. Some girls do come in late.

Monday 11th May 2009

Health and Social Care (3)

Rachel-tracking and evaluation same for last lesson

Tuesday 12th May 2009

9 am English

Mock exam- Emma's class merged

10.30 am Health and Social Care (1)

More tracking- Aysha distinction not her work- stick with merit. Lots of faffing, help her organise work, hole punch and file

3.10 pm Maths (1)

What's happening? Work on past papers- helping uses mini-white boards and scrap paper. Asks Aysha what she is doing next year at end of lesson.

Thursday 14th May 2009

9 am Health and Social Care (1)

Agatha- working on key skills. Girls know what they are doing. Aysha faffing so ends up behind as usual. Agatha being picky about page numbers. Continues into the lesson in the aft. If complete don't have to come to key skills, Rachel tells them they don't have to come Daniel's lesson fri or mon but as normal tues. this is well greeted. Agatha insists on Lucy coming key skills despite her finishing. Only few girls, A. losing temper and ignoring Lucy.

Friday 15th May 2009

12.50 pm Maths (1)

M. late few of the boys come in late. Working on past papers or on revision sites. M in and out getting papers and then going off to set exam. Some working, lads mostly messing.

Monday 18th May 2009

10.30 am Maths (1)

m. late past papers all work at own pace. Banter with the lads.

1.50 pm English

Mock papers given back- gives marks and goes through the exam bit by bit. Laptops away- tables in lines, Suzie there early and so has put all papers where she wants them to sit. Explains she'll be observed tomorrow. List of revision classes dates and time on board as well as exam date and time.

Tuesday 19th May 2009

9 am English

Folders on table- dictates where they will sit. White board on- Paul sat at back making notes. Suzie explains they were good a poetry and been through section A so she wants to do work on persuasive writing etc section B so spend the lesson planning an answer- riding bike to college.

3.10 pm Maths (1)

Usual- no Matt, comment on strap broken on his flip flop. Past papers. Coursework, examiner asked to see Mohamed- we'll all fail then!

Wednesday 20th May 2009

11.30 am English

Folders at places- bingo game on persuasive techniques, then writes definitions for them to copy.

Thursday 21st May 2009

9 am Health and Social Care (1)

most finishing- Rachel speaks to them: must come back those not completed key skills must come back. Thanks them for matureness completing questionnaires, praises and congratulates them for working hard and doing so well etc. lot different next year- 2 classes.

Friday 22nd May 2009

12.50 pm Maths (1)

Discusses with the class a date which suits them all after the exam to come and see him one to one to check coursework.

Appendix 6

Transcription of interview with Aysha

AYSHA INTERVIEW

S: Basically, I want your kind of educational story so although I want to find out about how you felt about college, and all that kind of stuff; I want to start a bit further back and I just want to get a bit of background information. Again if there's anything you don't want to talk about that's fine, and just to remind you that when I do write up my report and I do write up about you, you will be kept anonymous. So anything that you do talk about it won't be traced back to you- is that ok?

A: Ok

S: Anything that you don't understand, do say or stop me or whatever. We can stop this at anytime, if you don't want to carry on just tell me, we can stop it at anytime-

A: yeah

S: is that ok?

A: yeah

S: Right. What I thought we could do is use this timeline and you can fill it in. so obviously if, like this side of the timeline will be primary school, secondary school, starting Hillcroft College and then obviously this will be your time at New College and then where you hope to be at the end of Hillcroft College. That ok?

A: yeah, yeah

S: So, where I want to start with is, can you tell me a bit about yourself, a bit about your family, who you live with, that sort of thing.

A: Right, ok. Hi my name is Aysha and I live in an extended family where I live with my 4 brothers and my mum and dad and my auntie. And erm, I got, erm I got 5 brothers, one who lives at his own house and I got a sister who also lives at her own house.

S: So were you and your brothers and sister born over here?

A: Yeah we were

S: And family and friends in ...

A: Pakistan, yeah

S: Pakistan. So all, you all went to both primary and secondary school over here?

A: Yeah

S: So tell me about your very first memory of starting school; what can you remember when you first started school?

A: I can't remember! (Giggles)

S: Er, well what can you remember of primary school? Is there anything that sticks out in your mind? A teacher, or a subject or a class that you liked to be in or a friend that you had?

A: Erm, this teacher she was really grumpy

S: (Laughs)

A: (Laughs)

A: and she was there when my sister was there, and they all erm had to have a competition to guess which teacher was which, and the grumpiest one was Miss. Elliott (Giggles)

S: (Laughs) And so what did she teach? What year was she?

A: She erm, I think it was year 4 or 5 (giggles)

S: Did you enjoy primary school?

A: yeah, it was good

S: And did you go to primary school local to where you live?

A: yeah

S: Ok, and then when you went to secondary school, was that a local secondary school too?

A: Yeah that was local as well, it was about 5, 10 minutes in car and about half an hour walking.

S: Ok, so tell me a bit about your secondary school then.

A: It was erm, a it's like a multi-cultural school, it's diverse and erm...

S: How was it diverse?

A: from different cultures and backgrounds and different people and erm that's it basically (Giggles).

S: Ok, so let's go to secondary school then. How did you find the classes you took and the subjects and the subject teachers, how did you find those?

A: erm, the other people they were quite, they were nice. Erm, I just got a bit confused with my timetable because getting used to secondary school *getting used to this and that*, because it was totally different to our primary school, and erm, I er, erm got to get to know my way round the school quite quickly and I had some ma-friends who I broke out with but then they became friends again.

S: Ok, so were you in year 10 when you started your GCSE'S?

A: yeah

S: When you picked your options?

A: yeah

S: So tell me a bit about what you chose to do in year 10 for your GCSE'S and why- what made you choose what you chose to do?

A: erm I chose GCSE Health and Social Care- a double award. I chose this because I took 3 options of what I wanted to do and I think that is gonna help me during my process of being a nurse and starting the course at uni. Erm, I also chose Expressive Arts because I thought it was Art, but I didn't realise that it was erm, drama, so I ended up being put into a drama class instead of an art class (giggles).

S: So, tell me a bit about your GCSE'S- you did English, Maths, Science-

A: yeah

S: and how did you find those lessons?

A: I, er, found science quite good, I, er got a C in life care, but English and Maths were a bit hard, especially Maths 'cos I er d er did, don't, didn't understand it and I still don't understand it (giggles)

S: Ok, so when you sat your GCSE'S what were you hoping to get?

A: Erm, well because my course was foundation I was hoping to get a C or D maximum

S: Right, yeah, so when you were coming to the end of year 11 and you were doing your GCSE'S erm, how did you go about making the decision what to do next?

A: I looked at the grades of mine, and I er wanted to do Health and Social Care but when I went to college I realised it was a BTEC First which is ok but then I knew I couldn't do my A-Levels because of the grades I had. So I, I put down Health and Social Care as my option down on the application form, so, I er think I put it as an intermediate class, I can't remember now, I think I did.

S: So, was college something you always wanted to do after school?

A: (Nodding feverently) yeah

S: You didn't want to find a job or-

A: No

S: - do anything else?

A: No

S: and how did you reach that decision? Was that something that you wanted to do? Did you involve your family in that decision making?

A: Um, well my brothers and my sister, er, erm obviously er, ah the one that's younger than me, they all went to Alexandra College apart from the one that went to Hillcroft College who er knows one of the, my teachers there. And er I got the expression from there that I wanted to go to college and erm, I had a loving and supporting family, especially my mum and dad, who er motivated me to do good and my brothers helped me to in my subjects and when I did my GCSE'S.

S: So you knew you wanted to do Health and Social Care

A: Yeah

S: Why? Tell me a bit more about why you want to do Health and Social Care.

A: I wanna, like I say I wanna to do nursing and erm Health and Social Care is knowing ? (7m50) and caring of the service user and I er thought that again it would help me during my course at uni.

S: Ok. So was New College your only option of college you wanted to go to, or were there anywhere else you were thinking of?

A: I er, was thinking um, of Alexandra or Tec. But I didn't like, I thought Hillcroft College was really har-, I mean er Tec was erm Hillcroft er Alexandra was really hard. So I thought I'm gonna struggle there, even though my friends went there. And Tec I didn't like, so Hillcroft College was my only option and I like the at the atmosphere down at Hillcroft College.

S: What kind of atmosphere was that then, compared to the Tec?

A: Tec. I er, erm, there was more space down at Hillcroft College and more support I thought erm and I thought the teachers more helpful down at Hillcroft College than they were down at Tec.

S: Ok. So did you take part in any kind of transitional things? Did you go to an open day at Hillcroft College, did you visit-

A: Yeah I did

S: - in year 11? Can you tell me a bit about that?

A: erm, I went to 2 opening evenings down at Hillcroft College, and I spoke to the teachers as well, and I thought I would be able to do A-Levels like er sociology but er due to my grades I couldn't do that so I er decided to do the intermediate course.

S: Ok, so you know when you say due to your grades, can you tell me a bit about that. Do you mean your teachers said you couldn't ...?

A: No, the grades that I had, I knew I couldn't do it.

S: Right, and how did you feel about that?

A: I thought it was alright 'cos I wanted to do Health and Social Care so I thought, I wanted to do sociology, psychology and Health and Social Care but um, I thought the Health and Social Care was good- I've learned loadsa of new stuff from it (giggles).

S: So did you feel then that the teachers at Hillcroft College or the staff kind of supported you to make the right decisions?

A: yeah, I er think they supported me and when I went down to the enrolment day they told me what I could do and what I couldn't do and I spoke to a careers advisor.

S: Right and what did the careers advisor say?

A: He goes erm 'cos when I was told about my nursing- I dona wanna say what- erm she told she gave me er lots of options of er what I could do. She goes you could do childcare, you could go into a childcare but there are no childcare places left in the department, so 'cos obviously the other people would have taken up the places very fast. So I just sort of

stayed doing health and social care and I was gonna take a year out but then I didn't, I decided I just decided to do my A-Levels.

S: Ok, so tell me about the time in the summer, you knew you were coming to Hillcroft College in the September, what were your thoughts? What were your expectations of coming to college? What did you think it would be like? Tell me about what was going through your head before you started?

A: Making new friends (giggles)

S: Making new friends?

A: er because my other friends were going to Alexandra and I knew I would find it hard to make friends but now I've got two, these two, I met these two nice, wonderful girls that are my friends now. Actually 3 (giggles) but get on with two mostly.

S: Did you have any worries?

A: Yeah, I did. I er I thought I was going to get teased a lot, because of my... health and stuff. So I thought people are just gonna go past and make sarcastic or rude comments that aren't really going to be appropriate.

S: Can you tell me a bit about your health?

A: Erm, well it's quite hard to explain 'cos I don't know it full myself (giggles)

S: How has it affected your school and your education?

A: It's affected my school and my education because I missed like loads of school when I was down when I was supposed to be in infants but actually I was down in hospital a lot of the time. So I missed out on the things that, like a normal person would know but I can't, I don't know them 'cos I obviously missed out. And so I've got heart problems, which may stop me from doing nursing but it's, it might be hard, but it's not impossible for doing it.

S: What did you hope Hillcroft College would be like?

A: I hoped it would be friendly and no-one would say stuff to you, and stuff like that, and I hoped I'd make new friends. And I made them just after Christmas, I made them after I went back to college and I started to hang around with the girls who were on my course.

S: Ok, so you started Hillcroft College; can you tell me about the first day?

A: Erm, first day, it was a bit confusing because I kind of missed, I think I missed one lesson 'cos I didn't know my timetable properly and I didn't know where the rooms were and stuff. So... then I gradually got used to the timetable and my support worker nagged me to go to er- (laughs) to erm look at my timetable and go to my lessons on time.

S: Right, ok, so you talk about a support worker, did you have support at secondary school?

A: yeah I did.

S: So what kind of support was that?

A: I had an N.. SEN review every year where my dad came in or someone from the family came in and looked at my work, where my like er grades and stuff and like helped me set targets, what I can do to improve the next... in next year or ...

S: Would you have somebody that was in the class with you?

A: No

S: No, it was just ...

A: um, they also um made me valid to extra time so, because of my writing- because of my erm I think I was writing slowly. Because it took me time to think and then I couldn't concentrate- I couldn't write fast, if you get what I mean?

S: Yeah, so when you were coming to Hillcroft College did you decide or was it kind of discussions with the family that you wanted support at college?

A: Er, it was um, I didn't actually know that I was getting a support worker down at college, I just gradually found out...

S: Did you not?

A: I knew I, I had spoken to the erm, one of the ladies down at Hillcroft College who erm deals with erm, who deals with people with special needs and dyslexia and stuff like that, and I spoke to her. And um, she made me get extra time as well and erm a separate room.

S: So did you know before you started college that you were going to get a support worker?

A: I think I did, I can't remember now; it's been like a year (giggles).

S: So, then tell me about the first lesson that you had or let's go with your Health and Social Care; what can you remember from that?

A: Well when I went, when I first started, my college when I went erm they put they enrolled me for business studies instead of Health and Social Care so I er went to a business studies class instead of a Health and Social Care class so I had to go down to the guidance and tell them to sort it out, 'cos I'd, I actually enrolled for a erm Health and Social Care.

S: So, how did you feel about that then?

A: Um, well I told my support worker, and she goes come down with me and I'll go and sort it out for you, so I, I had to miss the talk with the principal as well (giggles).

S: When you got your timetable sorted and you went to your proper class, your Health and Social Care class, what were your first impressions of it?

A: It was all girls! There's no boys doing Health and Social Care at all. So we were like, it's just like a girls class (giggles).

S: And... you said that the good friends that you've got now you didn't kind of get to know really until after Christmas, so what was it like before?

A: I just went down to the support centre, the study centre and I just had lunch on my own so...

S: And how was that then?

A: it was quite, quite it, it reminded me of when I was in secondary school when I didn't have any friends then but then I made friends gradually.

S: Why do you think it took so long to make the friends?

A: Because of my self-confidence; I don't have enough confidence for me to speak, to speak in like a friendly way- er-a I speak in a friendly way but it took me, it was hard for me to make friends.

S: Is that something that you have always felt like, from school?

A: Yeah, yeah

S: And do you know why?

A: Because of when, because obviously when I just told you that of erm in then I was er down in the er hospital I was down in the hospital a lot of time during my childhood, so that confidence that I was supposed to get, didn't actually get there until now.

S: Ok. So what were the girls like in this class then? How did you feel sitting in a class full of people you didn't know on that first day?

A: I knew 2 girls because my mum knows their mum, and er one of came went to my school as well, they were both cousins and er I knew them both and um I kind of knew them, but I didn't talk to them much. And then that was the only 2 girls I knew and then I er gradually made erm started to hang around with other girls who are my friends now and I used to sit with them at every lunch time and used to say can I come and sit with you? And they used to say yeah go ahead. And then I just gradually got to know them more.

S: Brilliant. Can you tell me about the first week then? About settling into college, what was that like?

A: It was quite hard because it's obviously bigger than secondary school and I kinda knew the timetable like you had to go to different classes because of secondary school, but I didn't know that the college would be so big that you get lost so quickly. My support worker did give me a tour around erm the college areas where the subjects that I wanted to take. She took me down to art, drama erm down psychology I think it was.

S: Ok, so what were the teachers like?

A: They were friendly.

S: Tell me about your Health and Social Care teachers.

A: erm, they were nice apart from one teacher got annoying.

S: Start me off with the nice ones- can you tell me, why were they nice?

(Whispers as Aysha is uncomfortable about saying the teachers names)

S: I'll give them different names, it's fine.

A: Oh, Ok.

S: Start off with Rachel, tell me about Rachel.

A: yeah Ok. Rachel was really nice and she was, she looked strict but she was act-actually really nice. She helped you, called you darling and stuff like that when you needed help.

S: Ok, er Daniel?

A: Daniel he was nice, he was kind of er he was er kind of a joker (giggles)

S: So Daniel and Rachel you liked. Can you expand a bit more on Rachel, what was it about her lessons that you liked?

A: She- you could understand what she was saying and she didn't shout at you when you didn't understand and if you asked her for help. She did get a bit annoyed with some of the girls because they didn't listen; but that gradually, she started to put them to positions and started to get more knowledge of them and stuff.

S: Ok, so what about Daniel. What were his lessons like?

A: His, he was kind of relaxed. He let you talk and um, erm most of his lessons were doing posters and erm leaflets.

S: Ok, so we'll move onto your other teacher Agatha, tell me about Agatha.

A: She seemed nice, but erm she was nice but erm she drag, she carried on her unit 4 since September to like er March and she had to do 2 units and Daniel had to help her with the Human Lifespan Development because she was really far behind.

S: So what are the differences then? You say you preferred Rachel and Daniel over Agatha, so what were the differences in the lessons then? Why weren't Agatha's lessons as good?

A: They were er because er Agatha's lessons time kind of dragged and you if you didn't know what you were doing and you asked her she kind of like shouted at you erm if you kept asking her 'cos obviously you didn't understand so that's why you kept asking her, and she got a bit annoyed when you kept asking her.

S: So was there a kind of difference between the teaching that you had at school to the teaching that you had at college?

A: yeah

S: What kind of differences were there?

A: Erm teachers kind of nagged you down at secondary school to do the work whereas at college they don't nag you, they just say if you don't get on with it we'll er like eclu er like um they put you on a disciplinary and all that kind of stuff.

S: Any other differences in the way the lessons were taught?

A: yeah, there was er, um there was like smaller classes than there was down at secondary school.

S: And do you think that was a good thing?

A: yeah I think it was a good thing, 'cos um then our English class got split up for to a fast track and a coursework class, so the people that had done their courseworks and got

and achieved er a um coursework grade form grade A to C they were just had to practice on their um exam. Whereas the coursework class had to do the coursework and *also* the exams, which was kind of stressful because I was in that class and erm it was like I had to do four courseworks or something and erm....

S: So this is in your English class?

A: Yeah

S: So tell me a bit about your English class then, about the people who were in it.

A: It was kind of a small class and we erm this time there was boys and girls that hadn't passed. There was about 4,5 girls and loads of boys.

S: So in school were you in an all girls class?

A: No, it was erm mixed genders

S: Oh right, so what was your English teacher like?

A: She was nice, erm and she set workshops up for you um and er gave support to you when you needed it, and marked your coursework and got it back to you at a time when you could make the er adjustments to it.

S: Ok, so how did you feel that you were able to kind of do the work set? Like your coursework and your assignments and stuff- how did you find that compared with the kind of work and homework you had to do at school?

A: They don't really give you homework down at college; they just um do it during the class. And the coursework was a bit hard but erm I managed it.

S: Ok, can we go back to Health and Social Care and back to Agatha. If you were to have her again next year how would you like her to be?

A: If I was er to have her again next year I would like her to be more polite and er do the, do the units more faster than she did this year.

S: Because this is all about your experience at college, and so far how do feel about college? Talk to me about ...

A: Generally it's really nice; you don't have people making sarcastic comments. You've got erm nice teachers that um talk to you and er generally the people are nice.

S: What are the, generally, what are the differences between school and college?

A: Oh there's a massive difference! College er at school the canteen was like er really quiet whereas in college the canteen is really loud and really I really can't believe how noisy and stuff.

S: Do you feel you were prepared enough for college?

A: Don't think I was (Giggles)

S: Why?

A: I thought it would be the same... I knew it would be different from school but I thought the canteen and all that kind of stuff was kind of the same.

S: What about the work?

A: Yeah the work was much harder than the school work that we used to have

S: So after the Christmas term you say you made these really good friends who you're still good friends with now, so did that change how you felt about college?

A: yeah

S: how did it ...

A: yeah, it impacted me because then I had someone to hang around with during my frees and then we, we obviously keep in contact during the holidays. I spoke to one of them today and both of them yesterday. During the holidays as well we phone each other and erm it was like, it's good and it's all kind of erm it like why you've got to sit next to them.

S: Ok, so were talking about the friends that you made, can you tell me a bit about the social side of college.

A: The social side is really social, erm you see people everywhere with friends and hugging and er being nice er ...

S: Do you feel that you took an active part in the social life of college?

A: Er

S: How do you feel you fit into the social side of it?

A: Er I don't actually know how to answer that, but um I, I didn't actually take an active part in the social, in the social aspects of college.

S: Can you tell me a bit about what you did take part in?

A: What do you mean by that?

S: Were there any meetings or clubs or groups or student union meetings you went to? Tell me about it ...

A: yeah, yeah, I joined the student union this year, I was put up for election but erm I didn't get to be the vice-president or anything for the student union and so basically I'm a member of the student union like a secretary. And also joined the Diversity Club, for people who are finding it hard to make friends go down to the Diversity Club and we just have like a er lunch every Monday, and we catch up and stuff from the other week and then carry on and erm we hoping more people are coming next year from the year 11s come down to erm the NCDC group I would recommend it to anyone who's finding it hard to make friends.

S: Ah, that's good. Can you tell me then what you think have been the good bits of college, what's good?

A: Er, I don't know!

S: What's good about the teachers? Think about the teachers in Health and Social Care and English and Maths. What are the good bits?

A: Yeah they're all really nice and helpful and that's all I can say.

S: Tell me a bit about your maths teacher, we've not talked about him have we?

A: Erm, erm yeah he's really nice and he's, he helped me during my workshops and stuff like that 'cos I found it hard so I er I went I er volunteered to go down to the workshops and erm ... improve on my maths on my maths er before my maths exam.

Appendix 7

Transcription of interview with Kim

KIM INTERVIEW

S: Right it's recording... so I'll just explain everything. I know you probably know that I'm doing this for my uni research and as part of my research I'm looking at 6th form colleges and student experience. And a lot of stuff that I'd found during my research was that a lot of people had looked into kind of funding at 6th form and really dull boring things to do with government which really wasn't interesting and not many people had gone to the students and said 'what is it like to be a student at 6th form?' So with me working here and with me being in the class and everything I thought you know, it's a good opportunity to get your point of view. So the focus of this will be on your time here at Hillcroft College but I will ask you stuff about earlier on in your education- some bits from primary school, some bits from secondary school, stuff like that... Don't worry!

K: I've forgot! (Laughs)

S: Don't worry, it's just to get an overall picture of you and your time here. Just to reassure you that you will be kept completely anonymous, you won't be known as Kim, or anything like that and nothing will be traced back to you. I hope that this will give you the opportunity to be as open and as honest as you can be and to give lots of detail, or as much as you can because I will ask you questions like 'Tell me about... a certain teacher' or 'Tell me about this...' and just tell me as much as you can or as much as you feel comfortable with saying anyway. Obviously if at any point I ask you something and you don't want to answer that is absolutely fine just say 'No, I'd rather not answer that' or whatever, that's fine. We can stop it at anytime, if later on down the line you kind of don't want to take part in it any more or you don't want me to use what you've said in my report just come to me and let me know and we can sort that out. If I say something you don't understand just tell me or ask me to repeat the question or something like that. So yeah, I just want you to feel as relaxed as you can be and I don't want you to feel like you've been put on the spot; I just want your insight, is that all ok?

K: Yeah

S: I just want you to tell me a bit more about you. So you live in Little Simkin

K: Yeah

S: How long have you lived there for?

K: All my life.

S: So were you born there?

K: Yeah, 17 years

S: Have you got any brothers or sisters?

K: 2 brothers

S: And how old are they? Older or younger?

K: Both older

S: And what did they do? Did they go to college?

K: Yeah er no well one of them went to Tec and the other one is like older and he works

S: So do they live here?

K: One of them lives with me and the other one lives on his own.

S: Right so do you live with your mum and dad...

K: erm m

S: Just your mum?

K: yeah mum and brother

S: And how long has mum worked here for?

K: erm 10 years I think.

S: So quite some time?

K: Yeah

S: Has mum or anybody else in your family ever been to college? Or university? Of what you know anyway.

K: Er dunno

S: What did your brother study then? The one that went to Tec.

K: He did erm cooking (Laughs)

S: Cooking? Right, from what you can remember of primary school was there any kind of teacher or moment or something that happened or something that when you look back it really sticks in your mind about primary school?

K: (Giggles) er no

S: Which primary school did you go to?

K: Rainwood- down there

S: From what you can remember, did you enjoy primary school?

K: Yeah

S: So what secondary school did you go to?

K: Croft Side

S: So tell me a bit about Croft Side, what was it like going to high school there?

K: It were alright, but er it was a bit rubbish!

S: Why was it a bit rubbish?

K: I dunno, I er, 'cos like here it's better and that 'cos there's more freedom, but like there you're doing subjects you don't want to do.

S: What like?

K: Like science and that and stuff like that. Stuff that you've got to do.

S: So like science, maths, English? That kind of thing?

K: Yeah

S: Tell me a bit about when you had to choose for GCSE, you know when you had to choose subjects...

K: Yeah

S: What subjects did you choose?

K: I chose child care, history and geography

S: Why did you choose those?

K: 'Cos I was good at history but then when I got to the next one it was a lot harder (giggles) and I didn't like it. And then geography I just like, I've always liked for some reason, and child care I like children so I thought I'd chose that.

S: Right. So what was it, you know when you say it was harder- you know like with your history...

K: Yeah it was totally different stuff.

S: Was it? So were you assessed in the same way? Like was it exams and coursework or ...

K: It was all exams, yeah.

S: So did you just find it...

K: Really hard work.

S: So to your knowledge, with your mum, she's never been to college or anything like that?

K: No

S: So when you were in year 11 and you were deciding what to do after school what options were there for you?

K: I just, I always wanted to come to Hillcroft College so...

S: Why?

K: erm 'cos, I dunno

S: Why do you think?

K: 'Cos I see Tec like anyone can go there and I don't want to go there, and Alexandra's just too brainy for me (giggles) I just thought I'd go here.

S: So was there anything that influenced your decision to come here?

K: Not really... most of my friends were coming here anyway so.

S: Right,

K: And I just always wanted to come here, I dunno why I just do.

S: Did you ever come to like open days?

K: Yeah

S: Tell me a bit about that- were you in year 11 when you came?

K: Yeah and I came in year 10 as well.

S: And what was that like?

K: In year 10 we came to look around and stuff and I liked it from then on. And then in year 11 and came and looked some more.

S: What did you like about it?

K: Just like the amount of space and you can just do what you want and choose what you want and you've got your own options.

S: What kind of things were you thinking of doing? I know what you've taken now but ...

K: I was, it was between health and social care and child care but I picked health and social in the end.

S: What made you go for health and social?

K: er I dunno, 'cos like health and social has got a mixture of stuff like hasn't it, like child care is just child, children, but that is like old people and stuff and bigger choice.

S: So when you came on your open days how did you find the college in general and the staff?

K: They were nice.

S: Did you get to speak to people from health and social care and child care?

K: I er, when I came to visit in year 10 I only went to child care, so I didn't really speak to health and social.

S: So you applied to come here, can you tell me what you were thinking or feeling kind of the night before you started your first day here in September.

K: I was scared because I thought I was going to be on my own, but when I got to my class it was all, most of the people in my class are from my school anyway, so it was alright.

S: So was that your one worry- about not making friends?

K: Yeah.

S: Was there any kind of worry about the work that you had to do?

K: No, I was alright about the work, but it was really hard- too much of it!

S: Is that in health and social care? Too much...

K: Yeah

S: Too much coursework?

K: Yeah and not enough time

S: What can you remember of your first day? Tell me everything that happened- what you can.

K: We went to a class for an hour then er a class and that and there was my worst enemy in that class at first.

S: Really? In the tutor group?

K: No, it was like 'cos we went to a classroom first

S: Right ok

K: And then we all got separated and that girl wasn't with me then so it was alright. And then we got in to this class with all our form and it was like most people from my school so I was alright. And then we went to health and social and played games and stuff. So yeah it was a good day at first.

S: So did you feel that you settled in?

K: Yeah

S: Right. Did you have any expectations of what college would be like?

K: I thought it would be really strict, but it's not as strict as I thought.

S: Why did you think it would be strict?

K: I dunno 'cos you're older... I dunno I just thought it would be strict.

S: In your first week when you were getting to know college and everything, were there any immediate differences between college and school?

K: More freedom.

S: Tell me a bit about the freedom that you've got here.

K: I have more free time; I don't actually like it though. I've got loads and loads of frees.

S: That's come up a lot actually. Tell me about that; tell me about your timetable.

K: On Monday I had one lesson in the morning and one lesson last, I had 4 frees in the middle.

S: Did you ever use those frees to do work?

K: No 'cos I never had work to do.

S: Right, so...

K: I'd just sit in the canteen

S: Really? So did you manage to get most of your work done in the lesson and things like that?

K: Yeah.

S: Are there any other differences?

K: Erm... like the food? You can eat different food here like at school it's all healthy whereas here it's not! (Laughs)

S: (Laughs) Anything else you can think of?

K: er the teachers are different here.

S: Why? In what kind of way?

K: Like they're more friendly like at school they were just strict.

S: So, at your school, can you tell me about the strictness? What kind of thing would they do? What rules were there?

K: They were like, it was all like, it was summat called PB- it was called Positive Behaviour and like we had these diaries and if you got 3 comments you got a detention for an hour or summat. And like if you had your shirt tucked out you'd get a detention and if you didn't have a pen you'd er get a comment... they were quite obsessed really.

S: Gosh. Do you feel that school prepared you for college enough?

K: Er.... Yeah I was ready for it.

S: How do you feel you coped when you first came here with the work? Was there any kind of academic changes like the standard of your work that you had to produce?

K: I found it a bit hard- like at school I never listened I er just messed around (giggles)

S: Did you never listen at school because you didn't like it, or just because-

K: You're all about making friends aren't you, so I don't know. I wish I had, I wish I had a listened though now so I would have done better at my GCSES.

S: So here then, do you think you've been doing ok with your work?

K: Yeah.

S: Ok. What I want to do now, I want to move on and talk about each of your teachers- again be as open and as honest as you can be and give as much detail as you can.

K: (Giggles) They won't hear this will they?

S: No they won't hear this and their names will be changed. I'm doing this as part of my uni work, college haven't asked me to do this so they won't know.

K: Oh good so it's got nothing to do with college?

S: No

K: So they won't see it?

K: They'll probably want a summary of what I've found, but even if I quote you it wouldn't be 'you', it would be a different name and it wouldn't be traced back to you. Don't worry the others have completely let rip, so don't worry (both laugh!) if you want to say something that might not be so good.

K: Right, Ok.

S: So are you re-sitting any of your GCSE'S?

K: Maths

S: So you got your English? Good stuff. So what I'll start with, I'll start with your health and social care teachers and for each one tell me a bit about the teacher, how they teach and just kind of how the lessons go. So we'll kick off with Rachel, tell me a bit about her.

K: Yeah, she's nice. And she explains it properly... and she helps you.

S: How? Tell me a bit more about how she teaches then, what does she do?

K: I dunno, she just explains it properly, like she goes into detail and makes sure that you know everything... I dunno, she's just nice.

S: How is she compared to some of the teachers you had at school?

K: She's nice.

S: Is she similar or is she...

K: She's different like, I dunno. She's like, she has a laugh with you dunt she? But sometimes she can be a bit moody (giggles).

S: Tell me about Daniel.

K: He's nice, but I don't think he explains it properly. Sometimes he just leaves us to it and it doesn't make any sense. But I like him though.

S: Ok, and Agatha?

K: I don't like her, I think she's horrible.

S: Ok, tell me why.

K: She just like, she doesn't explain anything. She just shouts at you if you get summat wrong and it's not really your fault.

S: Tell me a bit about her lessons then

K: They were horrible, I didn't like them.

S: So if you were to get Agatha again next year how would you ...

K: I will, I'm getting Agatha next year

S: You're not?

K: I am

S: How you going to cope with that then?

K: I don't know. Hopefully she'll like realise that she needs to talk to us properly. She, she talks to us like were little kids as well and I don't like that.

S: Did you ever get the way Agatha teaches and her attitude, did you ever get that when you were in school? Were there other teachers like that?

K: No, they won't like that either- she's just totally different.

S: Gosh.

K: Even at school they didn't treat us like that. She treats us like were in reception or summat.

S: So you're doing maths as well, who do you have for maths?

K: Julie

S: So tell me a bit about her then.

K: I like her she's really nice but she's really moody sometimes.

S: What do you mean by moody?

K: Like if you get a question wrong she'll go, if like- we don't have our calculators she'll go crazy, she gets really angry. And like if we all don't understand the question she'll get really annoyed like...

S: And how have you found her lessons then?

K: Yeah, I like them. She er makes thing clear as well.

S: So tell me a bit about college life, what is it like being here?

K: It's good but like, I wish er, this year I've had too much free time really and it's been a bit boring. But next year I'm doing more health and social care so it should be better.

S: What are you going to take next year?

K: Health and social care, psychology, maths and science. I wanna get my GCSE science.

S: Did you speak to someone about the subjects that you could choose next year?

K: No, I looked on the website for them

S: So you just kind of went through them all yourself and decided what you want to do?

K: Yeah

S: Do you think you're prepared for the work you will have to do next year?

K: No! (Giggles)

S: Tell me why.

K: It's going to be even more work innit? I'm gonna get proper stressed next year.

S: Do you feel though, that although you've got lots of work, do you feel that you can talk to your teachers if you are struggling?

K: I feel that I can talk to Rachel she's really good- and Julie, I'm not sure about Agatha- she'd get mad with me if I couldn't understand it.

S: Tell me a bit more about what it's like to be here.

K: It's better than school.

S: Any more? Why's is better?

K: Erm 'cos there's more freedom and you can do what you want.

S: When you say do what you want; do you mean you can do what you want in lessons or ...

K: No, like, you can just... I can't describe it... er I don't know... You can choose your own subjects that you wanna do... erm you can do what you want at dinner time and stuff.

S: What do you tend to do when you've got a free period?

K: Talk to my friends really.

S: Where do you tend to...

K: In the dinner hall

S: And how do you find the dinner hall?

K: Good

S: From talking to some of the other girls they've said that if they could change something in college- the dinner hall, they would change that.

K: Why the dinner hall?

S: I don't know, that was just something that they thought...

K: I don't know why though

S: but you feel ok with that?

K: Yeah

S: Is there anything then that you would change, if you could- you might not want to change anything, but is there something that...

K: The frees, I'd change that

S: What so you...

K: Wouldn't have as many.

S: Right. Is there anything else? Or anything that you think isn't so good here that you know...

K: I like it.

S: How have you found other members of staff, aside from teachers, in reception and guidance?

K: Yeah, they're nice as well.

S: So whenever you come into contact with them you've found...

K: Yeah. I know most of them so it's different.

S: Tell me then, is there a social side to college? Do you take part in any kind of parties...

K: No er wait college parties yeah.

S: Who are they organised by?

K: I think they're organised by the council or something- the college council thing.

S: Do you feel that there are enough social activities going on?

K: No.

S: What would you like to see?

K: More parties, I don't know really.

S: What do they do, do they e-mail you when events are coming up?

K: Yeah, but there's only been one, no actually 2 in the whole year so it's a bit... I think they should do one every month or summat, or every 2 months.

S: I take it that you socialise quite a lot, do you have friends outside of the class as well, or does it tend to be...

K: Yeah. It's usually altogether but I do have other friends outside of the class.

S: Right. If you look back to how you were in September when you first started to where you are now, do you feel that you've changed?

K: Erm yeah. I'm more louder now, I used to be really quiet at school... I more confident now because when I was at school I used to sit in a class and not ask any questions, but now I always answer them.

S: What do you think has helped to boost your confidence?

K: I don't know, I'm just loud all of a sudden. I think it's like the people that I'm around; 'Cos I'm different when I'm around my friends, 'cos if I went into a classroom with people I didn't know I'd just be quiet.

S: I take it then that the friends who are in the class were they friends you were quite close with at school?

K: Er, Sophie and the twins. Me and Kirsty hated each other, but now were really close.

S: Did you? Right.

K: And that's it so...

S: So tell me a bit about your tutor group and the people that are in it?

K: That's like the same people in my health and social group.

S: Do you get on with most people? How have you found...

K: I get on with everyone really. There's a few people I don't talk to but I don't not like them.

S: Yeah. If you can kind of sum up your experience being here, how would you describe it?

K: That it was good. Good.

S: Anything else?

K: No (laughs)

S: Do feel that you have kind of come on as a person? Do feel that you've grown up...

K: yeah, I feel more mature (giggles) I reckon I've learnt a lot this year.

S: What kind of things do you think you've learnt?

K: Erm about communication; all health and social stuff really.

S: Yeah. Do you think that you are better prepared or a better organised person at college?

K: No, I'm not prepared (giggles) I just can't!

S: (Laughs) Why?

K: I don't know, I just always like I'll do this tonight or whatever and then I never do, I always leave it to the last minute.

S: Is your mum like that, or your brothers, or anyone else?

K: Er no I think it's just me really! (Giggles) I'm always late for everything as well.

S: When you say you're late, is that just genuine you forget what time it is or...

K: Yeah, I just end up doing something else. Like I'll sit down and watch t.v. and I should be getting ready or summat.

S: How do you do then getting ready for college in a morning and stuff? How's your time keeping with that?

K: I'm supposed to get up at half 7 but I get up at 8 but then I end up getting up at half 8 so I don't have much time to get ready. I never have breakfast even because I don't have time.

S: Has college given you everything you wanted from it?

K: Yeah

S: Has there ever been a point when you've thought this isn't for me?

K: No

S: For next year what would you personally do, would you change anything yourself?

K: Try to be more organised. And be on time.

S: (Laughs) Did you struggle with your time keeping at school or anything?

K: Yeah I used to always be late (giggles).

S: How do you think college is when you turn up late for lessons and stuff? How do teachers react to that?

K: Shout at you. Well it's ok at first, but if you keep doing it and keep doing it I don't like it. And Agatha just sends you out and shouts at you.

S: Do you get EMA at all?

K: Yeah

S: Do you think that is a good...

K: way to get people to come to college? Yeah.

S: And do you find it useful?

K: Yeah.

S: Does it go towards...

K: Driving lessons (giggles)

S: Is there anything else you'd like to say about the college or just about being a student?

K: No.

S: There might come a point, when I'm typing all this up, when I might need some more information, so I might come back to you if that's ok?

K: Yeah

S: On the whole then, would you say your experience here has been a good one?

K: Yeah.

S: I'll just ask one more thing before you go. I don't know if you know, but the government has brought in this new policy, so that all the kids who started in year 7 in September have to stay on until they're 18, in some form of training or apprenticeship or go to college, they can't just leave school.

K: They've still got to be in education?

S: Yeah, they've got to be in some form of education or training-

K: So can they still go to college then?

S: Yeah, they can go to college or do an appre-

K: So it's just the same then really innit?

S: It just means you can't leave and get a job straight away you have to do some training and education. What do you think about that?

K: I think it's a good idea.

S: Why?

K: 'Cos if not they'll just finish school and stay at home and do nowt. It's a good idea that.

S: Do you think that you had the right attitude when you came to college?

K: Erm, I was a bit laid back wasn't I really? I talked too much... no I don't think I did!
(Laughs)

S: Do you think that attitudes changed now?

K: Yeah a bit

S: Do you kind of know why you had that attitude? Was it something...

K: I don't know, probably because I was with my friends and you tend to be a bit more cocky in front of your friends don't you?

S: Anything else that you want to talk about?

K: No

S: What do you want to do when you leave college?

K: Go to uni. I want to be a social worker.

S: Oh do you? Any ideas of what uni?

K: Huddersfield, I don't want to go far.

S: Why don't you want to go far?

K: I don't like being away from home. I get homesick. Do you need science to go and study to be a social worker?

S: Probably not, I would say-

K: Do you think I should do it or not?

S: Erm, your best thing is to look at the website at the courses to see what the entry requirements are but generally you have to have your English and your maths for any degree course and then I would imagine to get on social work course you would need 3 A-levels, so you would have your BTEC-your health and social care so I would imagine if you get merits overall in that you should be ok.

K: I'll do that, I don't really want to do science. But if I need it, I'll have to do it won't i?

S: Erm I don't know how you can go about changing your options now, you might have to go to guidance.

K: But you can tell them on your interview can't you?

S: Yeah. I don't know off the top of my head, but do they do child care as a single? Maybe you could do that as a single award, you know because your health and social counts as 2, so you could do it alongside that, as well as your psychology. And then normally in your second year you drop an a-level so you could drop psychology or drop child care.

K: I won't be doing that because I'll be doing maths, I'll only have to do 3 a-levels, I won't have to drop one.

S: So you're going to do health and social care, psychology and re-sit maths and science?

K: Yeah but I don't want to do science.

S: Go and talk to somebody I really would, go to guidance- have you ever been to guidance.

K shakes head.

S: Do you know where it is? Go in and on your left there's the careers library with a reception desk, book in there and say you want to speak to an advisor about the subjects I've chosen next year because I think I want to change my mind. Because they are brilliant there, they are really, really good. So go and speak to them and just explain.

K: Ok.

Appendix 8

Transcription of interview with Kirsty

KIRSTY INTERVIEW

S: This is part of my work for uni and basically I'm looking into student experience at 6th form and with me working at Hillcroft College I thought it would be a good idea to do it there. And when I've been looking in to this, all the research focuses on failing policies, funding, loads of boring stuff and nothing actually went to students and asked what is it like at 6th form. So I thought that's what I'm going to do, so I picked some girls from health and social care class and I'm interviewing you to get a big picture of what it's actually like to be a student, you're kind of story of what it's like to be a student and then hopefully when I've got everybody's interviews there should be some similarities between the things that you like and don't like, and then basically I write it all up. You'll be kept completely anonymous, I will change your name so nothing will get traced back to you, anything you don't want to talk about or you don't feel comfortable with just say that you don't want to or you'd rather not talk about that or whatever, that's completely fine. If you want me to stop at anytime that's fine, if you don't want to do it anymore just let me know. If later on down the line you think oh god I don't think I want her to use what I've said anymore, that is fine just give me a text. I want you to be kind of as open and as honest as you can be and just give as much detail as you can, as I want to give you the opportunity to get things off your chest and tell it as it is. I want you to feel as comfortable as possible, I don't want you to feel nervous, I hope you don't anyway. If you don't understand anything just tell me or ask me to repeat myself if my questions aren't clear. And that's about it really, have you got any questions or anything you want to ask me before we go on?

K: No that's fine.

S: Let me get a picture of you Kirsty, because I don't really know you very well. Just tell me a bit about yourself and your family and where you live.

K: I live with my mum and my brother.

S: And how old's your brother?

K: He's 7. And he's a real pain in the bum! (Laughs) And I live in Sambrook, just near college.

S: And have you lived here all your life?

K: No, I used to live in erm Sambrook just down the road and I went to Thornwood primary school I went to there in year 5 'cos I went to Burnwood junior school up until year 5 and then I moved here and then I went to Kempton.

S: Did you live near Burnwood then?

K: Yeah I lived in Burnwood.

S: And then you moved over here and that's why you went to Thornwood?

K: yeah

S: Right. Can you tell me, from what you can remember, of primary school anyway; is there anything that sticks out in your mind? A teacher or something you did, or something that happen that really kind of stands out in your mind of primary school?

K: Er I had a teacher called Mrs. Gregory, I always remember that, I don't know why. (Giggles)

S: Was she a nice teacher, did you like her?

K: Yeah she was nice.

S: What year did you have her for?

K: I think it was year 3, 'cos I remember I always used to spill my milk and she would give me some more (Giggles).

S: Ahh. Where's your mum from, was she born in [local area]?

K: Er no, she's from Scotland.

S: Oh right, so when did mum come to Huddersfield do you know?

K: Erm, I think she was 17, I think.

S: So she didn't come to school or anything here?

K: No.

S: What does mum do? Does she work?

K: She works in a shop.

S: Has she always worked in a shop?

K: Er no, she worked with disabled children before.

S: Oh right ok, so has mum worked since you were little?

K: yeah

S: So you went to Croft Side, can you tell me a bit about Croft Side? Anything again that sticks out in your mind; a teacher or something that happened.

K: I didn't really get on with any of the teachers at Croft Side.

S: Did you not?

K: No

S: Can you tell me why?

K: Erm I was just argumentative really with them all, I don't know why, I just didn't like it.

S: So tell me a bit about the school then, what was it like being there?

K: It was like you had to do, you wont even allowed to like, if you had pink socks or summat and they could see, they would be like 'why've you got pink socks on?' Or your hair bobble or summat, they'd moan about it. And then when I was in year 7 they were moaning at me 'cos I wore make-up, so I just didn't like them.

S: Ok

K: And then our form tutor, I didn't like her class, so she left us, then we had to change form tutors 3 times.

S: Really? What year was that in then?

K: It started in year 7. Then in year 7 we changed half way through and then in year 8 we got this other guy but he didn't want to teach us so he left to go to some other school, and then in year 9 we had 2 teachers. But from then we had Mrs. Salmon and she kept us.

S: Right. Would you say that you enjoyed secondary school?

K: I didn't... I enjoyed it but...I don't know, it was just... (pause) it were fun but only because I was with my friends, I didn't really concentrate as much as I should.

S: So tell me about when you get to the stage of choosing your options for your GCSEs; what did you choose to do?

K: I chose Spanish, Business Studies, Electronics, Leisure and Tourism and I think that's it.

S: Can you tell me a bit about why you chose those subjects and which ones you enjoyed the most and why?

K: I liked Leisure and Tourism because it was just sitting in a classroom- you got to like go places and stuff; and we did like role plays and like we had to teach a class for an hour and stuff.

S: Really?

K: Yeah, it wasn't just where we listen and the teacher tells us what to do.

S: Was that like a BTEC kind of thing? Did you do coursework?

K: Yeah

S: So you didn't have any exams for that?

K: No we didn't... oh no we had one exam- it was only like a half an hour exam.

S: Right. So how did you do in your GCSEs? Did you get what you thought or expected to get?

K: Yeah.

S: Were you pleased with what you got?

K: Yeah I was pleased- apart from my Spanish- I failed that.

S: Ah. Did you enjoy Spanish?

K: Well I did at first in like year 8- cos you do it for a year first and then you get to choose don't you? But I don't know... I just didn't understand it and wished I'd picked French then.

S: In year 11 when you thinking about the decisions to make about what to do after school; what kind of decision process did you go through? Did you know you wanted to come to college? Or were you not sure? What were you thinking of...?

K: No, I've always wanted to go to college cos I either wanted to be a paramedic or a midwife.

S: Really?

K: Since I was like 7 I wanted to be a paramedic.

S: Ah. What is it about being a paramedic?

K: I like watching Casualty! (Laughs)

S: (Laughs)

K: And then I don't know- I just liked it.

S: So getting a job or anything like that- you didn't want to do that after college?

K: No, I just really wanted to go to college.

S: So tell me about what swayed you to come to Hillcroft College?

K: Erm... some of my friends went there the year before and said it was really good. And I went, first I went to look round Tech but it were like... it were really scruffy and I didn't really like it.

S: Tell me a bit about how you felt when you were looking around Tech.

K: It were like- the teachers... they didn't, cos we went for like erm... what do you call it?

S: Like an open day?

K: Yeah, one of them. Er and I'd ask the teachers summat and she'd be like 'oh I don't know, but I'll find out for you and get back to you' but she didn't get back to me.

S: Oh.

K: So then I was just like well, that's not very good is it?

S: Yeah. Was it like a school open day or did you go with your mum?

K: No, I went with, there was, you got to choose from school. We went to one of those careers people and she asked what you were interested in and then she gave you the date- like when there was an open day for that subject and then we went. So I went with like 3 of my friends.

S: Did you come to look around Hillcroft College?

K: Yeah.

S: And what were your first impressions?

K: I thought that it were a lot better because when I first went in there were people standing at the door giving you information and stuff and they told you where to go, and then like you could go and ask people about subjects and stuff- so it were a lot better than Tec.

S: On this open day did you go with your friends again?

K: Yeah.

S: Did you know that it was Health and Social Care that you wanted to do? Or was it just from looking around and talking to teachers?

K: Erm I sort of knew I wanted to do that because I had been talking to the career advisor at school. But when I went and they gave you like loads of books and leaflets and I read into it, I really wanted to do it.

S: Did you have an interview or anything at Hillcroft College?

K: Yeah, I had an interview with someone.

S: Tell me what you can remember.

K: She was just like asking me about myself and what my interests were and what I wanted to do and what I thought I'd get out of doing Health and Social Care and stuff.

S: Can you tell me about- let's say the night before you were due to start at Hillcroft College, what kind of things were you thinking? Or feeling?

K: I was scared. I was worried because I thought I was going to get lost and stuff- and because like I didn't know who was going to be in my class- I thought 'Oh god I'm going to be sitting by myself' and stuff.

S: Ah. So, from what you can remember from your first day can you tell me a bit about what happened, what you did, who you met on the first day.

K: Erm... first I went to see my form tutor and then I saw that I had like loadsa friends there from my school so I was alright then.

S: In your form?

K: Yeah. So erm... it wasn't as scary after that- but it was still scary, cos like new things. And then it were alright because we didn't like get straight into work we got to know each other in the class and stuff, we did like fun games... that we found out about each other and that we all learnt each other's names, but I still can't remember some of them.

S: (Laughs) Is that just because you got to know the people that you sit with in the class?

K: Yeah, and I just get confused sometimes. I call like Shushitra and Sinita, I get them mixed up.

S: Ah right- Anita and Gita I always get mixed up!

K: Yeah them too as well.

S: What I want to do know is to go through each of the teachers you've got-are you doing English or Maths at all?

K: I'm doing maths.

S: So I'd like to go through each of your teachers and we'll talk a bit about them- if you like them, the teaching methods, the classes and that sort of thing. So, if we can start with Rachel. Tell me a bit about her as a teacher.

K: Erm... I think she's a good teacher- cos she like... she'll listen to you, you know like if you've got something to say, she'll listen to what you've got to say and then she'll explain it to you if you don't understand it and stuff- like with other teachers they won't do that.

S: Can you tell me a bit about how Rachel teaches normally; how do her lessons kind of go?

K: Erm... well she'll normally do something on the board and then she'll like... if it's something to do she'll give you an example, so if you're confused you know what you're doing and stuff, and if you're stuck you can ask her what to do.

S: The way Rachel teaches and her lessons, are they a good way to learn do you think?

K: Yeah, I think it's a good way because it's not always just her talking and you actually get to do summat. I don't like it when teachers just talk and talk and then they don't say 'Do you understand that?' they'll just say 'Right you can go do it now'. I don't like it when they do that because- it's like what if I don't understand it? And they haven't even asked if I don't understand it.

S: We'll go onto Daniel, tell me a bit about him.

K: I think he's the best teacher in Health and Social Care, cos it's like, he's just... I don't know, he understands you. He dunt- he has a laugh with you as well- your learning at the same time but you can still have a laugh with you.

S: Tell me how his lessons normally go.

K: Erm... his are normally the fun lessons, cos you're not always writing and stuff.

S: Do you feel he's a good teacher? Do you feel that you're learning though?

K: Yeah, I think I learn a lot from Daniel because I like to listen to him more cos I know were gonna get something at the end of it like... with another teacher sometimes I just switch off.

S: Tell me a bit about Agatha as a teacher.

K: I really don't like Agatha as a teacher!

S: Tell me a bit ...

K: She does not like connect with you, she won't- she dun't understand you like if I say 'I don't understand it' she'll be like 'Well what is there not to understand?' and it's like 'The whole of it!' she'll bite your head off and she treats you like a little kids.

S: Tell me about how she teaches.

K: Erm... she's just always... she won't show you what to do... well she will in a way but she'll like tell you about it and then she'll say 'Right, go do this now', and if like I say you ask for help she's like 'Well what do you need help with?' And she's always losing work! (I nod in understanding).

S: Who've you got for Maths then?

K: I had Rob but I have Harket now because I went to the study centre for extra lessons.

S: Right so are you doing the GCSE?

K: Yeah

S: So how are you finding that- resitting maths?

K: Hard! Really hard! I've always struggled with maths though.

S: And how do feel maths is going now compared to when you were doing it at school?

K: Erm... I don't think it's much better actually cos I really just... I don't know... I just switch off when it comes to maths, I don't get it at all.

S: Yeah, so how is Harket as a teacher?

K: I think he's a lot better because... with Rob I was in a whole class with everybody so you couldn't like come and tell me exactly what to do, but with Harket it's just me and Harket so he goes through everything with me.

S: How do think that went? Presumably you've done your exams now?

K: Yeah, I just did one but I've got another one in November.

S: Right, so how do you feel about that?

K: I think it went a lot better because when I was in class with Rob I failed it but it were like he went through... I did it... he made me do a paper right? And then Harket went through it all with me and said 'Well this is your weak points' and everything so we concentrated on that more.

S: Right. If you could have an ideal college teacher in an ideal class, how would they teach? What would that be like for you if you could choose? What would it be like?

K: Erm... I'd want them to be like... fun- but not like really fun cos then you wouldn't really learn anything. And just... not like Agatha! I just want them to talk to yer, normally like you're not at school. Because at school it's completely different innit? So like you have to... respect them and everything and they don't respect you back at school, but at college I would think that they would- if you know what I mean.

S: (nod) What are the differences then being at college to what it was like at school?

K: Oh I think it's a lot different! Especially with the teachers because... like... with the teachers you've got to... I don't mean do as they say but I do if you know what I mean? Cos like at college they'll ask your opinions and stuff and at school you've just got to what they say, and you've got to like... wear- I think the uniforms are a lot different as well because with... when you're in the uniform you just feel like... I don't know, it's just... erm... I don't know how to put it, it's just... when you're in the uniform you just feel like you're younger and you don't have... I don't know. But at college it's like you're more grown-up and so they talk to you like you're more grown-up and stuff.

S: Were you prepared for college in a sense?

K: No, I just though it were gonna be like school.

S: Did you?

K: Yeah

S: Can you tell me a bit more about what it was like then? The academic differences- like the work, the coursework that you had to do. Were there any differences there?

K: Erm... yeah I think it's a bit harder at college because like you have to put more detail in to your writing and stuff... and it's like at school if you forgot to put a comma in or

something they wouldn't mark you down for it, but at college Rachel will say like 'You've not put a comma in your work and full stop and everything'...

S: Do you think you've kind of got used to that? Do you think you've improved?

K: Yeah, I think I have a lot. Because before when I first started she'd be writing 'More detail needed' and stuff, and now she's like alright with it. I think you just have to get used to it don't you?

S: Yeah. Is there anything else that was different? I don't know like the timetables, or erm...

K: Yeah, I expected to like, I expected to have a dinner! Like at school. I expected there to be like a dinner time from 12 to half 1 or summat but it's not, it's like whenever you've got a free.

S: And how are you finding that timetable? Having lessons and then free periods, how have you found that?

K: At the beginning I thought it was really good, cos you know, you just get frees and everything. But... like... later on you realise that those frees you've got to use to do your coursework in.

S: Did you use those then to do it?

K: Yeah in the end, but at first I was just like messing around and going to see my mates and stuff. You then realise what those frees are actually for.

S: So how was the social side of it then? When you started college, what's that like?

K: Erm... it were good because like the canteen everyone just goes and sits in the canteen, and it's like you don't know who's got a free when you've got a free so it's like you just go in there and see who's in there.

S: Yeah. Do they do any college parties or anything like that?

K: Yeah, they do them at Society I think.

S: Have you ever been to one?

K: No, I think they've only done 2 here haven't they?

S: I don't know (both laugh). So how was it making friends?

K: Erm... it were alright, I like to... make new friends... so...

S: The friends that you've made, are they a mixture of the girls that are in your class and outside of the class?

K: Yeah. Like, I met, cos like when I went to my maths lesson there were no-one that I knew in there so I met a lot of new friends in there, cos I had to obviously cos I knew no-one in there so... I was a bit nervous about that so...

S: So, generally look back over, cos you've come to the end of your first year at college, what has it been like? Can you sum up your generally experience?

K: Erm... I think its been a good... experience... but I've also learnt a lot from it.

S: Is there anything that you would change?

K: Er... I would concentrate on my maths a bit more.

S: In school or at college?

K: Both

S: Where are you wanting to go from here? What are you wanting to study next year?

K: I've chosen Health and Social Care the National Certificate, erm Child Care the First Award I think it's called and Psychology, and I think I'll have to do Maths for another few months until November.

S: And, what are you expecting to get from Child Care and Psychology, cos those are subjects I presume you've not done before?

K: No, I just thought that psychology would be interesting to learn because I wanna be a midwife so erm... and I picked the child care because I think it would be good to work with kids but I'm not really... I am interested in them two but I'm more bothered about Health and Social Care. I just wanted to choose them two to have something else to fall back on, if you know what I mean?

S: Yeah. Would you say that you've had a lot of support in the decisions that you've made at college?

K: No, not really. I thought they could have given us a lot more help because... it were like... we just got given a form and every time I'd ask Lauren (personal tutor) a question she'd be like 'I don't know you'll have to go and ask the teachers.' And erm it was just like... we had a form and we had to fill it in and we didn't even get it. I had to look on the website to get all the things off cos Lauren wouldn't even help us.

S: Really? So you didn't even get anything? Nothing like sheets given out to help you decide and fill it in?

K: No, she just gave us the form that you fill in for what you want to choose. And then when I asked Rachel she was like 'Well it's up to you what you want to do' and like I was like 'Yeah but I don't know what's gonna be good for me for what I want to do and stuff.'

S: Are Health and Social Care and Child Care assessed the same- they'll all be coursework/portfolio based?

K: yeah

S: What about psychology?

K: That's all exams I think.

S: And how do you feel about that?

K: Erm... I think that's alright because I've got a lot of coursework to do with them two so having exams will probably be better for me cos if I had more coursework I would be a lot for me.

S: Yeah. So midwife- tell me why you want to do it? What do you hope to get from it?

K: Erm I dunno, I just think it would be good for me. I know that there's bad points about it, seeing babies die and stuff but I think you've just got to think about the good things you know? And the money! (Giggles)

S: Always a winner! So has anybody else in your family ever been to college or been to university?

K: Erm... no not really. I've got a lot of cousins and they do... one of them does beauty, one of them works in a care home but I don't know how she got into that cos she didn't go to college.

S: I don't know, maybe did she get some qualifications while she was working there?

K: I don't know I think maybe they trained her up to do it. But one of my cousins in Scotland has just graduated to be a lawyer so...

S: Wow that's good. Have you got any ideas about what university you would like to go to?

K: Erm, I don't want to go to [local] uni.

S: Why, you said that straight away?

K: I don't know, I just don't want to be in Huddersfield. When I qualify to be a midwife I wanna move abroad.

S: Where?

K: Somewhere like Canada. I've got an auntie that lives out there so...

S: When it comes to applying to uni then, how much further a-field do you want to go?

K: Erm, well I still wanna be in this country doing it, but I don't know, I just don't want to be in [local area] it's like...

S: So would you move out completely or would you commute for example if you went to Leeds or Manchester you could still stay at home? Would you want to do something like that, or would you want to move away?

K: erm, I'd like to move away, but I don't know if I dare!

S: (both giggle) Why?

K: Erm, I don't know, I think I'd just... miss my mum

S: Yeah.

K: But I would like to. I fancy it because it's like, I don't know, it's just, I don't really like [local] University, cos like some of my friends have been there, some of my older friends like their brothers and sisters, and they said it's rubbish. And at [local] University there's only like 30 places for a midwifery course.

S: Right, that's quite small isn't it?

K: yeah

S: If you could what would you change about college? That's if you want to change anything at all? Improve or...

K: Erm... I'd change the way it's like in the canteen. That annoys me! How people like- I don't mean this in a racist but how like the Asian people sit together and the black people sit together and the white- and that really annoys me.

S: Tell me a bit more, because this has come up before- other people have commented on this.

K: Because it's like, they don't communicate with each other and then if like I went up to them and said 'Ah why don't you come and sit with us? You're all sat together' I'd be accused of being a racist.

S: Even if you knew some of the people who would be sat there?

K: Yeah, they'd probably be like 'What's she talking about?' And it's like if you go and sit with them, they're like 'What's she doing here?' Like have you seen those comfy chairs?

S: Yeah

K: Well that's where they all sit, and then there's like a little group of and black people there and it's like, I know them all and I know that they're all nice people but I just don't get why they all do that. Like I sit with Sarah, Racquel, Kim and all that, and were all mixed and like Sushitra and Sophie.

S: And do you feel comfortable all sat together in the canteen?

K: Yeah, I just, I think it's weird how other people wouldn't feel like comfortable sitting with someone from like a different background and stuff.

S: What do you think could be done then?

K: I think maybe they should do like classes or summat... that everyone can go to and you can all mix together and be in groups that aren't just full of the same people, and different, different genders and stuff even.

S: Really? Why?

K: I don't know it's just weird. If you look around college like remember when we did that coursework?

S: yeah

K: well when you actually look- cos I didn't notice it before but when you actually look it's right. Everyone just sits together and ...

S: Does it ever make you feel uncomfortable?

K: Yeah it does sometimes because if you want to sit on the comfy chairs you feel sort of intimidated by them cos there's so many of them there and then like you feel like you're the odd one out.

S: Gosh I had no idea it was like that, I had an idea but didn't realise... is there anything else, perhaps teaching wise or building wise or timetable wise or anything like that...

K: I think that the timetables are quite stupid actually! Cos like on a Monday I have the first period I have Health and Social Care and then I don't have another lesson until the end of the day which is maths- but that's alright for me because I live quite close to the

college but for say, my friend that lives in Dewsbury, she's got to sit there for 4 hours with nowt to do... and sometimes you don't have that much coursework to do.

S: Has there ever been a point throughout the year when you've thought 'college isn't for me' ? Or you've wanted to leave?

K: Erm... no, I don't think I've ever wanted to leave- I've got annoyed at some points like... when I think 'Oh I can't do this work' and I've really been working hard to do it, but I don't think I've ever wanted to leave.

S: Is there anything else you want to throw in? Or get off your chest? I know it's awful being put on the spot when people say that, I know. But, I always think 'Oh I've covered everything and then things come out like the canteen and things, which I would never have thought of because I'm not a student and obviously I want it from your point of view.

One of the twins talked about the Open

Door Service and how she thought that needed to be changed in a way.

K: Oh yeah. Yeah I think that does need to be changed.

S: Tell me...

K: Cos it's like... erm... it's not in a very good...con-co how do you say it?

S: Confidential.

K: Confidential kind of place. It's like you have to go straight up there near the English classrooms, I mean someone's gonna see you going in there and be like 'What you going in there for?' So maybe they should like... have it in a different place, I think.

S: Yeah, I think they are wanting to move it. I'm not sure of all the ins and outs. Is there anything else you want to say about being a student? About being at college? Is it what you thought it was going to be like?

K: It is sort of. Not everything... I thought it would be like you'd have a lot more freedom and stuff but it's like all the time you've got to be constantly doing work. But I suppose at the end of it, it'll be worth it won't it? That's all I've got to keep thinking.

S: Definitely. I just want to ask you, because I think I've covered everything I've wanted to ask. I don't know if you've heard of the government, they've introduced this new thing, where all the kids that started in year 7 in September, they've got to stay on until they're 18 in some form of education or training. So they've either got to college and do what you're doing or do an apprenticeship or some kind of training. So no longer will people be able to finish school at 16 and get a job, you'd have to stay on until you're 18. What do you think about that?

K: I think that's good because... like, when you're 16 and you're ready to leave school, you don't know what you wanna do with the rest of your life, so like... all the teachers at school were nagging at you 'This is the rest of your life you're just deciding here.' It's like I'm only 16, I don't know what I want to do. So then I think it's a lot better, cos then I've got like another extra 2 years to think 'What do I actually want to do with my life?'

clix

S: So do you think this would work then for these kids that turn 16 in a few years time?

K: Yeah, I think they'll probably like moan about it and stuff, but like... in 2 years you grow up a lot don't you? And it's just like... you'll have a lot more... choices and stuff... ideas about what you want to do.

S: Yeah. You've said you've 'grown up a lot' so do you feel that you've changed over this past year?

K: Yeah, like at school you used to bitch about people and stuff, and it's like now you think 'I'm not at school anymore, I can't be bothered being 2-faced and all that, and falling out with my friends, it's just not worth it is it? It's like I just wanna get on with this, and like I'm doing my driving lessons, I just wanna do that... and it's just like I haven't got time to be falling out with people and arguing and stuff.

S: So how did that happen? Is that something that you felt happen as the year went on, or did you kind of feel like that as soon as you started college because it was a fresh start?

K: Yeah... I don't know... it's like... it's all like come together and you think 'Well, I'm getting older now; I don't need to be doing all that.' And when you see people arguing at college, it's like 'you're really pathetic, you used to do that at school.'

S: So sum up you're experience of being a student at 6th form; is it good, not?

K: Yeah, it's good. Everyone moans about but... I mean... if you were in a job you'd be moaning about it a lot more, wouldn't you? I mean I'm only 17 now and I wouldn't like to be working in ASDA or anything, cos I'm not gonna get anything out of the end of it... so I think it's worth being moaned at by teachers and stuff to be a student.

S: Do you get EMA?

K: Yeah.

S: Has that ever motivated you?

K: Yeah, like when it's cold in the morning and I can't be bothered to get up and my mum'll say 'if you don't get up you won't get your EMA' (giggles)

S: And do think that's a good thing to have in place?

K: Yeah, but I think that everybody should get it at college. Cos like Sarah and Raquel they don't get EMA... but it's like they still go and do what I do every single day... and I don't think it's fair that they don't get it... cos I'm not doing anymore than what they're doing. And it's not to say that their parents might not give them spends at the weekends and stuff so...

S: Have you found that EMA useful?

K: Yeah.

S: I mean does that money actually go towards college?

K: (Giggles) No! But like I've been saving up for my driving lessons and stuff.

S: So it's something useful what you're putting it towards.

K: Yeah.

clx

S: Anything else you want to chuck in?

K: Er...no not really... I don't know...

S: So, on the whole it's been a good experience?

K: Yeah

S: And the teachers and the subjects that you've done- you're glad you chose what you chose?

K: Yeah, I'm glad I chose what I chose... cos it's like I've enjoyed it. I know it's been hard at times but I've still enjoyed it.

S: And is your family quite supportive of the decisions you've made at college? And about going to college?

K: Yeah, it's like my mum... she's pushed me... like to do stuff, but I'm glad she has in a way, cos I wouldn't like... want to end up in ASDA and stuff like that so... Like some of my friends that have just left school now they were like 'Oh, I'm just gonna go and get a job.' And I were like 'You don't want to do that.' Like one of my friends, her mum has died and so me and my mum have looked after her and she's like 'Oh, I just wanna go and get a job' and like I've pushed her, and like she's going to college now because I've pushed her to.

S: Ah good.

K: But, I mean... her mum would have wanted her to go to college so I pushed her so much that she had to go to college, and I even went to the open days with her and stuff, and- she's doing Health and Social Care cos I told her it was really good and stuff. But I think she'll be really glad that she's done it in the end because... like... she's not old enough and stuff to get a job to go and do whatever.

S: So is she going to go to Tech or...

K: Yeah, she's going to go to Tech. Cos she doesn't think she'll get the GCSEs to go to New College, but it's better than going to go and get a job innit? So... she don't know what she wants to do- she was just gonna go and get a job in a shop like Primark or something, and it's just...

S: It's good that you pushed her, well done! I'm glad. So have you been quite happy with New College as a college? Do you think it's delivered, has it been a good place to study?

K: Yeah, I think it has. I think it's a lot better than like say Tech, like when we had ice and stuff, I only had to look on the website, to see if the school were closed and stuff. But like Tech... they were like... on Facebook and stuff 'I can't believe I've just got all the way to college and they're telling me it's shut.' I mean they should have at least rung them and stuff or put it on their website and said it was closed so ... I think that they have good communication with us and stuff.

S: Good. Brilliant, well we'll end it there. If you do think of anything that you think you want to say but forgot just let me know or e-mail me through the college e-mail, please

feel free. Or if you want to ask me anything like a few weeks down the line 'I never said that', or 'I never asked that' or 'I'm not too sure about that.' Please feel free to ask me about that. Thank-you very much for your time, it's been brilliant!

Appendix 9

Transcription of interview with Lucy

LUCY INTERVIEW

S: The focus on this is going to be your time at Hillcroft College and being a student there and what it's been like and your experiences there as oppose to your experiences at school. So although the focus is college, I will ask you stuff about high school and before you came to college. Give me as much information as you can in as much detail as you can, as much as you feel comfortable with anyway. Obviously if I ask you something you don't feel comfortable with answering, just say you don't want to answer or talk about that. That's ok, and if you want to stop it at any time just let me know, that's fine. Is that alright?

L: (Giggles) yeah.

S: Obviously if you've got any questions for me then ask- is that alright?

L: Yeah, ok.

S: Tell me a bit about yourself- about where you live and who you live with.

L: Erm... I live in Marygreen and I've grown up there since I was like born basically, and then I've like just live with my mum and dad because they haven't split up and that's about it- and my dogs.

S: And you've got a sister...

L: Yeah, a twin whose really annoying

S: And a younger brother.

L: Yeah

S: And how olds your brother?

L: My brother is just got 11

S: So will he start secondary school in September?

L: Yeah.

S: Where's he going?

L: Medlock High, where I used to go.

S: So tell me a bit about what mum and dad do.

L: My mum is a er secretary at the Huddersfield university, and my dad is an engineer.

S: And do you know whether either of them went to college or university?

L: No they met at work. Like, they used to work at the same place so...

S: So to your knowledge then, did they go to school and leave school at 16...

L: Go get a job and then erm they used to work at Peabody Homes and they met there, but then nothing came of it and then they just like met in town one day and decided to go out!

S: And the rest is history?

L: (Giggles) to my knowledge anyway! I don't even know!

S: Is there anyone else in your family do you know who has been to college or university?

L: My cousins. Like my 2 cousins on my dad's got a brother and erm like his 2 daughters went there to college.

S: So I'm going to start way, way back at primary school. Now I know everyone goes 'oh can't remember primary school' but tell me something about your primary school. Anything. Anything from what you can remember. Where was it for a start?

L: Marygreen.

S: Is there anything that sticks out in your mind? It might have been a teacher or a lesson, or a subject that you did at primary school. Is there anything that you can remember?

L: I remember like doing art and stuff. I used to kind of cry, because I couldn't draw anything! So, it's like, um, um my teachers used to help me draw things.

S: Was that like in infants or juniors?

L: That's when I was like in year 3 and 4

S: So tell me a bit about that then. Tell me about your dyspraxia.

L: Well...

S: Did teachers know about it when you were in primary school?

L: Yeah my teachers knew about it from like when I started like infant school.

S: So when did mum and dad or whoever, become aware that you might have dyspraxia?

L: Erm, well when I was little, erm well when I was 10 day old I er had a heart operation so erm after that erm they noticed signs of it like, erm I was feeding properly or some or something to do with that. So it's like I had loads of tests done when I was little.

S: So you were a baby then?

L: Yeah. Cos I was like really late at walking and things, they didn't think I'd be able to walk or talk-

S: Really?

L: Yeah and you can't shut me up now!

S: So they didn't think at all that you'd be able to...

L: Walk or talk. No.

S: So you were a late developer with your talking then?

L: Yeah

S: How old were you then when you first spoke, from what your mum and dad said anyway?

L: How old was I? I was about 2, 3. But then I was like, I don't know how old I was when I started walking. All I can remember from photos and things is I had these little special walking shoes to help me try and walk. Quite funny- they were ugly looking things.

S: So what else can you remember of primary school? Is there anything else that sticks in your mind?

L: Primary school...

S: It can be a good memory, or a not so nice memory or whatever...

L: Erm... (long pause to think) hmmm... well my teachers were really nice to me. Erm, but like people at school weren't nice to me.

S: What like people in your class?

L: People in my class. I used to just be like on my own and they didn't really talk to me much.

S: Did you have a friend at all at primary school?

L: I had like, I had like one or two good friends, but the rest like... I kind of got into the wrong crowd when I was at school because then they started to like use me a bit and just...

S: Why, what would happen?

L: Like, they'd only be friends with me if someone was say like off ill, they'd all come to me and hang around with me, but then when they got back to school then I'd used to be left on my own again. But because I was on my own again and I just wanted a friend I used to just go off with whoever. So yeah...

S: Was Emily ever in your class?

L: Emily? No my mum wanted us separated... from like the word go.

S: So did Emily go to Marygreen primary school?

L: Yeah, but she wanted us separated in different classes.

S: So they managed to do that then?

L: Yeah, right from infant school to high school.

S: And do you think that was better, or would you have rather have been in a class with Emily? And then at least you would have known her?

L: Well yeah, but the thing is erm... Emily is totally different to me isn't she? So like, really... she's got her own set of friends and I'd like always be in the way. And I can remember we had a fight in junior school (giggles).

S: Who? You and Emily?

L: Yeah!

S: What over?

L: What over? I can't remember, something at home. Erm something that erm happened in the morning we had a huge argument and because like she erm she came to me at lunch time and started arguing at me. So I can remember nipping her at school! And erm

then and then she started crying and she nipped me back and then we got sent up to the naughty wall. And all, all like my friends kind of thing from my class joined in and all her friends! (Giggles)

S: Get you, starting all this!

L: I know!

S: So would you say you enjoyed primary school? How would you sum it up?

L: Erm, it was ok. I had good moments and I had bad moments cos towards the end of it, like in year 5 and 6, I kind of made friends, but then from like year 3 and 4 I was kind of like just like nobody and just like yeah...

S: So when you went to secondary school you went to Medlock High. Can you tell me about that?

L: Medlock? Well, in year 7... I was proper scared because I was like, I was really small, like and like the year 11s were really tall. (Giggles) So I were really scared and then um... in my form I met like... 2 really, really nice people in there that I used to hang around with, and we used to eat lunch and stuff together. But because I was like in a special needs form, erm... everyone er used to like take the mick of our form because, saying that, it's you know, these horrible words like names for it and like things like that so... like we all used to get taken the mick out of and it was like a form and everyone thought it was kind of form for like dumb people, and then like all the other forms didn't even want to be associated with us very much. So erm we were all together in a class because erm all my all the other years, like my sister she was in a normal form, and for example like, she erm went into like different classes and mixed sets and classes and met like other people from different forms, and we didn't you see. So we were all like just bunched together and we didn't really know anyone else cos we didn't really kind of explore anything else.

S: So you had all your lessons- English, Maths, Science all with this same class?

L: Yeah, up until GCSEs. And then because you could choose your options, they had to mix us- there was no other way!

S: So what happened then when you had to mix, if you'd been with these people for 3 years?

L: Well obviously like you knew other people like around, because I were kind of lucky because you know my sister's friends erm she came like here, her friends came here for like tea so obviously I'm mixing with them and things so they'd say hi to me around school and things. But then er my friends from my form didn't really like that because they thought I was kind of popular and a bit snobby in my form. Although I wasn't it was just that other people kind of knew me because of my sister- I wasn't known as Lucy, I was known as like 'Emily's sister'. (Giggles) Yeah. Nowts changed much! (Giggles)

S: Tell me a bit about what it was like at school with your dyspraxia.

L: Well, erm I had like erm dyspraxia like er sessions like from classes up until I was in year 9, to walk a tight-rope and things like that erm.. but...erm it didn't really affect me like... at school really much, same as it doesn't really now at college it just affected me again like handwriting and like er jotting things down and things and because at high school erm we had like one help assistant. But because erm I was in a special needs class they all had like dyslexia and I think I was the only one with dyspraxia, but the majority of people had dyslexia, a couple had autism. Erm because there was one help assistant erm everyone needed help so I didn't get note-takers as such like I do at college but erm I just had to kind of jot down as much as I can. But I had to er come back at er lunch times clubs and stuff like that, like we had this homework club at lunch time and I was like there nearly like everyday.

S: To catch up on...

L: To catch up on what I did, well didn't do in the lesson kind of thing, erm so that kind of stopped me getting out as well, meeting different people. But it was really good when like in my GCSE years cos like- oh the only lesson that we had with other people in different forms was P.E. because they couldn't... you had to mix so I liked P.E lessons, although I was really crap at sport! I can remember I whacked someone with a hockey stick in the eye! That was so not good!

(Both laughing) no that wasn't good at all but erm... so yeah... but then we mixed so I er met friends in there and then like in year 10 and 11 I kind of went away from my form. Dropped my form (giggles) and then went off with these new set of people because... yeah I can remember because, what happened is all my form fell out with me because of my sisters friends, would like come or something to stick up for me for whatever the reason were I can't remember, but erm all my friends had fallen out. So I was sat in the dinning room on my own eating my lunch and erm people were like chucking food at me. So erm its like then erm these 3 people like came and that's how I met these lot and went off with them. But then I made friends with my form so I had like 2 sets of friends within each form, but erm it were like one friend out of this thing that were proper like awful to me like sometimes and because Emily erm she erm... because she didn't like this girl, Lauren, she kind of erm took matters into her own hands when she kind of like erm wasn't nice to me in a way, so, she took matters into her own hands and dealt with it herself, like threatening her and stuff like. Not like, like huge threats, just like 'If you don't do this, that' and stuff like that. But erm, and then all because all of my other friends were friends with this Lauren in that set of group they all kind of disowned me for a bit, and then I made friends with them eventually! (Giggles)

S: So, was high school a happy place? Did you enjoy it? Tell me a really good moment.

L: Well, like I had someone to hang around with and I can remember just going like all over the top fields and sunbathing all day long with them. And then we went having these

like food fights and things. Not like fights, fights but like play fights and stuff and run around and things. I was really happy then and then it had its bad moments because... erm Emily kind of didn't know when to stop sticking her nose in.

S: Yeah, with that whole friends and...

L: The whole friends thing and kind of ruined it for me a little bit but... I suppose like Emily's kind of looking out for me cos she cares- she's always been like that throughout like, when I was like in infant school kind of like, because I suppose we were brought up together and born together and stuff. And because she was kind of like more like not older as in like older of age but older in like her own mind than me, she kind of like thought that she was like my older sister. And because my parents would like encourage her to take care of me and things, so she didn't want like anything bad happening to me... so yeah. Oh I can remember when I had braces! And then er this girl came and took the mick out of me for having braces and then she had braces the next month. I don't really get that whole scenario thing! (Giggles) But then I can remember like, if it wasn't Emily that sorted out my erm friends and kept me in line and things for me, then either one or her other friends would do it. And this girl called Naomi, she was really nice to me, she did my hair and everything, really nice but erm she erm she knew how to stick up for herself, lets put it that way and erm she erm, all my form were watching in the corridor and she had this full on argument with this girl for me (laughs) and I was just there like shaking like 'Please don't hurt her!' Right, anyway (giggles) yeah I were like and then she slapped her! And I was like 'Oh my God!' No!

S: How did you feel then about, because obviously you had Emily and her friends looking out for you, would you have rather them not do that all?

L: Well I suppose, like you know erm my friends, they didn't really take much authority from me because they thought all I do is get my sister onto them or whatever, so erm I didn't really go home and say all this to my sister, what I did is I was kind of went home and cried up in my room. And I was talking to my mum or dad about it and then Emily would kind of like, be like ear-wiggling at the other end of the door like yeah. And then she's like 'I'm gonna sort your mates out for you!' and I'd be like 'Please don't! Just leave it!' and then they'd be like erm, so she'd do it and erm. And I suppose it's good having a sister that looks out for you but at the same time even now she sticks her nose in where it's not wanted a little bit, but not much anymore cos she's realised I have to sort my own life out and deal with it how I want to, but yeah.

S: Did you get on with the teachers and your lessons at high school?

L: Oh yeah, the teachers like adored me! No offence! (Giggles) they actually did they didn't want me to leave!

S: So when it came to your GCSEs, what did you take?

L: Erm, sociology and health and social care and... IT but I didn't really take that, I had to do that, but yeah.

S: So when you got your GCSE results did you get what you expected to get?

L: Well, erm I was predicted like Es and low grades and things like that-

S: In all of your subjects?

L: In all of my subjects. And I was really happy in my health and social care because I got a B yay! But erm I didn't expect that I'd get a D in maths, I'd expected to get something like an E or a G maybe because I was so rubbish! And I really still don't know to this day how I managed to get a D, but yeah. But I was kind of gutted in English a bit, because I'd tried so hard to get my English GCSE like really hard. And erm in the end I just didn't have enough time in my exam to complete it so.

S: And did you have extra time and stuff like that at school?

L: I had extra time but I didn't have rest breaks or anything I just had to like, cos like when erm I used to put my pen down, the teacher used to shake their head at me and stuff and like say 'Get on with it.' So I had to kind of like get on with it, and then I had to rush and then it like hurt my wrist like even more so yeah.

S: Tell me what was going through your mind about after high school. What did you want to do? Did you know that you wanted to go to college?

L: Well I knew that I didn't want to get a job because I didn't feel like I was like ready for that yet, erm but college... erm I wanted to go but... erm as well as I didn't feel like I had much choice like whether to go or not, because my parents kind of- they didn't push me to go to college, they were happy with whatever I decided to do but erm for them I think like going to college would be like the best think because I didn't really have any friends, like good friends, and they think I'd muddle in with a different set of friends and like... be able to like expand my knowledge a bit and things like that.

S: When you thinking about coming to college, what kind of influenced your decision to come to New College...

L: Well erm... obviously I didn't have the grades to go to Alexandra, and I wouldn't want to anyway cos they're kind of like snobs (giggles) yeah you agree with me! But erm it's like erm... I went to the Technical college and applied there and I got on.

S: What did you apply for at the Tech?

L: I applied for health and social care, the same course that I did at Hillcroft College, and I also applied for child care but then erm... I didn't even have an interview for child care because I rang up and said I'd changed my mind and said that I don't want to do child care, because I had no clue of what I wanted to do in the future so therefore if I did child care I'd only have that option to go down and whereas if I did health and social care I'd have more open minded... yeah. And then erm... well what happened is I went to Technical college and found that they didn't have like... the teachers weren't as helpful as they were

at Hillcroft College and... they were like- and also.. erm... like the people that went there seemed like proper like er chavs like all chavs and all these like ones that do kind of drugs sort of things! (Giggles) they all looked like they were on drugs or whatever. And I thought 'I don't really want to mix with these' and erm so, although like, Hillcroft College and it is a college at the end of the day, but I thought I'd fit in better with Hillcroft College than with Technical college.

S: Did you ever come to any open days or open evenings at Hillcroft College?

L: At Hillcroft College yeah.

S: And what were they like? Did you come as part of school, or did you come with mum and dad?

L: Erm... I wanted to go as part of school, but they wouldn't let me because erm they said that I've got to, you know because they looked at your predicted grades... to see if you could go to Hillcroft College or Alexandra or whatever. They erm looked at mine and because mine were like from Ds downwards erm they wanted 5 A-Cs, so I thought to myself 'Oh God what am I going to do?' Because I won't be able to get into college because my grades are so, really rubbish. But then, erm, but then my mum and dad like said 'Well let's just go to Hillcroft College and see what they have to say because there are other people in your situation and what do they do?' kind of thing 'I'm sure there's a course for everyone' kind of thing. So I went to Hillcroft College with my parents and we kind of like sat down and er I already knew what I wanted to do which was health and social care because I kind of did that in er high school and er like really enjoyed it. So erm we sat down, we talked to Daniel, yeah and then erm... we kind of decided that because erm they'd been more helpful to us than technical college, cos we also went to their, on one of their open days as well and they didn't really give us much information about the course or you know about what they had to offer or anything... so because they gave us so much information, and it looked so much cleaner and like... really like, cos I went down to the erm study centre, yeah, and I also met this erm girl who also had dyspraxia and erm can't remember what she were called, but erm she was saying, she was talking to me and my parents were talking to the teachers and erm she was saying how much they had helped her and things like that. So that's what kind of made me come to Hillcroft College!

S: And so was Daniel the one who said the BTEC First course would be...

L: Well actually erm... there were this other teacher in Health and Social Care called Susan but she was leaving, so I spoke to her first and then I got moved onto Daniel afterwards just as we were going out, but she was saying that I'd have to do the BTEC First then move up... so.

S: Right. And were you happy with that?

L: Well at first I thought like... because my sister would be like one year in front of me wouldn't she, 'cos she was going onto A levels, so I thought that 'Oh my god, I'll be a year

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back' I mean, I was like I'm not going to have friends my own age and things, but then when I got there, like my parents were like saying 'There'll be people your age in that class you know?' and then when I got there, they all are! Some are even older!

S: So tell me then, what was going through your mind, what were you thinking the night before your first day at college?

L: I was really excited. Like *really* excited, because I thought 'Great! This is a new like opportunity for me to like make friends and join in with things, so I was like... because I was a bit shy during like... me shy? (she says to me sarcastically and giggles), I was kinda quieter during like year 7 to 9, I was proper loud like I am now, and then I was kinda like quiet in year 10 and 11 and then I really like thought to myself just like open up again be yourself again, so that's what I did. And then rushed into the classroom I was like, 'Hi, what's your name?' (giggles). And Anna erm... who was there was like, 'Oh my god, where did you come from?' (giggles).

S: So tell me about your first day. What happened? What can you remember?

L: My first day? Erm... I kind of... well met friends, I met everyone in like English and Maths class and everyone, and in English erm... I thought 'Oh my god, they're like erm... I'm not racist or anything but I thought like 'Oh my god, they're all like Asians in my like English class!' And because like... they don't want to mix with us, they all huddled together in one big group and just like talked amongst themselves. And then there were like, these... they were like about... 4 white people in my class, like 3 boys and then there were like 2 white girls and then... so I was thinking 'Oh my god what am I going to do?'. So then erm... because I came in late as well, because I got lost, I had to kind of sit, erm, with erm any random person. So I just sat with these random people and it was Raquel and can't remember her name...

S: Sharon?

L: Sharon! That's the one! From health and social class. And then I got to know them and Sophie was there as well. And then... so... I got to know them first and then second lesson was health and social care and because I'd kind of... I'd said 'What are you doing?' and everything and they said health and social care, but I didn't really expect them to be in my class and I was a bit like 'Ooh gosh you're in my class!' kind of thing. But then because erm... Sharon, Raquel and Sophie was like 'Are you coming to sit with us?' but because... like... I don't know, like... just looking at them I knew kind of, I wouldn't fit in with them because they were kinda like, they took pride in their appearance and make-up and everything, and erm... so I thought well, 'I've met them now, just go sit somewhere else on a completely different table and meet whoever.' So I sat with Anna and everyone and had a really good conversation with them, and then I started hanging around with them.

S: So was college what you expected it to be?

L: College? It's a bit like school! It isn't any different to me!

S: Why?

L: Why?! Because I thought the teachers would be like erm... treat you like proper adults, but like you know like Agatha, for example she was like totally like my other health and social teacher, and always tret me kind of like a baby! Kind of thing would do. Like I remember 'Do you know how to use a guillotine?' erm 'Yes, I know how to use a guillotine Agatha.' 'Well, this is how you use one.' I already just said I know how to use one! And she showed me anyway. It was like 'I'm not a baby.' I expect to be treated like a full- like an adult, kind of thing, cos I thought when you're at college they don't treat you like... yeah, so... I thought like... but it is just like school. Only you get free periods and during those free periods you don't have to stick within the college grounds you can go wherever you want- you can go to town you can go... so it is a lot better than school.

S: Why is it better then?

L: Because, you've got more freedom! As in you can do what you want, like in your free time. You can either catch up with your coursework, you can go to town, you can, you know, you can more or less do anything as long as you're back at a certain time when you've got your lessons. Erm and then as well is, like...lessons get cancelled! Sometimes! So you can go home earlier or you know... something like that, but at school you had to go from 9 o' clock to ten past 3, all day long because... like even if a teacher wont there, they'd still be like a supply teacher, you know someone there teaching you and you'd have to stay there. So, yeah. But I don't think the teachers are that much different to be honest! They all treat you, they treat you equally and fairly don't get me wrong, but they still treat you like you're... a little young person, kind of thing...

S: In what way, can you give me an example?

L: Well... erm... like... actually, not all teachers do it's just kind of Agatha!

S: It's ok, don't worry it's fine to say that.

L: But like, oh like Daniel for example, erm he'll just go set the work and go! I don't know where he goes to, but he goes! (Giggles) He dunt stick around for long!

S: Before we go on to talk about each of your teachers separately, tell me about what else is similar to school- apart from the way you say they treat you? Is there anything else that's the same?

L: Well, like clubs, there's like lots of things to do, like... there's lots of like sporting activities to do, but not much else- as in at school, it was like on a lunch time there were all these clubs like football clubs and... cricket, you know stuff like that, and the same like in erm... kind of college. Cos like there's nothing much for you to do apart from sports, at lunch time and things, cos they don't put other clubs on, it's like I don't think there's even a drama club like at college. Like... but... there was like...

S: Is there differences? Any major differences that you sort of recognised straight away when you started college compared to school?

L: Erm... the canteen?

S: What about the canteen?

L: erm, its like erm... at school erm, in the canteen, we were split year groups, like there was erm year 7,8,9 in one half and year 10s and 11s in the second half, and then because, there wasn't so many... there was kind of white people, all white people in my school, because of the area, but like erm... now we've kind of liked mixed races- which is a good thing! A really good thing because you get to learn about other cultures and where they come from, but what you'll find is in like the canteen the like, the... they have their own "clicks" like you have the pretty people, then you have the erm nerdy people, then you have the erm Asian people, then you have- it's a bit like Mean Girls! If you've ever watched that? (Giggles)

S: I have. So where do you fit in then? Do you tend to go to the canteen?

L: I don't go to the canteen because it's always packed! There's *no-where* to sit! I'd *love* to go to the canteen and meet other people, but there's just no-where to sit.

S: So what do you do then?

L: Go down to the Study Centre and eat and then get told off by the maths teacher! (Laughs) 'Stop eating!'

S: Right. Lets move onto your teachers then. We'll go through each of them, if you can tell me a bit about them, what you like about them, how they teach and stuff like that. So if we start with Rachel, tell me a bit about her and her lessons.

L: Her lessons? Hmmm... her lessons are really good because she gives us like... she'll give us the information that other teachers give us but then she'll go into more depth about it, like explain what you have to do. Although, she won't do it on our next level, cos obviously we have to find it out for ourselves, but... she's more helpful to us and like guides us more into things and er... like... her teachings method's good, but there's a heck of a lot of writing to do!

S: So tell me a bit then, about how she tends to teach then? How does she go about a usual lesson?

L: Usual lesson? Well, erm... will be put in either bullet points, she'll just go round like erm... she'll just ask people questions, and then she'll kind of bullet point them on the board and put them into a spider diagram, and then, and then er give us out books and then she'll just er teach us from books, she'll teach us from like our knowledge and what we know to start with and then she'll write them on the board and then we'll kind of expand on them gradually, as we get on in the lesson. And then erm... with all the notes and things we've collected together as a group, then we know what were doing and so we basically put our notes that she's written on the board into an essay kind of form.

S: How do you feel about the way she teaches?

L: I think it's really good because you learn much more when everyone's involved in the thing, and like... cos if your thinking on your own, then you've only got one brain, like... if you... you know, you've got like 20-odd brains thinking and like, and shove it all on the board and you can pick bits out that er are important to you and things and order them and... just like write them up in an essay. So I think it's really good the way she teaches, and she does a lot of group work as well.

S: what do you like about group work?

L: Right, well we all get to work in a group but... group work has it's good things and it has it's bad things, like... you get to work in a group you know work with your friends and things, and you, you work a lot faster in a group because you like, cos like you're doing like one bit and your friends are doing the other bits. And then just got to focus on one thing instead of like loads of things... but then group work- it depends what group you're put in, cos like, some groups erm... kind of like they don't like... like one or two people do things...but then the others just sit back and do nothing, but then erm... and then...er... some groups like erm... Nadia- you know that group that we was in? erm with Aysha, you had to kind of explain *everything* to her and you kind of don't have time to explain things to people sometimes, it's like... 'We really must get on with it now, can you go and ask someone else?' kind of thing, and I found it really hard to talk to a lot of people because like, Nadia for example she erm comes from... I really don't know where she comes from...

S: I think she's from Bangladesh.

L: Yeah that's the one! Bangladesh! And it's not that I don't like because she's from there, it's like, I'm not like that at all, it's just I can't understand a word that she's saying sometimes! She talks really fast! And so does her friend...

S: Sarai?

L: Sarai. God! They all talk really fast! It's like 'mmmmmmmmmm!' all the time!

S: Do you think that the teachers take that into account?

L: No. I don't.

S: Is there anything you think the teachers could do to help situations like that?

L: erm... I don't really know cos you're kind of... I don't suppose they know they're doing it, kind of thing, it's like they'll speak to you but they don't know how fast their pace is or whatever and I think you find it quite rude just to say 'Can you slow down a bit please, I can't understand a word that you are saying.' I find it quite rude to say that to people, so you just try and get on with it and try and make out bits of it.

S: So tell me about Agatha and her lessons, and how she teaches.

L: Erm... (giggles) LOL well er... what can I say? (Giggles)

S: Tell me about her usual lessons.

L: Lessons. Well, she'll give us the most littlest information she can possibly give you. It's like she'll give you these packs of like, like briefs, she'll give you the brief of what you

need to do and go, 'There you go!' you know 'Work on that.' And then everyone's like 'What? What?' because it's so different from Rachel who will take time to explain things and then when you ask her to explain something you can tell that it really annoys her, you really can! It's like 'Why do I have to explain this? This isn't my part, part of my job!' and you're like 'Yes it is! You're the tutor! You should like, you know!' it's like half of the things that she's meant to do, I think she doesn't do because she doesn't think that it's in her job title, she doesn't think she has to do it because she thinks were older enough to do it ourselves. But then again she wants us to act older and mature and it's like sometimes she'll talk to us like we're proper like dumb kids, like we really don't know what were doing!

S: How do you think she should teach then? Did you expect college teachers to be like that?

L: I actually did expect college teachers to be like that.

S: To be like...

L: Agatha. Well not like treating us like a baby aspect of things! But I expected teachers... all I expected really was to be given a book and our briefs and to just be like, 'Right that's it, do your work and ask me any questions if you get stuck' kind of thing cos I thought that's what they did, like...

S: But what do they do then? Obviously aside from Agatha? Do teachers tend to do that at college- give you a book and a brief and off you go?

L: No! Apart from Agatha! Erm... Rachel doesn't... Daniel doesn't.

S: And do you think that's a good thing?

L: What? That they go into detail?

S: Yeah.

L: I think it's good, but then I think... I know why Agatha's doing it... though and er a lot of people don't understand why she's doing it. But I understand, because when you get on your next level, like A levels and things then you, you are expected to be given your assignment brief and to go away and research things a lot more. She's trying to get us into the researching methods of things and how to do it ourselves but... I don't mind doing that, I really don't, but erm... like you know... I really hate the internet! I really do! (Giggles)

S: Why?

L: Because like when you're wanting to find certain bits of information you type it- you Google it, and then it comes with all sorts of random information that you don't even want to know or you don't even need to find out! So you've got to like, like brief read it and then they'll kind of be the like smallest section of what you need to find out and then you kind of understand that and you find it hard to put it into your own words... that's what I find hard mostly, just like... I don't find the researching thing as hard, I find it more like

putting it into your own words like, I've learnt how to do it this year and things, I think I'm quite alright with that now.

S: Do you feel that you were prepared for college? Do you feel that you were prepared for the work? And the standards perhaps that you had to keep at college?

L: Well, I think I were erm, for this type of thing- a BTEC First like the course I've just done because it's like GCSE sort of like, I think, like you know Rachel's lessons I've like done more research in my previous health and social care lessons at school instead of college so, that's why I found that's why, because the teachers at school kind of nagged at you to do it yourself because you have to do it at college so that's how I kind of expected it but then when I met Rachel it was kind of like 'why are you telling me all this?' But I don't think I would have been prepared to go straight onto the advanced course and I'm glad that I did this.

S: How do you feel now about doing the advanced course next year? Do you feel prepared?

L: Feel prepared to do my health and social care, well one because I know all the teachers and they know me and things like that. But I actually feel prepared because I kind of know what's going to be expected. But erm...

S: What will be expected then?

L: Like, for you to do more independent work and your own research and things, which I'm kind of glad to do- my own research erm... but it's gonna be more time consuming as well 'cos you're gonna have to do it all yourself and that's what I'm a bit kind of worried about sort of because... it's like your courseworks got to be in on a certain due date and things and erm... I'm scared that if I'll get behind a bit. So... er... I get headaches a lot and stuff but the reason why because my mum's like 'You should take the day off college' and things like that, and the reason why I don't want to is because I know I'll miss something really important because everyday at college it's like important in a way because you're moving on to different things all the time and you can't afford to miss a day so... it's like I'll go to college with headaches, feeling sick or whatever but I'll still muddle through it or try my best anyway but yeah...

S: How was your first week at college then? What was it like settling in and getting to know...

L: My first week? I was really scared but then when I got on my first day I was like 'Oooh this is alright this!' you know? So I wasn't so scared, but erm... it went really good, as in I had nothing to worry about cos my teachers were all nice and the people in my class were all really nice to talk to and things so. It felt different from school because... I suppose like I've always been like, kind of like this person that no-one wanted to talk to and things, but then people wanted to talk to me!

S: Do you think you've changed as a person?

L: Yeah!

S: Why?

L: I've just got more confidence. I really have cos like erm...

S: What do you think has given you more confidence?

L: Just meeting new friends and being able to talk to people and like, I always got along with teachers at school and things because I erm, because no-one wanted to talk to me in my form at one point, cos er cos not many people liked me in my form because they thought I was stuck-up for whatever reason... so I used to talk to my form tutor a lot at school and they thought I was kind of teachers pet kind of person but I wasn't at all, all it was, was someone to talk to cos I find it, I find that older people kind of talk to me more and understand me more than people say of my own age, like... people at school they were like they were my own age but in my own mind I think perhaps a year or 2 younger, in my mind, and that's why I didn't fit in. Because at school, it's like erm at the end of the year like, in year 11 everyone wanted to drink and go out and socialise and I still wanted to go to the pictures and bowling and things like that! You know? But like erm... I think I've had more of a confidence boost kind of thing at college... because I've met people that are particularly in my own boat kind of thing, like all my friends had jobs and they could go out and things but like, my friends at college none of them really have jobs, they're all in the same boat as me erm... cos like, Anna will go and have parties and drink vodka or whatever (giggles) but like Sarah she's got no interest in drinking, she's quite happy to go to the cinema or watching a dvd and having a girly night in and things like that ... so I met friends that had like similar interests and things like that to me.

S: Do you feel that you've changed in any other way? Any kind of academic changes?.... Think of your PIES! Any social or emotional changes?

L: well... er, well my emotional changes have changed but not due to college, but yeah.

S: So lets talk about, you've had to re-sit both your English and your maths. What's that been like?

L: erm... (giggles) didn't mind re-sitting my English because I can like enjoy English, as in like... er well, I've got a B on my coursework... thanks to someone giving me help... erm but erm... I don't mind doing English at all right? Even if I have to re-sit English again, if I don't get a C I'll have to do it because... I won't have to do my coursework cos I'll have that B with me all the time, I'll just have to re-sit my exam. My exam went really erm.. good, well the first one did. The second one went, well the second half went a bit.. but then the second half went a bit wrong (giggles).

S: Do you think your English and maths teachers have been supportive?

L: Well like, Kath (giggles) yeah, I don't think she did me any favours to be honest! Because erm like, she's a lovely teacher don't get me wrong! And she likes me and I like her, but the thing is, is she set work like your essays for example she set them, like 2 days before they had to be in. I mean how are can you do an essay in 2 days? She was a

bit... more, she was a bit like rushing it if you know what I mean? Other English teachers like, in Aysha's class they, she sat with them and talk to them and that. My English teacher just wanted to rush and getting everything done and out of the way just like that! And erm it's like, oh was really scared when I did my first essay and because it was really going crap and it had to be in like, erm in the next week I asked you for help and then I kind of erm and then because it started off so much better and I handed in that as well, oh my god I was so scared because she was like she thought I was like plagiarism or something like that and I was really scared! Yeah. But then because she didn't understand when she sat with me afterwards, she knew I had dyspraxia but she didn't know what it was or she never taught a dyspraxic person before and cos I suppose she hadn't had the experience of like teaching so like for her I think she was learning new things as well. And then she was like 'Is there any way I can help?' and I was like 'Well at the end of the lesson what you could do is you could erm, you could give me all the notes that you've got that I haven't got from the board because you write too quick for me.' But she took no notice of that!

S: Tell me about, generally then, how has your dyspraxia been at college? Has it been an issue?

L: Well only to do with like writing and copying notes and things, but then in health and social care I have a note taker especially for me, but like in English I found it really quite hard keeping up with everything and things like that...

S: So do you feel that you benefit from a note taker?

L: Yeah

S: Did you have a note taker at school?

S: No.

S: Tell me a bit about the support that you had at college?

L: At college? Well... I had a – well in maths to start with, erm... oh god I don't want to talk about maths but I will, anyway so erm I had like a really nice maths teacher that rushed everything because she had to because it was like a one year course and she was teaching like 2 years in one year course thing, so she had to like rush, I mean everything, and because I was too busy like writing because like, for me I can't write and listen at the same time, I've got to either write or listen I can't do both, I can't multi-task! And that's a really bad thing for a girl because girls should always be able to multi-task it should be the boys that can't! Anyway, but erm, so it's like... I had to write and I couldn't listen to anything and then because I did my first exam and got a D in it and then I was like 'Look I can't do this' right? So, I had a note-taker and it was like oh er you! So then erm... it made life a hell of a lot easier! The thing is right, I wanted to see what you were writing! (giggles) and then it's like erm, I listened but then because maths drains me out so much because it's so boring, right, I kind of like wanted to play with my hair or my nails or

whatever, anything from maths! I really didn't like it at all! But I've got to do it, but I really don't want to. And if I fail this time, I don't want to do it again, I really don't because... my mum's told me that at university and things if you don't have your maths GCSE you do it there but you don't do a GCSE it's like an equivalent to your GCSE. And then it takes like 2 weeks, I mean 6 weeks on a 6 week course and then you've got the equivalent to a GCSE. So it's like, but I have to do maths again, next year again but because I really think I failed my last test, despite what you're gonna say, but I really do and, the thing is, is that, she's said that I've got to do maths for the next 2 years then. On like a 2 year course and that's gonna proper drain me out and I'm not looking forward to it.

S: Be honest, are you happy with the support then that you got at college?

L: Yeah, I'm happy with the support I've got, I just really don't want to do maths!

S: Tell me about what your plans are for the future? You're starting again in September, what are you hoping to study? You're continuing with health and social care...

L: And travel and tourism.

S: So ultimately what do you want to do after college?

L: Well... it depends! Cos if I'm bored of studying then I'll either get a job or like.. I don't know what'll happen, yeah I'll just get a job but then if I want to study... it depends because... like I get bored easily so... it like depends because if I'm so tired of studying all the time and it's gonna be the next 3 years of studying...

S: Do you mean like at university?

L: At university then... erm at the end of college if I'm that way out... I might just then I'd just get a job and maybe go to uni later on and study, but... is suppose... as well, it's like, erm may as well as get on with study, out and over and done with but... I really don't know what I want to do.

S: Do you think if you could make your decisions again you would come to college and would you do the same course that you've done?

L: I'd probably do- well I'd go to college yeah.

S: Would you go to Hillcroft College?

L: Yeah, I'd go to Hillcroft College, but I think I'd have picked travel and tourism to be honest, because now it's like I want to go down the caring side in a way but the thing is I've been thinking about it like all over the 6 weeks holidays and the things is in like, in like care settings like in a nursery you have to feed children which the food makes me gip! Baby food just makes me wanna... urghh! Gip! I can't stand looking at it! And then, even if you work with older people you've still got to feed them! And it'll just make me gip, just looking at the food! I don't like looking at food, I really don't! I hate it.

S: Can you sum up for me then, what has it been like to be a 6th form student?

L: Student life, what can I say? Erm... well it's good right, but the thing is right, I still don't think I'm older in my mind, I think I'm younger in my mind! (giggles) I really do because, the thing is erm, it's like erm people at college all they do is talk about nights out and going out drinking and things like that, and because I'm not into that sort of thing erm... I feel like it's like school but you've got more freedom and...

S: What are the good things about being a student at college?

L: The good things are that you can do what you want in your free periods erm... people, there's like all different sorts of people there like, there's someone for everyone if you know what I mean, like, yeah... and then erm... like the teachers are nice but... there isn't that much difference to me.

S: So what could be improved then? Generally across the college? Or if you could change something, what would you change?

L: Erm.... I wouldn't really change much, because people are who people are at the end of the day, you can't, it's like you can't change college because you can't change the people that go to the college, as in the people are gonna be the same people no matter what you do to the college and to be honest I don't think you could benefit the college anymore than what it is doing now because it's nicely set out you've got... there could be more clubs on at lunch time and that's about it. It's like there's nothing to do in your free periods apart from study and it's like in your free periods I know like it's, I know free periods are for studying because like, if you like have homework and things like that. But then again, it's like in your free periods a lot of people just don't wanna do work they just wanna go talk to people and I think there should be more like talking rooms and things to go to like when you're on your free periods because all that they do you just walk around college and talk. And then all you do, you eat a lot and get fat! Because all there are, are vending machines all over the place, and then because you're bored you eat because you're bored!

S: Is there anything else you want to talk about with regards to education and college?

L: (Shakes her head)

S: Can I just get your opinion on young people for example your brother who starts high school in September, he will have to stay in some form of education and training until he is 18. What do you think about that? Do you think that's a good initiative the governments come up with?

L: Well I suppose they're only doing that because they're aren't enough jobs for everyone! But you see if everyone's in education right, then they're still aren't going to be enough jobs for everyone at the end of it!

S: Do you think that a lot of young people will be happy with this? About staying on until they are 18?

L: Well yeah, because the majority of people anyway still stay onto college, so I don't think it will make much difference... only if you're not wanting- if you're not the academic type then maybe cos all you wanna do is 'God I'm bored at school!' All you wanna do is get a job and things. But then again there aren't enough jobs, there's just aren't enough jobs... to go out. To be honest it isn't going to change much because... all these people will be at college and things and then they're gonna run into problems at the end of the day because ... it's like when we finish university we'll be trying to look for a job and they'll be, it'll be hard for even us to get a job so... it's like us lot can't get a job so we'll be either sat on the dole or whatever or go back into education, so either which, they're gonna have a massive problem eventually.

S: Anything else you want to add about your time at college? Or your time as a student?

L: Hmmm

S: How would you sum up your experience in 1 sentence, if that's possible?

L: Erm... really enjoyed it!

S: And finally what do you think of EMA?

L: Ooooh! (Starts banging on the chair) don't think they should allow it!!

S: Right, do you qualify for EMA?

L: No

S: What are your thoughts on that then?

L: What are my thoughts? I understand like, why they have EMA, but the thing is, like, even if you don't qualify for EMA it doesn't mean that you're parents are gonna give you the money. It's like.... It's like I've had to like, you know like, of college and things, paying for food and things, you know er obviously my mum and dad get me my bus pass but you know like for er anything that you have to pay for at college say books and things like that, maths books or whatever, and I know they're cheap and like, and equipment and all your paper and all your files and all your things EMA is given out for, I've had to buy it out of my, say out of my birthday and Christmas money! And things like that and just any money that I've been given from people and it's like don't get me wrong, I'm happy for these people who've got EMA because it's a really good help but that takes like, if you erm... say like... were twins as well, and it's like my parents have to get for both, not just one, for both and like it's just not good because I think everyone that goes to college should be treated equally no matter what their circumstances because at the end of the day even if your parents, at the end of the day your getting punished just because your parents happen to have erm a good wage job! Do you see what I mean? But it's like even if your parents do, it doesn't mean that they're gonna give any of their wage does it? So I don't think it's right.

S: Anything else then?

L: I'm glad you don't have to wear a uniform at college! I'm so glad about that!

clxxxi

Appendix 10

Transcription of interview with Raquel

RAQUEL INTERVIEW

S: So you moved about a lot when you were younger, different primary schools can you tell me a bit about that, or what you can remember about it anyway?

R: I can only really remember going to erm Ringley Wood, erm I can't remember from what age to what age, but then I went to Rounhey and then to Lower Grange and then I stayed at Lower Grange, went to Croft Side and yeah.

S: From what you can remember, is there anything that sticks out in your mind, a memory, or something that happened? Or a teacher or a subject? That stands out.

R: Erm, well are you talking about erm what I used to do?

S: Yeah, it can be anything.

R: I used to like dance a lot, I used to er, perform in front of people, yeah, for like Comic Relief and stuff like that, and I've always done that since I was young. I can remember doing it until I went to Croft Side.

S: Did you do that just at school or did you do it outside of school as well?

R: Oh yeah I did a group outside the school, that was called erm Sugar Brown. And I was with them for about 3 years and then I stopped dancing, but like if anything like comes up outside like, I'll still dance. Like for the carnival, have you heard about [local] Carnival?

S: Oh no I haven't.

R: Yeah it's in Greenhead next week.

S: Oh right, I didn't realise!

R: Yeah

S: And are you dancing in that?

R: Yeah I'm dancing in that

S: Oh are you?

R: And I'm on the stage!

S: Oooh. When's that then? Is it at the weekend?

R: Yeah, it starts at [local park] next Saturday, have you ever been?

S: No, I mean I know when it's been on at previous years but I've never been, no.

R: It's really big, there's a big parade through town, like everyone's dressed up.

S: And you'll be there dancing?

R: Yeah

S: Oh well I'll have to get over and try and see it! Would you say you liked primary school?

R: Yeah, it's always been fun, I've always loved it, I've always had like friends and I've had the same friends since.

S: What through primary-

R: Yeah through primary, through juniors up to high school

S: So, are any of them at Hillcroft College or-

R: Oh yeah, erm some girls are not even in our group but there's Sophie, Kim, Kirsty erm, who else is there? There's Karamjeet I think, yeah that's it.

S: So you knew them?

R: Yeah

S: Right.

R: But I've always been friends with them since we were all young.

S: Oh right. So tell me a bit about high school you went to-

R: Croft Side

S: Tell me about that, how did you find high school?

R: High school was good, but I mean like, Croft Side, they try and make it a bit strict they want it to be like one of those private schools with er, they want the children to be proper posh and everything but it's not going how they want.

S: Why, what did they do?

R: They kind of like, erm, well you know they kind of compare. Like you know, I don't know if you know the schools in Fartown, but you know like poor areas. Like the poor areas like Fartown compared to like up here-

S: Ah right I'm with you-

R: Like, do you know like people, I've got friends that are maybe from not such a good area as I'm from, so when there was, like it was a bit like oh we'll compare Fartown. But then it turned out that Fartown was a better school than up here-

S: Oh right, ok.

R: They like, a lot of people that they wouldn't expect to like erm to you know erm, achieve a lot better, got more than Croft Side.

S: Really?

R: Yeah

S: I didn't know that

R: It was in the paper

S: So, would you say that you enjoyed high school?

R: Yeah. I enjoyed high school, there were some times, obviously like erm, when yeah erm, I had a bit of fall outs.

S: With friends?

R: Yeah with friends and you know the erm, they'd turn their back on you and stuff so, sometimes it was good, up until about year 10 when summat really bad happened.

S: With friends?

R: Yeah and kind of just like, but like after that it's like I haven't really made up with people, like I've just got on with it, started college ...

S: So did that fall-out with friends did that kind of affect your school work?

R: Oh no, I always got on with it cos like me, I just get on with it cos I don't like to show people that they bother me. So when they knew that I wasn't bothered that's when they kind of like stopped. But like if I showed them that I was bothered, then you know but it never affected my work or anything. I just get on with it.

S: When you came to pick your options in high school for GCSE, what did you choose and why?

R: I chose drama erm, I chose child care I can't remember how many you get to choose... oh er yeah I chose food technology erm resistant materials erm, drama and child care. The reason I chose child care was cos I like children, I like working with children and I wanna be a midwife so... yeah that's why I chose that, and I did drama because I'm kinda good at acting, I like taking the front characters on and stuff like that. Erm, food technology I like cooking so that's why I chose that and resistant materials that was just like just something different just like learn how to build stuff-

S: Oh right ok.

R: That's just like building things.

S: Oh right. So did you do more coursework than exams or was it like a mixture? For those things that you took?

R: Erm... yeah it was a mixture. Coursework like maybe 40 or something % then exams.

S: When you were in year 11 and you were making the decision about what to do after school, what kind of options were there for you? What did you want to do when you finished school?

R: Well I always like known that I wanted to be a, midwife so I er wanted to do something that would involve children, elderly people, so I chose health and social care.

S: You wanted to go to college?

R: Yeah

S: You didn't want to get a job?-

R: No, I've always wanted to go to college, then university.

S: And is that something that you discussed with mum or dad?

R: Oh yeah, they've always wanted me to go to college, but I've never felt pressure or anything, it's always what I've wanted to do.

S: Tell me about why you decided to come to Hillcroft College, cos obviously there's the tech and Alexandra, and there's other colleges, so tell me about how you made that decision to come to Hillcroft College.

R: I mean like being at Croft Side, I always thought that Hillcroft College was like the place to be, but like when I went to erm Alexandra, it kind of seemed a bit like ... it seemed...

S: So you went to look at Alexandra as well?

R: Yeah. It just wasn't my kind of thing as well, it was a bit strict like they're a bit like too much on you, I just wanted to be like, you know... I just wanted to be comfortable sort of thing where like a bit laid back, like Hillcroft College is a bit like laid back and erm, yeah tech is just not my thing at all.

S: Why, what is it about tech?

R: I think, it's, with tech, it's like people go there to lounge about, they don't wanna do work, I mean most of my friends who are actually there are like, 'Oh you can do whatever you want at tech' it's just, they'll actually take the mickey, whereas like Hillcroft College and Alexandra, they want, they want you to like do well. They might want you to do well at tech but they don't help you as much. Not that I know, but it's just like you know when you go somewhere and you see that people are not doing anything it's just not what I wanna be, because you know it's just like lounging about and getting nothing done. And, because I wanted to split up from people-

S: What friends from school?

R: Yeah, friends, I wanted to make new friends, I wanted to go somewhere else.

S: Is that cos they weren't very good friends?

R: Well, there were good friends and some of them weren't good friends, but it were just like a new change, it was just wanting to go somewhere different. Sick of seeing the same faces, just one of them things.

S: Did you come and have a look round Hillcroft College on an open day?

R: Oh yeah.

S: What kind of impressions did you have when you first had a look round?

R: I loved it! Like I looked round, I went to health and social and er their department, and it was just like so welcoming and just like, I just loved everything, like everything we were talking about, like what we would be doing, what we were talking about and that sort of thing, and I was just really into it.

S: What kind of stood out for you, when you first had a look around? The layout, the buildings, the teachers, whatever-

R: Yeah, like erm... everything just seemed so... I don't know, it was just in place, it was just like nicely done, it wasn't messy, it was welcoming. There was, I mean the canteens nice, it's like, I think it just seems like there's a lot of stuff to do.

S: Did you feel prepared to come to college from school?

R: Erm, yeah I did. I, like, at the end of year 11 it was a bit like- cos of what happened in year 10, I wanna just start college and get on with it and be prepared really.

S: Did you have any worries before you started? How did you feel before you started college?

R: Oh yeah, yeah. It was like er, nerve-wracking cos like you didn't know what to expect and it was like erm, like when everybody was talking it was gonna be like 'College is gonna be this... College is gonna be that' you know, it just sounded like so big.

S: What did you have in your head of what it was going to be like?

R: I thought that it was gonna be like erm, well first of like all the work was just gonna be like extremely hard, like everyone was just talking about you were gonna have so much, it kind of made you feel like you were going to be stressed out, like you're gonna have so much work to do you won't have time to spend on anything else but college, when you weren't even like get to work and like, they would talk about how people would be like, and how- they even talked about like separations in college. I don't know if you've heard about that. Some people talk about the people don't- say like Asians, they kind of stick together and they're there, and then other people are there, then you get um, the girls that are like posh and don't really wanna know you and then it's like the chavs you know, it's all, it's like all of that and you didn't know what to expect like and who you were gonna like chill with.

S: So, were you kind of a bit nervous about making new friends or do you feel you're quite a confident person at making friends?

R: Oh no I'm always confident when it comes to making friends, like, I can't remember, I don't-were you there on the first day?

S: I was-

R: Yeah I remember the first day.

S: Tell me about your first day, what was that like?

R: I was just, yeah, I met erm Anita and I was like proper open with her, I was like yeah 'What's your name?' and I met like a lot of girls cos like I'm- I like to meet new people I don't like people to feel left out or anything, but, yeah.

S: What was your first day like? What did you do?

R: Erm, what I can remember, we all went into Rachel's classroom and we got in a circle and then we just had to say our names, what school we came from, why we chose the subjects and then we got to, we got to chose the people we didn't know and get to know them, ask them questions, just that really.

S: Were you nervous at all about the academic side of college? How did you feel about the work you had to do? Before you started, what did you think it would be like?

R: I think it was just like what I expected. I knew that it was coursework, and I've always like, I've always... liked coursework more than exams, so it was something that I could cope with. If it was like more exams it would have been like, I think I would have been

more like erm 'Oh how am I going to do it?' cos I work better when I've got coursework than yeah.

S: Health and social care has been something you've always wanted to do because of the job at the end, and you and your sister have chosen similar subjects, is that happened because it's something you're both interested in or do you like being together- is what I'm trying to say, or would you rather be apart..

R: I think I like being together, I don't know what it is, it's like I wanna be a midwife, she wants to do something with dietician'in, so it's kind of in the same thing innit? But I mean, like we do mostly everything together, we even work together and stuff.

S: Have you got a job at Argos as well?

R: Yeah Argos as well, yeah we're both there!

S: Ah brilliant!

R: Yeah, I mean we do everything together, it's like we do everything together, but we've always been together so that's what makes it kind of hard.

S: Do you think, I mean your experiences are perhaps different because you're twins, how is that influence being at college or being at school? Do you think you're treated any differently, or do you think people react in a certain way because you're twins, like for example teachers or other students?

R: I don't know erm... I think people treat- it depends who you're with like you'll get people that'll treat us exactly the same, like maybe friends but then teachers will just treat us different erm...yeah teachers treat us different.... And a lot of teachers back in school, they didn't really want us together.

S: And would you rather have been, even if you were doing the same subject, would you rather be together or separated?

R: Erm... back then... probably together but now I like to be separated, cos I'm growing up now it's like I can't do everything with her.

S: Do you feel at college they treat you as Raquel as opposed to 'the twins'?

R: I don't like it when people are like 'the twins' because we're both different. I mean they'd be like 'oh that twin' but it's like I've got a name, but I don't feel... yeah people do... I don't know I just feel...

S: Yeah. So, what I want to go onto talk about now is the lessons that you do and the teachers in those lessons, and again just tell me as much as you can about them, what you like, don't like, a situation that might have happened or whatever. I'll start with health and social care, let's start off with Rachel, can you tell me a bit about her and about the lessons that you've had with her.

R: Hmmm erm, yeah Rachels a good teacher, I've always liked her since like I started, but I found that like, when I go like half way through, she kind of had erm...her favourites. Erm and until then everyone was kind of treated the same.

S: Can you tell me a bit about what you mean- favourites?

R: I dunno, it was just like I just had this feeling, like it was always like erm- I don't- me and Sharon have always felt like erm, ok so with being late and stuff like Wendy and Jaya being late- can I use their names?

S: Yeah you can't but I won't put them in-

R: Yeah like maybe Wendy and Jaya being late they won't get shouted at but whereas it was like 'Raquel and Sharon where?' it's like they always notice where the twins are. And that's what was really annoying, it was just like 'the twins, the twins, where are the twins?' but like when someone else came in late they don't notice that, and it's like erm with work in class, if someone else hasn't done something then she'll realise like it's me or someone else. And sometimes she'd even like, I felt like she used to erm like, be more I think like Kyaomi used to get away with a lot of stuff sometimes, I felt like there were favourites.

S: What about her teaching, how did you find the stuff that Rachel taught and how she taught things?

R: Oh yeah, it was like... yeah it was easy to understand, I mean like compared to Agatha it was just... can I talk about this?

S: Yeah you can.

R: It was like, oh! Agatha was just like, I didn't understand sometimes what Agatha would talk about but then Rachel would like help us and she'd make us understand.

S: How would Rachel teach a normal lesson?

R: She'd just, well she'd just tell us what, well she'd just stand up in front of the class, tell us what she wants us to do, probably have it on the board or what page to look at and she'd like sit down with you and talk about what she means and she'll talk about what she wants you to write and she'll just help you in whatever way that she can.

S: Go on to Agatha then, you brought her up-

R: Whereas Agatha was erm, just, she never explained anything it was like er, 'I just want you to do this and that' but it's like, sometimes we hadn't even gone over like the work she wanted us to talk about and it's like... and everybody would just be confused, and she didn't- when she was still explaining it's like it's still didn't go through to me. It wasn't just me, it was like the whole class, they did prefer Rachel to Agatha.

S: What was it about Rachel that made her better than Agatha then?

R: I think Rachel, she's younger, I think, I don't know maybe because she's younger and it's like, it's like I always felt that Agatha was kind of taking the mickey when she was talking, she was like almost like erm, sometimes with a little joke like, it was sometimes it really wasn't funny. Like trying to be sarcastic on purpose like sometimes she talked down to us like we're not in college. She'll talk really slow to you 'It's not like that it's like this' (puts on voice) 'it's called plagiarism' (laughs) and you know when people talk to you like that? You feel like they're not trying to make you on the same level it's like talking

down at you like, she kind of made me feel that sometimes like I was someone who had a problem, like I didn't understand and she would just talk to me like I didn't understand, and that's why I didn't like her, whereas Rachel was really like erm 'Yeah, I just want you to do this' you know 'just get on with it and if you need help then call me'. But it was always like Agatha talking down at you like (inaudible).

S: How then would Agatha teach a lesson then?

R: Agatha would just er... she just lets you get on with it, she doesn't even say 'Oh, and if anyone needs help' she doesn't make you know that we need her help whereas Rachel would like reassure us like 'oh and if you're stuck like I'll help you' but Agatha would make you know that you had to do this on your own, and like you're not getting any help, she'd just sit there and then if you, if you get that wrong she's like, she'll just 'And what's that? That's wrong, that's wrong' and she'll make us do it all over again, whereas if we knew that we could go to her then we'd be able to do it.

S: Tell me about Daniel then.

R: Oh Daniel! He's just like the best! Daniel is so laid back it's just like, I think right Daniel is first, then it's Rachel, then it's Agatha. Cos Daniel he's just, he's a good teacher he's like, he's just a funny guy like, he just lets you get on with it, like erm, he'll help you the same way as Rachel but I think it's because he's more, I think it's just he's more helpful. He's just like 'Yeah you just need to do that and then I'll sign you off' It's all good with Daniel, you don't feel like he's being too strict or he's not helping you, he's, he just does it right.

S: How would he teach then?

R: I think he's like, you'd go, he'd erm write some things on the board, get your booklets out and I think it's just one of them ones that's just carry on from the last lesson and then we'll talk about whatever and then he'll let you do it, and then you sit with him, go through what you've done last lesson and what you've just done and then you go off again.

S: Do you feel like you're taking stuff in and learning even though it's a different way of teaching?

R: Yeah, when I feel people aren't talking cos I say like, everyone should be treated the same like even if you're a teacher talking to a pupil don't talk to them as if they're stupid, like Daniel doesn't make like me or any other people feel like stupid, like we can't talk to him, he'll like talk to us on a level like the same level as he'd talk to like a teacher he'll be like 'Oh yeah this is what you do' I mean he doesn't even shout. Agatha always makes you feel bad. I don't know about that time- do you remember? When I came in crying?

S: Yes

R: It's like one of them ones like I just didn't like her, she makes me feel like I've always done something wrong when I didn't.

S: In addition to health and social care are you doing maths or English?

R: I'm doing er, yeah maths and English and I've just done that exam, so I should pass English this year.

S: Tell me about your maths lessons and your teacher. How have they been?

R: My maths teacher... I can't remember her name... oh yeah Maurice, yeah he's proper, yeah, he helps and everything, but it's one of them ones again where it's like, he is a teacher that's kind of on your back, like constantly like 'Do this, do that' and know like he's trying to help but I don't know, that's not kind of the way I do stuff, like he's just nagging. Sometimes you will get days where he will be nice or sometimes he'd be like 'Raquel if you're not gonna do this then erm, leave the classroom I don't want (inaudible)' and I'd be like 'Well what have I done wrong?' really? Me and his relationship kind of like... you know. But he's a good teacher, I like him.

S: What about English?

R: Oh Kaye! Yeah Kayes a good teacher as well right, she makes us know that she wants us to pass, like she's really like erm... what's the word? (clicking her fingers) she's just like always letting you know like you can do it, sort of thing. She doesn't, and if you need any help then she'll help you, yeah she's a good teacher.

S: Tell me what it's like having to re-sit your English and your maths at college, was that something that you thought at school you had to do, or was it like 'oh, I've got to do this?'

R: Well, when I was at school I never really like (inaudible) since year 7 I already knew that, that was going to be like erm re-sit at college cos I've always had like teachers that I don't know, I don't really like or they don't teach very good or just don't like (inaudible) and then like English, I actually thought that I'd pass it at school, but I don't know what went wrong there. So I knew that when I went to erm college I'd have to resit it but that was like- it did bother me at the start but then like if I put my head down and like...

S: So how have you found it then having to do your health and social care and then your maths and then your English? Like the work-load how has that been?

R: Oh yeah that's fine. Like in maths you don't really get- you only have to do like work online at home so that's sorted. Erm English, she didn't really give us much coursework either, but like in class it's all good it's just like school erm I think cos we've got a small class as well it's alright cos I can concentrate a bit better cos I always had like friends I would talk with and stuff but when it's a smaller class and the teachers there to help you it's better.

S: Have you found any differences between college and school?

R: Well, erm the way like erm... I think that sometimes um like... Rachel and all them lot, even though they're teachers, it's still a bit like we're still in school. I don't feel like people our age feel like we're at college, I still feel like I'm at school sometimes, like the way they speak to you, like we're not really adults yet, but like college is like... about being an adult, innit? And people will just treat us, they treat us the same like they'll still like shout at

you and stuff- it's only like that you don't have to wear a uniform that's different for me. Everything would just be the same to me, like it's just that we don't have to, we have frees and we don't have a uniform. That's the only thing that's different.

S: Tell me then about your timetable, because presumably your college timetable will be different from your school timetable, like free periods and stuff? How has that been?

R: Oh yeah, yeah like at school it would be one lesson after another. I mean it's good that you've got frees but like in them frees what are you doing? It's just, I mean a lot of people are leaving this year because they've got too many frees, there's not a lot to do in them frees, I might have 4 frees, I mean most people think it's fun I can do what I want but college is somewhere I wanna learn I want more lessons like, I don't just wanna be just sat in the canteen bored out of my skull.

S: Has there ever been a point, whilst you've been at college when you've thought this isn't for me?

R: Yeah. Do you want a sweet?

S: I'm alright thank-you, go on you eat one if you want one!

R: Yeah?

S: Right, did you ever consider leaving? Cos you said you were bored and other people were wanting to leave.

R: Yeah I even felt like, well I knew I didn't want to go to erm Alexandra and erm tech so I was just thinking maybe I could just do an apprenticeship or something. But then I thought I wanna finish like my A-levels at Hillcroft College so I decided to just stay.

S: What is the social side of college like?

R: Erm yeah it's been good, but there's some people that er just don't mix erm they sit in like groups, not even like groups like- can I talk about this?

S: Yeah, yeah you can.

R: Like say like, Asian people have just got like, they've got like this whole side and it's like kind of like build barriers, like they don't want you to eat there. And then like-

S: Is this in the canteen?

R: mmm, and some people are even saying to me that erm last year there was a thing where this was like the 'black side' and this was the 'white side'

S: Really?

R: And I'm thinking why is there a white and a black side? Why, why isn't there just people that mix? And they were like 'I don't know, it's just like, this is where everyone goes.' And even my friends like Kim, they'll say like 'Oh I don't feel comfortable on this side' because you know there's black people, but like, but I'm not like going to be like mad at her cos I can understand what she's saying cos sometimes people can make her feel uncomfortable but then, I'm either on that side or that side, I'm not bothered, do you know what I

mean? I'm not bothered but, they've got this thing where oh, this is like the 'white side' that's the 'black side' and the Asian people are there.

S: Do you feel there's a lot of tension?

R: Because even if, even if I'm on this side I've felt like urm 'What are people thinking about me sat on this side?'

S: Really?

R: It was supposed to have been more worse last year but it's just more- it's a bit better this year but it's not as bad as last year, but I mean sometimes if I'm on this side and I'm feeling like there's like... loads of... like (inaudible) I'm like thinking 'What are other people thinking?' because they're like 'this is our side, this is the side you should be on.'

S: So is that something you're always aware of?

R: mmm, and it's even like people like Jaya have said to me that she's never been to school with a black person.

S: I can't believe that

R: Jaya said to me 'I was scared of you' when she first came into class and I said 'why?' and she said 'because I've never been in a class with a black person' and she said 'I've never like talked to them or anything, I just went to a school full of white people.' And then she said that she doesn't feel right on this side. And I'm like well, I don't, I don't get like the big thing and she's like 'Oh no I'll talk to you' but you know what I mean right? Cos some people feel weird on this side (inaudible) like some of my friends just wouldn't sit on that side.

S: So has that affected any of your friendships with anybody?

R: I mean like, som- maybe one time with Kim when, but it was just like 'Kim will you just sit over here' but she just felt like uncomfortable and then sometimes she'd be like 'No, come and sit over here' and I'd be like 'Oh do whatever you want' cos I'll sit wherever me, put me wherever and I'll sit down. I mean they're not all like that, some people will just sit where they want but there's just this thing where it's like side of like this is where white people are, this is where the black people are, the Asians. And I mean you will not catch, I don't think, you won't really catch white people in the Asian side, I've never seen that. Like me being there, I don't see no-one mixing. The Asians like to just stay like with ... their people... and like I mean I don't think that black people are as bad, cos I think they're like to mix and there's all like these mixed raced people, that they like to mix with. But I think it's the Asians, they don't really like to mix. And I've got Asian friends, but it's the just the way like none of us sit there.

S: I didn't realise it was such a... gosh

R: It was supposed to be really bad last year, it was all the blacks on this side, the whites on that side and no-one can come over to this side and the white people (inaudible) and I'm like- sometimes you just feel like it's like why is there a separation? It's not like we're

talking about the old days is it? Like we're not talking like, I mean all that's been and gone so why is it going on at college? It shouldn't be going on in college? Why's it like that? It shouldn't be going on in college.

S: So at school were there kind of...

R: Oh yeah at school there was a mix and because like there's mixed race people like half black, half white people like everyone just mixed like everyone just got on.

S: Did you expect that just to continue when you came to college?

R: Yeah, I did expect that. But then I'm seeing ... then I'm seeing something different and I'm being told that (inaudible) I mean it's not good when someone says they're probably scared of you! You know what I mean? She said she was scared of me Kyomi and Sharon and I'm thinking well at this point

S: How was it then making friends when you first started?

R: Oh yeah, I just made them know that I'm everyone's friend and I'm not bothered about gender or race or anything like that, I talk to anyone so it was all good. Like I want to get to know everyone.

S: Did you feel that you had a good opportunity when you started to make-

R: Yeah I feel that but sometimes I feel like I didn't really talk to as much people like it seemed like a lot of people were quiet with me, I don't know if maybe I was too loud or something, (inaudible) I felt like I didn't have a good relationship with some of the girls to start with. So I would just stick with Kyomi and Sharon cos I felt I could talk to them about anything.

(RECORDER STOPPED WORKING- HANDNOTES TAKEN)

Straight coursework get better grade. Coursework can remember stuff, lots of booklets can remember everything easier. Good at remembering but so many questions sometimes hard to remember afterwards.

Feel changed, matured a lot. Done own thing. People at school let me down. Gangs and stuff- stay out! The bitchiness your name- stay out. Like making mess of everyone.

Like getting on with work. 2 girls not into work this puts me off, they talk constantly from start to finish, talk to work. I want to get it done, feel people pull me back, make them know wanting to work.

Big essays never felt so drained, pressure! Want to be so good. Deeper than deep (detail needed when writing). BTEC- what are A levels going to be like and uni? Talk proper detail-

drained and stressed! Never had to write so much detail like comparing service users, I was up all night work all day for days, oh my god.

I would sleep when I got home from college. Not used to it at first, got easier but A-level are supposed to be even harder. Feel ready now, knew they would be different.

Never been so deep, hard all same group same thing but work has to be completely different, have to know what you're talking about. Want a good grade. When went on holiday I knew I wouldn't get a distinction, got a merit- Agatha it's just not fair! Teachers didn't understand, even Rachel said could get Distinction, unfair class knew what I was talking about. Like Agatha didn't want ? be glad pupil 'No, no what is that?' it's like don't want me to do well. Understand certain stages to get to, but cos of holiday, not happy ? Agatha never did you ? go to her first and tell Rachel something else. I came in crying made me feel bad I just wanted to achieve. Gone passed, no time but could have done it but no teacher help. Felt didn't want me to do well. ? No not happy do this for merit, no I want a distinction, knew I could, I tried but didn't get the help when needed.

Some of my work got copied and that got a distinction! I work so hard, stay up all night, I'm a friend so I let her and then she gets a grade higher! Don't like friends that use you, would give them- good friend. But then actually no you're not having it- not bothered what am I doing for them, all coming from my head!

Go in moods- smoking and drinking. Like at school arguing, lazy do own thing- I felt used. Girls would get jealous- I had a lot of friends but so bitchy would look at what I've got e.g. where I live, clothes- get called rich- why can't you see me as one of you? No you're rich- we fell out.

In Fartown and like the council estates they don't look at your clothes and house, doesn't mean anything. Feel you can be yourself. Effects friendships- falling out, you think such a thing, but I'm not thinking that. So sick of it! Over 12 girls fell out with us- bitchiness always get some name pulled up. Stay out of it, not doing it again. Don't have many girl mates now, just have close friends, don't feel can trust anyone, only my sister. My sister is my best friend. Both had each other we got through, wasn't that bad. On own- harm. They don't think of feelings- I never want to bully never want to hurt anyone. Yeah she's rich- not a problem. People don't know what goes on. People do the same to other people in our year. Now they're on their own. I believe in karma- I don't have time for it.

I never felt like I needed to go to a teacher. Lasts a week then maybe end up talking year 10= 7 months. It's cool now, but won't forgive. Would tell teacher if got worse- my friend did all the time- girl knocked her out, it gets worse! Pupil has to bad ? still being there.

College teachers there when need help. Bit like I thought- hate falling out. Some girls not grown up, want to fight- I'm not into that I stay out. Chill girls, pick on other girls but now

I chill with her. Never felt on my own I've got my sister. Yeah have enjoyed college, love college but it's the people that's in that ruin it.

I've matured, not childish, I'm 18 argue with mouth not fist, I've grown up.

College food- not enough choice, always the same.

Always kept health and social care and New College, always wanted to do. Greenhead not my thing, didn't want to go.

Government legislation- yeah gives options not everyone wants to go to college or uni. If you don't want to go to college can still get somewhere, start at bottom and work your way up. College then to uni, at uni you need to get your head down. ? Apprenticeship want to work.

Some people think college is where you go to mess around- you'll get kicked out. To get in uni need good a-levels not about fighting- more preparation. Friends in year 11 won't know what's hit them.

Fantastic being student. Grown up- not told what to do, wear own clothes, come out an adult. You think different like an adult not a child.

Want to go to uni away from Huddersfield don't like it here stayed here too long want to travel to different places. Bradford, Sheffield, Leeds to do midwifery.

Could be improved- teachers more talks on contraception- young don't protect. Not many posters, not talked about. Open Door is good feel like something can be said. Rather have talks in lessons. I'm careful I look out for my friends boys don't understand shouldn't be a class full of boys- embarrassing. Guys need someone to talk to, who do they have to talk to?

Appendix 11

Transcription of interview with Sharon

SHARON INTERVIEW

SA: I'm going to start a bit further back before you started at Hillcroft College, if that's alright?

S: What like school?

SA: Yeah

S: That's ok

SA: Can you just tell me a bit about yourself, a bit about your family and where you live...

S: Well, I used to go to Lower Grange junior school and then obviously I went to Croft Side.

SA: Have you lived around here all your life?

S: No, I used to live up near Roundhay and Rigley Wood yeah, Leeds road and that's about it.

SA: So when you started primary school you were up here at that point?

S: Yeah, well at first I was at, I went to loads of like little schools, I went to Roundhey, I went to Rigley Wood and then I went to Lower Grange yeah...

SA: How old were you when you went to Lower Grange then?

S: Erm... I can't really remember you know? Cos I kind of went to Roundhey for a bit and then I went to Rigley Wood and then started in year 3, yeah in Lower Grange.

SA: So, was that because your parents liked to move? Do you know why you kept moving?

S: You know, I don't really know. I think they probably just wanted to live in you know, a neighbourhood like this.

SA: So how long have you lived here for?

S: Well... I don't know?

SA: Quite a long time would you say?

S: Yeah

SA: Were you living here when you went to Croft Side?

S: Yeah quite a long time actually... yeah when I went to Croft Side, yeah.

SA: Do you live with your mum and dad?

S: Yeah

SA: Were they both born over here?

S: Yeah they were both born over here

SA: Went to school and stuff over here?

S: Yeah they went to Wainworth School.

SA: And have mum or dad ever been to college or university?

S: Yeah, my mum went to Alexandra and I don't think my dad really went to college but he started up his own business when he was younger and now he's a builder so he's got his own business and mum's a teacher she's a behaviour teacher, she works with all those bad kids!

SA: Presumably then when you were both in primary school, you and your sister were in the same class? Were you kept together?

S: Well yeah, I mean a lot of the time we was, like in Rigley Wood we was, in Lower Grange year 3, year 4 we was then as soon as we got to Salendine Nook they split us so we weren't really together.

SA: And did you like that? Did you prefer...

S: Well, because right there was other two, there was twins as well, there was boys as well, but they kept them together because them were from a different country they came from Iraq but they kept them in the same class but me and Raquel were split up as soon as we went into year 7 we were split up so, I didn't think it was that fair.

SA: If you had been given a choice would you have rather have stayed with Raquel or...

S: Well, I think it's better like that we're separate cos we get to meet different people, you know as you grow up you don't always need to be together.

SA: Going back to what you can remember of primary school can you tell me anything that stands out for you in primary school, a memory it could be about a teacher or anything?

S: Well, when I was in Lower Grange I used to be in the choir. Yeah in the choir! And I was in there for about 2 years or something like that... yeah it was a good choir.

SA: Did you enjoy it then?

S: Yeah it was good. And we went to London, performed there, did loads of other stuff.

SA: Get you! Did you ever continue that when you went to Croft Side?

S: Oh no, no, no that was just something there, I didn't carry it on there because you know? I was in high school you know, and I thought a choir isn't really for me! As soon as I went there!

SA: Would you say that you enjoyed primary school? From what you can remember?

S: From what I can remember yeah.

SA: Again from what you can remember, when you were leaving primary schools and applying for secondary schools, was Croft Side your first choice? How did you go about making that decision to go there?

S: Well, because when you live in this area you can just go straight to Croft Side because it's like an area thing, cos it's close so I was just put there straight away. I didn't really want to go anywhere else it was just Salendine Nook cos yeah...

SA: And again, like what I said at primary school, was there any kind of memory or anything that sticks out in your mind about high school?

S: I didn't really like high school. Because of the uniform, they had you know, they were really strict about the uniform, you know, you couldn't have your blazer off without your jumper being on you know, everything had to be on, and if you had a bit of your shirt stuck out then you know you'd get a detention or something like that, you'd be in isolation if you had red hair. I can remember being put in isolation because I had bits of red hair.

SA: So what's isolation?

S: That's just like, they like er (laughs) they call you up out of the classroom and they just say you know 'Why've you got red hair?' and you know, you just, I can't even remember what I said, and then they said 'Well I'm afraid I'm going to have to put you in detention or isolation because you're not allowed red in your hair.' And I was like 'Why?' cos I mean it's just a hair colour, so they just, basically they just sit you in a room, you just have to stare at a wall all day.

SA: So you got taken out of your lessons all day? So you weren't doing any work?

S: Yeah

SA: So you were just sat in a room?

S: Sat in a room

SA: For having red hair?

S: Yeah, and they make you just erm well, they'll give you like books, like English as something to do but really it's just boring, really strict and I've heard that it's even worse as well now. They've even got, right, they changed it right (laughs) cos when I was going to college they said erm for the next year they want 7 to er 11, from year 7 to 11 to wear clip on ties so that means everyone has to wear clip on ties, that's how bad it is. I didn't like it at all.

SA: So when it came to year 10, presumably that's when you chose your options for what you would take for GCSE?

S: Yeah.

SA: Can you tell me a bit about what you chose?

S: Erm, I think it was in year 10... yeah I chose to do food technology, I did R.E. you know maths, English, double award science and child care erm...

SA: Did you, aside from the strictness of the school, enjoy the subjects that you chose?

S: Yeah, I mean I enjoyed maths, I enjoyed all my lessons actually. There wasn't really lessons that I didn't like it was just... you know, just little things that they would pick out on that would just make it you know the school not nice, you know stuff like that.

SA: So it wasn't the teaching side, it was all the other rules and things that...

S: Yeah, and I think that some of the teachers as well, I think they're just a bit over the top you know, like that.

SA: What do you mean by 'over the top'?

S: Like they'd just like shout for no reason, like they think that it's a big thing like just like studs you know like even my little sister she's in year 7 now and she gets 'done' for having her studs in but it's like you know you've only got to have 1 stud in each year, you can't have 2 and it depends on what kind of ear ring it is as well, just simple stuff like that.

SA: When you chose your subjects did you kind of discuss with your sister or your mum or dad, or was it completely your own choice? Can you remember what influenced you?

S: Well, I think it was only er food technology cos there was so many you could choose from in technology you could do food, you could do graphics, you could do erm resistant materials and then there was child care. You didn't really have to chose English, science or maths cos that's stuff that you have to do already, and so yeah... I wanted to do child care cos I was in wanting to do thinking about working with kids and stuff, I enjoyed that one.

SA: Did you and your sister make the same choices or different choices?

S: No, we was in the same (laughs)

SA: Was that something that happened because you both had the same interests?

S: Yeah, we was in the same classes as well, yeah.

SA: When you were doing your GCSEs and there were obviously different options you could do after school how did you decide to come to Hillcroft College?

S: Well, at first I didn't think I'd get into Hillcroft College because of my grades, and because you know I didn't really do as well as I thought I would have done, so I was kind of like 'Am I even going to get into New College?' at first, so I didn't really know. All I knew was that I wanted to do health and social care. I got an interview at Tec but I didn't really wanna go there because it's not my kind of college you know to go to.

SA: Can you tell me why?

S: I just... well, it's dirty to me. I don't really like it. And you know I've had a lot of people say to me 'You don't want to go to Tec, you know, cos you know it's dirty' and they're not really erm, you can come in whatever time you want and the teachers are not really bothered. Well that's what I've heard anyway.

SA: Right, was college always an option for you after school? Did you always want to go into education, you didn't want to find a job?

S: Yeah, no, no, no. Always wanted to go to college!

SA: Why? You seem very definite that you didn't just want to get a job.

S: Cos I wanted to carry on with my education you know, especially because I wanted to be like, I wanted to be a dietician you know in my future. And I thought that you know carrying on with my education would be a better option than to just go to a job.

SA: When you said you were a bit worried about your grades and about getting into Hillcroft College, can you tell me about what happened when you got your results and you were applying for Hillcroft College? What did they say? What happened?

S: Oh right, ok I got an interview by Agatha... and I said to her- this was health and social care Agatha but I didn't really know at the time, she seemed nice- and I said to her you know I told her all my options, you know and what I want to do, I wanna be a dietician and I said to her I wanted to take science, and I can't really remember anything else there. But she said you know 'with the grades that you've got, you know, I don't think that at this stage you know, you can take this but you know you can do health and social care.' And I was like 'Ok then' I'll do that first and I'll see what happens in my second year.

SA: When it had been decided that you could go to Hillcroft College, did you go to any open days with school or just with mum or anything like that? Did you get the opportunity?

S: Yeah, I went to Hillcroft College... even when I was in school... to go... to start Hillcroft College in the September, and I went on one and I thought it was really good, I really liked it and that's why I just thought- I never went to any erm... you know... I never went to Tech for the open day, no, I never wanted to even go there.

SA: So what were your first impressions then of Hillcroft College? When you looked around or whatever?

S: I just thought that, you know like the education innit? And the teachers like, they talk to you and you can just tell that they, they're just there for you if you need help and stuff, they assure you.

SA: So did you like the kind of look of the building or anything or was there anything that stood out for you?

S: Yeah I mean like, I mean you can tell that there's a lot of you know... places to study... things that stand out you know you can just go anywhere in your break time... computers, loads of computers erm... there's loads of rooms yeah.

SA: If you can remember back, to the night before your first day, can you tell me what was going through your head? What did you expect? What were you feeling?

S: Well, I was feeling really, really nervous 'cos like... you know like I said I didn't really have the grades, and I was thinking you know 'I really, really, really need to get into Hillcroft College and I don't wanna- cos I don't wanna go to Tec really need to get into Hillcroft College and I hope I get in.'

SA: Would you say you were more nervous about the kind of the academic side?

S: Yeah, yeah 'cos you know when I actually got my GCSE's I thought that you know I could just go straight into my A-levels... but then I have to do a BTEC so... it was alright for me because you know... in my second year I could go on to do my A-levels, so the first

choice was alright but I would have liked to you know get the GCSES I would have got and then gone straight to A-levels.

SA: Do you know why you didn't kind of get the GCSE grades that you thought you were going to get?

S: I think really because like say with English I had about 5 different teachers swapping through the year, and you know some of these supply teachers weren't even proper teachers you know, they'd come in the class and tell you to do your work but they'd tell you not to even write anything they'd just come in and say 'Oh I'll just give you that' and you'd just draw, something like that. And if you were writing it wouldn't be like, you know ... a story or- it would just be anything and you wouldn't go back on it as well, they wouldn't go through it like a normal teacher would so I think that's why I failed on my English because I didn't really have a teacher there... I had a stupid teacher as well I wouldn't even class him as a teacher either!

SA: What did he teach? Was that your English?

S: He was just- yeah I had a really, really good English teacher and he left and then since then, swapping teachers and I had this really, really stupid teacher which I don't even think he was a teacher but you know, he was just somebody that was there, but he didn't even really know what he was doing but that's why I got fed-up and you know the head teacher would come in and she was like 'you know you've got to be easy with this guy, he's new and everything.' And I was like 'I don't care' and a lot of people were annoyed as well 'cos they wanted to pass their English and we was like, 'cos it was getting close to our exams as well, but...

SA: What did you get in your English then?

S: I got a D

SA: That's not bad if you had a ...

S: It's not bad but you know...

SA: I know what you mean

S: Oh I did drama as well.

SA: I can imagine you doing drama

S: Yeah. Yeah I got really good in drama, I got C in drama yeah... but a lot of them were like Ds and but I wasn't really happy with them, no not really.

SA: Well you can change that at New College

S: Yeah

SA: So, can you tell me about anything you can remember about your first day?

S: At New College?

SA: Yeah, can be anything from friends, the places things that were said, whatever

S: Erm well, we started on the I think it was the 2nd – I was actually quite surprised actually because our interview was the day before we started!

SA: Really?

S: Yeah, so it was like the interview and then we start tomorrow so then it was like come in at 9 'o clock and then everything was just, we got shown around the building, you know everything was quite quick, I thought that they'd leave it at least a week so you started it the next week but they started it like the day after so... It was- I was actually really excited I mean just 'cos of the fact I got in. and I just liked it, so I was enjoying it me at first.

SA: So tell me a bit about the first kind of girls or friends that you met.

S: Well in health and social I found some girls a bit quiet and a lot of them said to me that they found me intimidating and you know one girl said to me you know 'cos she has never seen a black person before she's never been around, she lives in a different area, this is actually someone in our group she said you know she found me really intimidating-

SA: Who's that? Don't worry I won't say anything, I'm just being nosy!

S: Oh what's her name again, you know oh!

(Both laugh)

Erm, Jenny, yeah Jenny.

SA: Really?

S: Me, Kelly and Raquel, she said she found us you know a bit intimidating you know, she hasn't really you know been with black people so... A lot of people are like that in the class you know, they were scared of us and I was like 'Oh really?' and she was like 'Yeah, but now I've got to know you I think you're really, really nice.' I was like, I get quite shocked with that like, you know 'cos I'm like with white people and with Asian people but for like people who don't really you know, see black people it's kind of weird, it's like- but you could you can tell like when we went in that there was a bit of tension like people would just be you know-

SA: Is this on your first day?

S: Yeah, were you in there?

SA: Yes I was

S: We was playing that, the name game

SA: Yeah

S: Yeah

SA: How did you find that? How did you find that whole first lesson? Well it wasn't really a lesson was it but...

S: I thought it was good you know, but I found that you know, some people had are a bit shy, you know talking to you... but it was a good game you know, getting to know all the people, but you know, me like, 'cos there were so many names I couldn't really remember and it took me a while, it really did take me a while to get everyone's name.

SA: Presumably did you make friends outside health and social care as well? Were there people you knew from other schools or whatever?

S: Yeah there were people that I knew before I went to New College already in the college, and there were people like you know we knew, yeah I knew a lot of people.

SA: What I want to talk about now, is if we go through the different subjects that you're doing and we'll talk a bit about them and the teachers that you've got and erm you can be honest, and I know that they'll be teachers that'll come up from when I've interviewed other people and that's fine or if you don't want to that's fine as well.

S: No yeah that's fine

SA: So I'll kind of go through that, and again it's just telling me generally about them, how they've taught perhaps and what you think of them as a teacher. Anything, anything you want to say. So we'll start with health and social care because that's the main thing isn't it. You wanted to do health and social care because you want to be a

(TOGETHER) Nutritionalist

S: Yeah

SA: Just generally what have you thought of health and social care just as a general overview?

S: I think you know, the teachings really good and I think Daniel is really good. He's a bit quiet but you know, he lets you just get on with it and he's a laid back kind of person so you know you just do, you get along with it. You know I find that lesson good, you just get on with it. I think Rachel, yeah she's good as well I like her lessons.

SA: So tell me a bit then about how Daniel teaches.

S: Right, Ok. Daniel is more like you know, he'll tell you what to do, you know if you need help come to me, put on the board what you need to do then you just get on with it, and he'll come around you know just so you know. He'll put your name on the board if you want me to mark your work, then he'll just leave you, you know he'll just get on with his own work and he'll call.

SA: And do you think that's a good-

S: Yeah, yeah. 'Cos I see it as we're in college now, and you know we're not babies so you know they should give you your own, you know (giggles) they should just let you do what you want...

SA: Yeah I know what you mean, be independent?

S: Yeah independent and let you do your own thing. Like I mean a teacher can talk to you but that doesn't mean they have to talk down to you. But I know, I think Daniel is you know...

SA: Do you think you're learning and remembering stuff in his lesson?

S: Yeah, because you see he goes through it like, like I say with most teachers like in my old school, they didn't really go through it and when you've got books and stuff you can

be in a lesson really, really bored but then again you've got teachers, that you know, give you the work and talk about it and write it on the board and make sure that you know it and ask you questions and ask you, you know if you don't know it come to me. Stuff like that, you need a teacher like that.

SA: Yeah. Lets go onto Rachel then. Tell me a bit about her and why you like her, tell me about her lessons.

S: Well, Rachel just a bit like Daniel really you know, she's a bit more... a bit bossy. A bit more bossy but you know, she's more like you do what you have to do, get your work done then come to me to get it marked. Stuff like that. And she talks to you like you're an adult as well. Yeah she talks to you like that.

SA: And how does she teach? What is her style of teaching? Is it similar to Daniel where she just lets you get on with it and writes on the board or...

S: Erm... Actually she, she actually helps you a lot like if you need help with your assignments and you don't know what to put you know, she'll tell you a bit like, she'll give you like probably like a paragraph to write and then she'll tell you to put it into your own words. That's the kind of help that she gives or she'll, she'll tell the whole class to look at the board and she'll write out a big paragraph and then just change it, like this is how you have to do it so now you have to do it. That kind of teaching.

SA: Right, so we'll go onto Agatha, tell me a bit about her, about her lessons.

S: Well, in Agatha's lessons I used to just get fed-up, I didn't really think she was... a teacher I think she just used to talk down to you, she didn't really have any respect, I think you know, she you know, you need teachers that want to actu- that want to you know help you to get the best possible grades that you can and I don't think that she was like that, she was more a person wanting to put you down.

SA: Can you tell me a bit more about what she did to make you feel like that.

S: Like you know if, you know just, just the way she talks you know it's like you'd ask her a question and you know she'd come back with 'no, it isn't that difficult now' (puts on voice) and she'd do stuff like you know, if we was doing... if we was on Word doing some work if you're doing ICT you know say stupid stuff like 'Do you know how to use how to use erm the spell checker? Have you ever done that before?' (puts on voice) You know just, just speaking down to you like you're, like you don't know, and sometimes it can just be a bit... intimidating and it's like you know, they make you feel like they don't like you. And I know that it felt like that for a lot of people.

SA: Can you tell me a bit about how she would teach then?

S: Right, ok. First of all she wouldn't even tell you what to do, she'd just give out the paper. Then when you'd ask her politely can you please tell me, 'Well it says on this paper so just do it' (puts on voice) that's the kind of thing she'd just say. And then when, when you'd talk back to her right, she expects you know not for you to talk to her in that way

because she's a teacher, but at the end of the day you know, you just... I don't care me, I just talk to her.

SA: Did you or did you know any other girls in the class that raised this as an issue to kind of Rachel or anybody else? Or did anybody actually bring it to Agatha?

S: Well, you know there were so many girls, you know, all of us did really, all of us did.

SA: And did anything get resolved with it?

S: Nothing really did because she kind of, she kinds of makes it out, you know 'You show me up in front of people' (puts on voice) she turns it around you see, manipulating the situation... And you know that's what happened one time with my sister you know, 'cos you were in the class you know, and she wanted you know to up her grade and she was like 'No' and then as soon as she went into Rachel she said it was Raquel's fault, she changed it around and she was like 'But you made me look stupid' (puts on voice) I mean how can a teacher say 'You've made me look stupid'? when you just ask them nicely, you know I wanna do this grade because I wanna distinction but she was just wanting to keep it like down a grade. I don't really think you know, she should be there. I don't, you just need teachers that are like...

SA: Are there any differences then between the teaching you had at school and the teaching at college?

S: I know that erm, well I thought that when you get into college, you know, you could just like do your own thing and you know, it wouldn't really be like a big thing not turning up to lessons sometimes, but you know but I think being in New College, and being in the classes that I've been in, I feel it's really strict it's like you can't really- it's like you can't really do your own thing, it's a bit like school actually.

SA: Really?

S: Mmm.

SA: Can you tell me a bit more about why you feel it's like that?

S: It's just like, I don't know if you was in the class sometimes, but like when me and Raquel would come in late it was always an issue like with Rachel she'd just say you know 'Why are you late? Why are you late?' Like it's the kind of thing they'd say in school. But you know, when anybody else was late in the class, she wouldn't pick it up she wouldn't care, but as soon as it was me and Raquel it would be a big thing.

SA: Do you have any ideas as to why she might single you two out?

S: I don't understand why. I was just really, really annoyed 'cos me and Raquel used to talk about it and we used to mention it to you know the girls in the class and we used to be like- and a lot of the girls started to notice it as well, but I don't know if was a thing where she wanted us to you know, to just... she wanted all the best for us you know, she wanted us to be doing really, really good so she wanted us to be on time, but you know... I can't help it.

(Both giggle)

I try changing you know, but you know it is, it is annoying when you've got like, when you know teachers talking to one teacher you know and just talking to Agatha, and then Agatha's going to love it that us two are late, so she's just gonna pick on it all the time she's just like 'You two are late' I mean only 5 minutes late, 5 minutes late it's not a big thing but the way... you know some teachers go on about it, they go on about it like it's summat big. I mean I don't really think it is.

SA: When you said 'I tried to change' what do you mean by that?

S: Like, like 'cos even from school, at the same time I used to, when I was in school I used to be in school, I need to be in school for quarter to nine so you know, I'd wake up about half seven then you know have a wash and everything, 8 'o clock watch t.v. and have my breakfast but then it would just be a big rush going up. I don't really know what it is 'cos I'm not lazy you know, like, when I start, when I start school or any place really early but then as soon as I get into it, it kind of goes downhill and then you can't get it back up there again, so... I know, I know that you're not supposed to be late but I don't think it should be brought up as such a big issue, especially if you're just like you know just like 2 minutes, 2 minutes off, you know they make it like it's summat big but I don't really think it is.

SA: Are you re-sitting maths and English?

S: Maths and English yeah

SA: You said you liked maths at school, did you not?

S: Yeah

SA: Did you enjoy it?

S: I did yeah, I had fun in my class, like yeah and people, some people were learning stuff, the teacher was nice

SA: What's it like then now being at college and having to re-sit maths and English?

S: It's frustrating

SA: Frustrating because you're having to do it again?

S: Yeah, I'm having to do it again, and it's just you know... like I mean, I like English at New College 'cos I've really got a nice teacher, you know, she speaks to you like you're on her level, you know with maths I've got Corrine. You know she annoys me at times.

SA: Tell me a bit about Corrine then.

S: Corrine you know, she's a bit like, you know... you know 'You're, late, you're late, you're late' stuff like that and it's... just you know getting on with the work you know, they don't, they're not like... I don't even know how to put it... she's just annoying.

SA: It's alright

S: It's really hard like, explaining how teachers are these days 'cos I think they're annoying.

SA: Do you feel you might have passed your maths?

S: I don't really think so 'cos I was annoyed, 'cos when we did do the past papers in class, you know I was passing them, I did really good on them, and you know she was like 'You know Sharon you can pass them in the exam' but I've noticed that they change it, they always do, they change it.

SA: The actual exam is different from the ones you get in class?

S: It is! They changed it a lot

SA: How do you think Corrine is as a teacher then?

S: I think she's good... yeah I think she's good she knows what she's doing, she's got A-level students that I think-

SA: So you were quite happy with Corrine lessons would you say?

S: Yeah but Corrine was annoying at the same time. You know she just wouldn't let you get on with it, this is what I don't like about teachers, you know I wanna get on with it, I'm an adult you know, you just tell me what to do and I'll get on with it. I don't like you know, just teachers that are behind you and talking and you know telling you what you should be doing, and I don't really like teachers that help you when you don't need it you know, I'll say, like in maths I was, there was a supply teacher sometimes as well as our teacher, and I'd say I'm alright, I know what I'm doing and then the supply teacher would say 'Show me then, show me what you do if you know.' But I don't like that 'cos it's kind of like they're coming across as you know 'You don't really know, I want you to show me, 'cos I don't really think that you can' because they just think I'm doing maths, I'm doing maths again. I feel it's that way. And I feel that if you tell a teacher that you're alright then they shouldn't pressure you into you know, wanting you to show them what to do, because I'm confident in that I know what I'm doing and I don't like explaining myself more than once and when I do try and do that they think I'm being rude, and put me you know as a discipline. Don't like it at all. It's weird, like they're getting their own way.

SA: Tell me about English then.

S: I've got erm Sally, yeah she's like the best teacher out of all of them.

SA: What makes her a good teacher?

S: She's just like there for you, when you wanna talk to her, she's a nice person, you know again, she , if you don't know what you're doing, she explains it properly. She goes proper deep into it, she'll sit with you on a 1 to 1 you know if you don't know, she'll write it on the board. But I think the only thing that she is lacking is that you know, she wasn't really there a lot of the time, she's ill a lot of the time. But the other thing I don't really like about the way Hillcroft College is set is like when a teachers ill you've got to wake up, especially on a Friday, Friday morning you've gotta wake up and you know these teachers are ringing in the college, saying you know they're not going to be in, and you're waking up and no-one can even be bothered to call us to say that persons ill, so I've got to walk

all the way up to college and then you know find out that she's ill and I've been doing that yeah, for the past I don't know, she's been ill yeah, right on a lot of Fridays and I've done that and it really, really does piss me off.

SA: How long does it take you to walk from here?

S: It takes me about half an hour

SA: So quite some time then

S: Yeah. But I think there needs to be a new system put in or something right, just for you know, if a teacher, I mean if you've got it like in the morning especially right, if you're teachers ill then I think then you know, they should set up this thing like if they're ill they should call the pupils that are in that class and just tell them not to come in 'cos it does waste a lot of time and especially people that are coming all the way from Dalloway on the bus up and down, and then they have to go back again, it is annoying and it is frustrating as well.

SA: Yeah.

S: When you could be doing something else.

SA: If we could look at the college in general and the stuff you've experienced in this first year what things do you like about college? It can be anything, the social side, your subjects it could be anything to do with the building, anything.

S: Erm, I like socialising with people, like meeting different people, so I like that erm the study centre you know just studying going different places to study and I think you know when you need someone to help it's erm you can just get a teacher like that and they'll come and help you and so I think, you know if you need help with something, then that's good erm.... I don't really think the foods that good and I think that they need more chairs

SA: In the canteen area?

S: In the canteen. Yeah, stuff like that.

SA: Is college how you imagined it to be? Cos obviously you will have had in your mind what you thought it was going to be like, and now that you're here is it how you imagined? Or is it different, good different or bad different?

S: Erm, well I imagined it to be like you know really good like friends'd be there and you know enjoy, enjoy your subjects you know, but you know when you keep on doing it and it's the same thing, you kind of just get bored and especially with like the people you socialise with, I mean a lot of people are leaving now to go to Tec, a lot of people.

SA: From health and social care or just other friends in the college that you know?

S: I don't think, no not out of health and social care but just people... people in the college that I hang round with are going to Tec because you know they find a lot of the subjects hard you know. They find a lot of the teachers you know that talk to them on a level you know that they're not an adult.

SA: Are these friends doing similar BTECs like you or are they doing A-levels?

S: They're doing A-levels, and yeah they're doing A-levels and they didn't do that good as well, but I think that's why they want to go to Tec and do something else.

SA: So overall is there anything that you didn't like about college or something that you feel quite strongly about or something that needs to be changed?

S: I think that.... I didn't like the- I don't really like they way that er I've been like spoke to in class.

SA: By...

S: By er what's her name again? Agatha. You know, I expect to be you know... and I don't really think that you're treated as an individual as well. I think that teachers have got their favourites and you know, a lot of people have said that too. And you, and not even that,, that you see you kind of feel that way as well.

SA: How has it been, because you and your sister are quite unique in a sense, how has it been, being a twin? Do people, do teachers, treat you differently?

S: I think they do to be honest. I think that because I'm a twin, it even happened in school, it's like when, when you're not a twin you know teachers don't really notice that, that person's there or not, if you get me? But when there's two of you, they always remember Raquel and Sharon, Raquel and Sharon, they're supposed to be here. Like you know, for instance Kylie was away you know, and the teachers wouldn't even know, they'd be like you know 'Who's away? Who's away? Who's away?' or they wouldn't really realise who's late, but you know if me and Raquel was late, cos were twins, people always remember that. They always remember it cos there's two of us, and that's the thing that I find annoying.

SA: Dou you feel that you've been treated as an individual as Sharon? Or do you think you've been treated as 'the twins'? Or maybe you feel something different?

S: Hmmm. In school, we used to be like 'the twins' which I found annoying because you know I'm Sharon that's Raquel, I don't really like to be called twins or twin or twin 1, twin 2 something like that. You know I'm an individual innit at the end of the day and yeah... but I think in New College yeah we've been treated more as individuals but were still seen as you know Sharon and Raquel, Sharon and Raquel are not here, stuff like that which is annoying.

SA: Is there any way around that?

S: I think it'll always be like that because we're just both together innit, so...

SA: So now that you've come to the end of your first year at college, do you feel that you as a person have changed- either academically in the grades that you've got or socially or personally should I say?

S: Yeah, yeah I think I've changed like, getting on with work as well cos in school I didn't really, I didn't really get on with my work I was more talkative than anything, but erm yeah Hillcroft College, I've changed academically now yeah.

SA: Changing academically do you mean are doing as well as you thought you would?

S: I'm doing better than I thought I would. I mean even- you know I've got distinctions, merits you know so I'm happy with that, I mean I didn't- I only got like one pass when I was on holiday and I didn't really get to re-do that, but everything else, yeah.

SA: How was that yeah? Was it a month you missed?

S: Yeah I went to Granada

SA: How was that? What was college's reaction to taking that time off and then coming back? Did you encounter any problems?

S: Well you know, I can't really remember who she was but she was like 'yeah you'll get kicked out of college ??? if you take all that time off' but then as soon as the principal found out she was fine with it but you know a lot of people said we didn't have to miss a lot of work but erm... we did, we did get a pass- was it a pass? Yeah, we did get a pass and we didn't get to re-do, we didn't get to erm re-write on it. And that annoyed me as well... because I just thought you know because we'd been away we should be able you know, to do it again, we missed out a lot of stuff that we had to do. But I think you know, if I actually did- if I got a merit or a distinction on that, then I would have had an overall distinction, which I would have wanted, I got a merit and I'm fine with that but if I'd have got to re-do that then I would have been more happy and would have got a distinction.

S: Now you've done your BTEC first diploma this year as well as your re-sits, but you also had to do IT. Were you aware that you had to do IT at the beginning of the year- cos it's key skills?

S: No they didn't really mention that

SA: What was that like then? Cos I know having talked to other girls they said they didn't even know they had to do IT, is that how it was for you?

S: Yeah, well when you've got options like you're doing BTEC you wanna just do health and social and then you're doing maths and English so you know what you're already doing, but then when you've got something else that's just been filled in and you know, you have to go to this class or else you can't do this, then it's like, you know it's annoying. And you know you've just gotta get it done, cos you know I did IT back in school and me and Raquel are sure that we passed it but- cos I didn't hear that we had to do it again in college but then yeah, we had to do it and yeah... and Agatha really gets on my tits the way she teaches it as well. (Laughs). Dou know how long she made us sit in that lesson?

SA: No

S: She made us sit- she just made us sit there right,

SA: Was this over the holiday as well?

S: No, cos I made sure I got mine done, but the way she was with it. Like if you did get it done then it'd be like 'No, no, I want to see you at the last period today to make sure' (puts on voice) but you know how most teachers are like 'when you get it done you can

hand it in to me' so we all went to hand it into her and then she was like 'I don't want it now come when it's your lesson' but she said in the morning, anybody that's finished that work can go home and they don't have to go to lesson. But it was like she would kind of play on it, like she likes to waste time. That's how I felt anyway. And you see my breaks were like health and social, break, English, break then 2 long breaks and then it was her lesson, so that's why I thought it was kind of a piss take.

SA: So next year you're carrying on with health and social care and as that's a BTEC that's all coursework based. Did you choose that on purpose do you feel your strengths are in coursework as opposed to exams?

S: I'm really good at- that's what I love like with health and social care cos you know you don't have to do exams and I'm really good at in my coursework. I find coursework really, really easy to do, I don't really like exams that much.

SA: What other subjects have you decided to take next year alongside health and social care?

S: Erm health and social care, erm... psychology and I'm going to re-take science as well.

SA: So with psychology that's quite academic and that will be part exam assessed. How are you feeling about that? Having to do something that's quite different to health and social care?

S: I mean if I get a good teacher, and I know what I'm doing and I'm quite confident in what I've learnt about then I'm alright with doing exams, but it's just I just get nervous, when I don't think I've been taught right. And you know I'm trying to do some- I'm trying to do my exam out of a book but at the end of the day I haven't had a teacher that 's, that I don't think has taught me well.

SA: Do you feel then next year you would independently do your work, independently go and see your teacher?

S: Mhmm. Yeah I mean it depends what kind of teacher it is cos see like, you know, there can be you know a lot of teachers like Agatha who you know, you want help and they don't give it to you and there can be teachers like you know, Rachel who just you know they like to give you help. You know, you can get a lot of teachers like that, that you know want you to do your own thing and teachers that will give you help.

SA: Just going back to your timetable, you said before you had these big long breaks. How did you feel about your timetable?

S: Right, I didn't really like it cos I think that all the lessons should be put together and then you should have your break or your frees or whatever cos I don't like how you know you've got one lesson then you've got a free and especially you know if you've got friends and then they wanna socialise with you it's kind of like you've got a lesson and they've got a free, then they've got a lesson and you've got a free so can't really... it's like stuff just wanting to go out or going into town and stuff like that, but I just think... I just really

just think that all lessons should be put together and just and then the frees so that I mean I think a little break should be put into it but not such big breaks, cos it's stupid when you've got a lesson and then you've got a break then a lesson then break, break, break and then you've got a lesson. I just don't see the point.

SA: Did you ever find those free periods useful? Did you ever kind of need them for work or anything?

S: Well I did all my work in class, but you know... you know when I really, when I really needed to do my work I'd just go to the study centre but you know, my frees weren't really something I needed to do my work in, cos I just got everything done, but sometimes my frees would be boring you know, I'd just be like 'Oh my God what am I doing here? I need to be doing something' because it's not- even though it is good, it's not that good to be in a free for an hour especially when you're not doing anything cos it's boring. It is boring, as much as I like, you know having a free, it is boring.

SA: If you were starting your first day again, would you change anything? Either from the choices that you made or college...

S: Erm... well I think I still would have chose health and social cos that's something you know, that I've wanted to do. It's just you know, like teachers and that and having frees.

SA: So where do you want to go from here then? I know you're starting again in September-

S: Yeah, starting in September and do what I need to do. Yeah I hope I pass my English cos they've said to do the National Certificate you have to pass the English.

SA: Do you think you'll pass your English?

S: Well I feel that you know I'll pass, yeah but I don't want to feel that way and then I don't. I don't want to get all hyped up. It depends on the teacher though, cos I feel that I've been taught really well and I can do the work, so you know I should, I should have passed.

SA: Fingers crossed

S: Yeah

SA: Ultimately then, after Hillcroft College what-

S: Well I don't really want to stay in [local area], I want to get out. I don't want to see the same people.

SA: Where ideally would you like to go and what would you like to do?

S: I want to go to erm... Sheffield, Bradford, Manchester, anything like that and just... I've not really thought about what I want to do, I just know that I want to go. I wanna pass my A-levels and stuff and just go to uni and do what I've got to do and then pass that.

SA: Do you get EMA?

S: Yeah I do

SA: How have you found that? Did that make a difference? Do you think it's a good idea to have EMA?

S: Yeah... I do.... But I find it annoying cos you know just... a certain teacher might be away and you're in that class and they look at you, it's a lot you know. Cos you get letters through the post saying you know, you haven't been in that lesson when you have been in that lesson and then you don't get your money.

SA: And does that make a difference to you, if you've not got that money?

S: It really does because, well, I, I'm working now innit so... it's a bit better. But when I wasn't you know it was bit, it was annoying because, you know, when you do need that £30 and really need it, so when, all it takes right is for a teacher to just wait and not mark when you're not there so you don't get it.

SA: The other places in college like Student Services and Guidance, library and reception. How did you feel the staff were there? Those kind of services?

S: Oh yeah. I mean... was it Guidance? No, student services. Yeah, student services they were alright... erm guidance you know just a little simple thing like when you ask them to sign sometimes they don't believe you, you know. I'm not someone to skive, but as soon as a teachers away you know, you kind of do want your money and all they say is 'Sorry that teachers away' but it's just it like wastes a lot of your time and they don't believe you... and then it just kind of puts you in that situation where it's just like 'Why won't they believe me? Why won't they believe me?' so...

SA: So, if you could just sum up how it's been to be a student or how it feels to be a student.

S: It's good being a student at Hilcroft College. I think, you know, the way you're taught I think, erm, the way you're taught is good but I think the teachers need to just calm down a little bit.

SA: In not being over the top? Is that what you mean?

S: Yeah, just letting you do your own thing really, cos I mean you grow-up at the end of the day innit, you don't need to be babied you know... you need to let people just grow up and make their own decisions...stuff like that.

SA: Are you happy at college then would you say?

S: Erm.... I am happy at college... you know, I'm just a bit bored... at the moment. A lot of things is to do with you know, sometimes you're going over the same thing it might be the teacher... a teacher you don't get along with and the frees, you know more or less the same thing, I mean I was really excited you know, when I first started it was a really good thing, but then it gets like boring and then you think 'Do I want to stay onto next year? Do I want to apprenticeship? Do I want to do something else?' because seriously the way the teachers talk to you it's like you don't even want to stay there.

SA: So did they ever go through your mind then?

S: It did.

SA: What would you have done then, if you had left?

S: Well, I would have done an apprenticeship for a dental nurse.

SA: Really? Where would you have done that?

S: That was in (cannot make out)

SA: Oh, oh right. So obviously you decided to stick with it and stay on, what made you?

S: Well, I had a talk with my mum and she just said you know, she wants, cos you get certificates and stuff innit, and she wants me to be in education right, and just know what... you know what I need to do.

SA: Do you often talk things through with mum and dad if you know, choices at college or...

S: Yeah, I did talk with my mum and dad and was just like 'I can't be bothered' and it's a lot to do with the way the teachers talk to you, you know. I feel like they talk down to you and it's like 'why should I do the work?' You know I wanna do something else.

SA: Well I'm glad you decided to stay on.

S: (Giggles) Well I hope I get on anyway!

SA: If you aren't able to progress on, what do you think you'll do?

S: I don't even know, a lot of the girls in the class they're really nervous about, really nervous about it, cos I don't know what I'm gonna do next. There's not really anything cos I need to do health and social care... you know I haven't really applied to tech, I don't really want to go there.

SA: So you still wouldn't consider tech?

S: But it was weird because when I was at Hilcroft College, I didn't even want to do the National Certificate, I wanted to do something else.

SA: What A-levels you mean?

S: Yeah something else, just not even in health and social care but just something else. But then... like... I don't know.... It just... when I chose erm the national certificate, it's kind of like... you don't even have anything else to do, if you get me? It's like now that you've chose that it's like there's nothing else but that. Even though I wouldn't want to choose it in the first place I didn't really know what I wanted to choose but I just felt like- now I kind of feel like you know, what am I going to do after that if I don't get in? But I wasn't thinking that before, because... you know...

SA: Yeah, yeah. Do you feel then you could have been given then, a bit more preparation before you came to college, perhaps about the courses and do you think you had support and guidance when you were making your choices for next year?

S: Well a lot of them would just say, you know if you don't get your IT then- it's not even like erm a positive, it's kind of like negative stuff like erm you know, well if you don't get your English or you don't get your IT then you can't do health and social, but then it kind

of makes you nervous and you wanna do good, cos what else am I gonna do? Cos without English I can't do health and social but I said to Rachel you know, 'Do you need a C?' and she was just like 'You don't really no, but they say you need a C' I don't really know what happens really but they say you do need a C.

SA: Is there anything else you want to add or say about college in general? Or being a student or...? Anything? Something you feel strongly about, or voice an opinion or whatever?

S: I just think... I think it's a lot like school. Yeah... I just think it's a lot like school basically and they should just... calm down a bit.... Cos I actually think it's a bit more strict than school, cos I can remember just walking into school and I'd be late and I'd be like 'Sorry I'm late' then just go onto something else and they'd be ok. But when you're at New College and you're late they go on about it for about 5 minutes, so yeah I do think it's a bit more strict. That's why a lot of people didn't go to Hillcroft College because they thought you know, they actually knew it was strict (cannot make out) cos my boyfriend goes to tech...

SA: And what does he do?

S: He does music... and he's like you know, I prefer, I wanted to go to tech (cannot make out) I was telling him you know, about some of the teachers and he was just like- and I was asking him what it's like for him and he was saying you know, you just go to your lesson and you just get on with it. And you know, even though it's not good to turn up late, he did turn up late, but they didn't really say owt about it. And a lot of older people go there as well, a lot of adults so they share the classrooms with adults as well.

SA: Does he share any of his classes with adults?

S: No, but it's in other buildings yeah.

SA: So I just want to get your opinion on this last thing. You're doing really well, we've nearly finished now but erm... I don't know if you've heard, what the government wants to do, it wants all kids that started in year 7 in September they all have to stay on until they're 18, in some form of education or training or apprenticeship. What do you think about that? Do you think that's good to make everybody stay on until they're 18? What do you think about it? Do you think it's a good idea?

S: But when they say like, stay on in education until you're 18, in't that what we do at Hillcroft College?

SA: Yeah it would mean that everyone would have to stay on. Instead of leaving school at 16-

S: They have to go until they're 18?

S: Yeah but it could be either doing A-levels or BTECS, doing apprenticeships or training or anything like that. So basically at 16 you can't leave and get a job if you wanted to, you have to go and do some training alongside a job, something like that.

S: Oh right... well I think... I don't really like that... cos I just think, you know... I think that year 11 is just, you know, the best year to leave. You're 16, going to college to study something else. I don't think you need to carry it on.

SA: I mean well, some people-

S: I don't see the point because it's the same but except you're in college when you're 18.

SA: Yeah. For people that might not want to do that though...

S: Well I know my little sister has to stay on but she dunt want to that, I think that you know, you should have your own choice if you want to stay or not, it shouldn't be you know you have to do this or you have to do that. That's what I think.

SA: Anything else you want to throw in? (Both laugh) I know we've talked enough! You've been brilliant, thank-you! That was really good you talked loads!

Appendix 12

Sample of assignment brief

Hillcroft College

Health and Social Care

GRADING PANEL For this assignment you have achieved.....	P1 ✓ R x	P2 ✓ R x	P3 ✓ R x
	P4 ✓ R x		
	M1 ✓ R x	M2 ✓ R x	M3 ✓ R x
	D1 ✓ R x	D2 ✓ R x	

Student Name			
Unit number and	Unit 8 Human Lifespan Development		
Qualification	Level 2 BTEC Diploma in Health and Social Care		
Assignment Start			
Deadline date			
Assessor	Daniel		
I certify that this is my own work			

Criteria	Criteria/Feedback	Criteria met/Not Met		Tutor sign and Date	
		1 st sub	RESUB		
P1	Identify key aspects of physical, intellectual, emotional and social development at each of the life stages				
Tutor Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					
P2					

	State the positive and negative influences on growth and development				
Tutor Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					
P3	State the factors that influence an individual's self-concept				
Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			

Resubmission Comment					
P4	Explain potential differences in the care needs of individuals at different life stages				
Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					

M1	Outline key aspects of physical, intellectual, emotional and social development at each of the life stages				
Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					
M2	Outline how factors can influence the development of an individual's self-concept				
Comment					

Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					
M3	Discuss potential differences in the care needs of individuals at different life stages				
Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			

Resubmission Comment					
D1	Describe how factors can influence the development of an individual's self concept.				
Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					

D2	Justify care provided to individuals at their different stages.				
Comment					
Student assessment	What do I need to do now and by when? If criteria met how can I improve future work?	Date Student signature			
Resubmission Comment					

This brief has been verified as being fit for purpose		
Assessor	Daniel	
Signature	Daniel	Date

Internal	Agatha	
Signature	Agatha	Date
Assessment decision IV Details	AGREED ✓	Date
AMENDED Assessment decisions IV Details	N/A ✓ AGREED ✓	Date

You need to attempt all criteria. Work should be well presented and checked for spelling and grammar. All work should be appropriately referenced.

You must make every effort to meet the deadline set by the teacher. If not, the appropriate documentation (failure to meet deadline form) needs to be filled in. A resubmission should be completed within 2 weeks following feedback and should not include any new work for example if you failed to hand in a distinction on first submission you will not be allowed to attach this to the resubmission.

Resubmitted work should be attached to the back of the original work and the original grading sheet must be included.

Checklist before assignment submission

Please make sure you do the following before handing in:	Please tick (✓)
Page numbers	
Unit number and title	
Assignment number and title	
Criteria covered	

Resubmissions should be clearly marked and additional work in resubmission should be highlighted or underlined.	
Have an introduction and conclusion	
Accurate referencing including in text referencing and reference list	
Assignment brief	
Plastic wallet	
Student signature	

HARVARD REFERENCING SYSTEM

References should be included in your text and a reference list should appear at the end of your work. This should only contain items that have been mentioned in the main text of your work. THE REFERENCES IN YOUR REFERENCE LIST SHOULD BE IN ALPHABETICAL ORDER AND **NOT** IN THE ORDER THAT THEY APPEAR IN YOUR TEXT.

QUOTATION AND PARAPHRASE

Quotation - is when you use the actual words from the text.

"there are many diseases and illnesses that are caused by a poor diet" (Mason and Gresford, 2000, p.63).

Paraphrase - is when you re-write the original text in your own words

A poor diet can lead to many illnesses and diseases (Mason and Gresford, 2000).

NB. page number is not needed as this is not a direct quote.

This information also needs to be shown in your list of references at the end of your assignment.

This list contains more information about the source that you have used.

If you have used a book the following information should be included.

Lyons, A.C. and Chamberlain, K. (2006) *Health Psychology: A Critical Introduction*. United Kingdom: Cambridge University press.

A quotation and a paraphrase are referenced in the same way in your reference list.

REFERENCING A JOURNAL ARTICLE

This is done in the same way as above within your text but in your reference list it should appear as:

Manninen, A. (1997) 'Critical reading in accounting'. *Accounting*. Vol 6, part 4: pp.281-294

REFERENCING A NEWSPAPER ARTICLE

This is done in the same way as above within your text but in your reference list it should appear as:

Hunt, L. (1995). 'GPs admit failing to diagnose Dementia'. *Independent*, July 3. P.3.

REFERENCING A WEBSITE

If you know the name of the author e.g.

The image of social exclusion is constantly changing (Brown, 2004)

If you do not know the name of the author

The image of social exclusion is constantly changing (social exclusion unit, 2004)

If do not know the name or the organisation

The image of social exclusion is constantly changing (developments in exclusion, 2004)
these are the first few words of the page title.

Referencing websites in your reference section

Brown,G (2004) *Developments in exclusion* [online] Available at:
<<http://www.socialexclusionunit.go>>. [Accessed 9th December 2004]

SECONDARY REFERENCING

If you mention a piece of work that has been referred to in something that you have read, you need to secondary reference it. Within your assignment you need to refer to the author whose work it is followed by the year, followed by cited in, then the name of the author of the book followed by the year.

Skinner (1952), cited by Gross, (1998) suggests that people are conditioned to behave as they do.

Or

Gross, (1998 citing Skinner 1952) refers to the way that people are conditioned to behave as they do.

Appendix 13

Example of task sheet used in Health and Social Care

Task 1

P1	Identify the key aspects of physical, intellectual, emotional and social development that takes place through the life stages
M1	Describe the key aspects of physical, intellectual, emotional and social development that takes place through the life stages

Prepare a **cover sheet** which explains what is meant by physical, intellectual, emotional and social development.

Produce an illustrated booklet which covers all the main life stages:

- ❖ Conception
- ❖ Infancy 0 – 3 years
- ❖ Childhood 4 -10 years
- ❖ Adolescence 11 -18 years
- ❖ Adulthood 19 -65 years
- ❖ Old age 65+
- ❖ The final stages of life

You need to cover the physical, intellectual, emotional and social aspects of development at each life stage. Plan this work carefully before you start e.g. you may like to do each main life stage on different coloured paper so that each life stage is obvious. So many changes take place in some life stages, for example infancy that it may be easier to split them up into smaller sections. This could easily be split into 0 – 1 year, 1 – 2 years and 2 – 3 years. Similarly, adulthood could be split into early adulthood 19 - 45 years and later adulthood 45 – 65 years

Appendix 14

Sample of handout given to aid students in completion of task work.

Task 2

P2	State the positive and negative influences on growth and development
----	--

Write a report that identifies the positive and negative influences on growth and development.

- **Firstly** define what is meant by socialisation- including primary and secondary.

Use page 263-264 in Moonie et al (2006) BTEC First Level 2 Health and Social Care

- **Secondly** discuss the factors that can affect growth and development positively and negatively including Income and Expenditure, Housing, Environment, Education, Access to services, Family, Friends and Peer Pressure, Media and Culture, Gender, Discrimination

When looking at the factors use the table on page 272 in Moonie et al (2006) BTEC First Level 2 Health and Social Care

Appendix 15

Health and Social Care Ground Rules

Health and Social Care – 2nd September 2008

First Diploma Ground Rules

1. Attendance-

Students will attend all lessons. If students are unable to attend for any reason they will follow college policy. Any students needing to leave during the college day should first inform a member of the Health and Social Care team and then go to Guidance for authorisation.

2. Punctuality-

Students will arrive on time ready to begin the lesson. Any lateness will be explained immediately, if appropriate, if a longer explanation is required this can be given at the end of class (in confidence if required).

3. Expectations-

Students will treat staff members and fellow students with respect.

They will be tolerant and patient.

They will be sensitive and think carefully about the things they discuss and the language they will use. Within the section it is fine to use the teacher's Christian names and other students should be addressed in the same way.

Swearing will not be tolerated.

Students will arrive with the necessary equipment to be able to fully participate in the lesson (pens, paper, material from previous lesson etc.) books are available to use in lesson time and in the Study Centre. Books cannot be borrowed; it is a good idea for students to buy the books they will need for the course.

4. Meeting assignment and homework deadlines-

All students will meet deadlines. If students are unable to do so they will see a member of staff concerned in advanced. Any students failing to meet a deadline which has not be re-negotiated will have to complete a 'failure to submit form.' This information will be forwarded to tutors and may result in disciplinary action.

5. Mobile telephones and Music-

Mobile phones should be turned off at the beginning of all lessons.

Music will only be allowed at the discretion of individual teachers and only at times when students are working on assignments.

6. Eating and Drinking-

No food will be allowed in any classroom. Water is the only drink allowed and should not be near any computers.

Signatures of the class follow

Appendix 16

The codes and themes which emerged from the thematic analysis

Initial descriptive/ 1 st Order Codes	Merged/ 2 nd &3 rd Order Codes	Themes
<ul style="list-style-type: none"> ➤ Students' personal lives; family composition, parents' education, work & income, siblings and their education, health, disabilities. ➤ Students' educational biographies; experience at primary school, experience at secondary school. ➤ Value of education in society/government rhetoric. ➤ Students understand the importance of college education to get a good job. ➤ Personal career ambitions of students. ➤ Student difficulties with participating in college education. ➤ Student struggles to engage & connect with learning. 	<ul style="list-style-type: none"> ➤ Education: human/social/identity capital. ➤ Student aspirations vs their participation 	<p>Micro-system: Socio-academic identities of students</p>

<ul style="list-style-type: none"> ➤ Attractive college with good facilities. ➤ Marketing & recruitment strategies of the college. ➤ No uniform. ➤ More relaxed, adult atmosphere. ➤ Timetables ➤ Students as independent learners. ➤ Attendance policies. ➤ Relationships with teachers. ➤ Teaching practices. ➤ Respect. ➤ Classroom community & practices. 	<ul style="list-style-type: none"> ➤ Practices of the college ➤ Learning relationships 	Exo-system: College practices
<ul style="list-style-type: none"> ➤ Government drive for upskilling young people. ➤ Students understood the value of education & qualifications in society. ➤ SFC funding & structure-marketization. ➤ Curriculum ➤ Pass rates ➤ Accountability ➤ Induction period 	<ul style="list-style-type: none"> ➤ Political background of SFC. ➤ Influence of policy upon the practices at Hillcroft College. 	Macro-system: Impact of policy on practice.

Appendix 17

Ethical application to the university

THE UNIVERSITY OF HUDDERSFIELD
School of Human and Health Sciences – School Research Ethics Panel
OUTLINE OF PROPOSAL

Name of applicant: Sarah Hutchinson

Title of study: A qualitative exploration of the educational practices and student experiences within further education: Re-conceptualising notions of inclusivity.

Department: Behavioural Sciences

Date sent: 20th October 2008

Issue	Please provide sufficient detail for SREP to assess strategies used to address ethical issues in the research proposal
Researcher(s) details	Sarah Hutchinson, U0550116@hud.ac.uk , BSc (Hons) First Class in Psychology (University of Huddersfield). Currently studying: MPhil/PhD.
Supervisor details	Dr. Jane Tobbell: j.tobbell@hud.ac.uk Lynda Turner: l.turner@hud.ac.uk
Aim / objectives	<p>The purpose of my research is to explore the everyday practices which occur within a further education college in order to</p> <ul style="list-style-type: none">- Enable deeper insight into the teaching techniques and college practices in place.- Gain understanding of student experience and their perspectives on participation and access to further education.- Gain insight into the relationships formed between students and teachers and how this influences student experience.- To explore how these factors can contribute to notions of inclusivity and how an understanding of this can promote better pedagogical systems in the face of a rapidly changing post-16 educational landscape. <p>I plan to apply bioecological and communities of practice theory in the hope of bridging the literature gap within further education by providing a true and faithful insight into college life and student experience and to also encourage an alternative perspective to inclusive education. I hope to produce a piece of research which will offer realistic recommendations for both colleges and policy makers.</p>

Brief overview of research methodology	<p><i>Ethnography</i>- assuming the dual role of participant observer and student support worker in my focal college I will collect field notes (in the form of headnotes) from observations and conversations which occur everyday in the lessons I attend, the students I support and the staff I am in regular contact with.</p> <p><i>Narrative approach</i>- collection of the educational 'life-stories' of 5 focal students through interviews and focus groups.</p>
Permissions for study	Permission obtained from Angela Williams- Principal of Huddersfield New College.
Access to participants	Participants will include a variety of teachers, students and classes I am in regular contact with, including students with special educational requirements or needs as well as teaching and support staff who will be recruited using criterion-based selection or purposive sampling. Specifically, those students with additional learning needs are either dyslexic or dyspraxic which should not impinge on their ability to consent to their participation in my research. I intend to take my field observations from the classes in which I am timetabled to support students and from conversations I may have with fellow support workers and teaching staff.
Confidentiality	<p>Confidentiality will be maintained throughout; data collected and access to the "real" identity of the college and the participants involved will only be accessed by myself as the primary researcher and my research team (Dr. Tobbell and L. Turner). All information and written data will be stored in a locked filing cabinet, to which only I will have access to; the room this will be kept in will be locked when unoccupied. All data will be stored securely- electronic data will be password protected and stored on my personal computer and backed up on a password protected external hard disk. Data stored on paper will be kept safely in a locked filing cabinet at home. Data will be destroyed upon submission of my thesis or after a period of 5 years (whichever is the greater). Typed up field-notes including the anonymity of the participants will be kept for subsequent publications. All original data that has not been anonymised will be destroyed responsibly (shredded and/or deleted) at the end of the PhD process. Participants will be provided with an information sheet detailing the confidentiality stipulations of the study.</p> <p>Any information learned as part of the observations or interviews that are confidential to the college will be removed from field notes.</p>
Anonymity	The identities of all participants will be protected by the use of pseudonym in the research report Anonymity will be provided to all participants and the college, with a new name created for the college. All data collected will be

	anonymised by myself before being made available to other research colleagues.
Psychological support for participants	It is important to ensure psychological support is provided to participants even though the risk of psychological harm is very low in my research. In the event of participants becoming distressed I will offer to contact the BPS for recommendations of psychological support. It will be made clear to participants that they have the right at any time to withdraw their involvement from the research.
Researcher safety / support (attach complete University Risk Analysis and Management form)	I will also ensure that I discuss any psychological concerns I may have with my supervisors and ensure that they are aware of my progress and safety. If necessary contact the BPS and seek psychological support.
Identify any potential conflicts of interest	None.
Please supply copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy	
Information sheet	See pages 4-5
Consent form	See pages 6-7
Letters	See page 8
Questionnaire	Not applicable.
Interview schedule	<p>As my research will firstly involve participant observations, my semi-structured interviews will follow based upon the findings during my observations and are therefore subject to change. The areas that will be discussed in my interviews are:</p> <ul style="list-style-type: none"> -biographies of focal students including family background, home-life, their 'educational-histories/stories.' - exploration of their previous education- school life -exploration of student experience and views on their college education; likes/dislikes, what would they like to see improve? - Views on access and participation in the education- do they feel welcome/part of the college community? Explore the transition from school to college- was was this well supported?

	- Insight into their ambitions and goals after college- is there support/structure in place for them to attain this?
Dissemination of results	My thesis will be made available in the university library and to all participants. A report will be submitted to the college to summarise my findings. Potential publication of further journal articles based on my literature review.
Other issues	In the case of participants within my observational setting do not give their consent to take part I will ensure that their input is ignored and removed from my field notes. If I observe any behaviour which I consider inappropriate or illegal or if any information is divulged to me during an interview then I will be obliged to notify the relevant authority. I will advise my participants of the actions I will take.
Where application is to be made to NHS Research Ethics Committee	Not applicable.
All documentation has been read by supervisor (where applicable)	All documentation has been read and is supported by both of my supervisors. Their SREP support form will follow separately.

All documentation must be submitted to the SREP administrator. All proposals will be reviewed by two members of SREP. If it is considered necessary to discuss the proposal with the full SREP, the applicant (and their supervisor if the applicant is a student) will be invited to attend the next SREP meeting.

If you have any queries relating to the completion of this form or any other queries relating to SREP's consideration of this proposal, please do not hesitate to contact either of the co-chairs of SREP: Professor Eric Blyth e.d.blyth@hud.ac.uk; ☎ [47] 2457 or Professor Nigel King n.king@hud.ac.uk ; ☎ [47] 2812