**EE831 project interview 19J student A 21072021**

**One of a set of six interviews co-analysed by members of EE831 student-staff project team Theory and Practice: Assessment, Identity and Agency in 2021**

Coding as follows:
Teacher agency (in relation to assessment practice)

Teacher identity (ditto)

Learner agency (ditto)

Learner identity (ditto)

The role of theory in informing understandings of assessment

00:00:24.010 --> 00:00:39.080
Interviewer
It is a big task to turn the audio into a transcription so it's lovely that we can do that, especially in this student staff project. I will anonymize the transcriptions and check them over, tidy them up before we share them because …

00:00:39.880 --> 00:00:42.430
Interviewer
They already have got something garbled in it.

00:00:44.250 --> 00:01:07.490
Interviewer
Automatic transcription is on, so if we start what we planned to be doing, we've got the interview schedules. But what I've noticed is that what I need to do at the beginning is get some context. So if you could just confirm your current role and the setting you're in and then we'll talk about which modules you've been on. Then we can move on to the questions that you're sort of expecting. Is that OK?

00:00:46.160 --> 00:00:46.480
19J student A
Sure.

00:01:07.720 --> 00:01:29.830
19J student A
Yeah, of course. So I am currently teaching a year five class which are children aged between 9:00 and 10 years old and that is in Catholic primary school that is voluntary aided in [name of setting – in UK] and I am a class teacher.

00:01:30.880 --> 00:01:36.390
19J student A

With no additional responsibilities.

00:01:37.190 --> 00:01:47.780
Interviewer
Right, so could you just explain your journey through the Masters modules so that you know you can refer to whichever modules you'd like as you answer.

00:01:48.300 --> 00:02:00.800
19J student A
Yeah, so I started my masters with the Open University out of sheer frustration and anger at the way that I saw the…

00:02:01.750 --> 00:02:07.390
19J student A
system becoming increasingly worse, which I genuinely hadn't believed could be possible.

00:02:08.900 --> 00:02:10.440
19J student A
And so I…

00:02:11.120 --> 00:02:28.670
19J student A
…Joined the Masters course and chose the Masters learning and teaching pathway and the module EE830 about education for the next generation to mStudent Ae some academic sense and clarify what was happening, why it was happening and if there was a way to change some of it, if not all of it.

00:02:29.900 --> 00:02:36.080
19J student A
So I started off with the badged course, the future of education, which was really inspiring.

00:02:36.770 --> 00:02:49.170
19J student A
Uh, and that led onto EE830, which was also really interesting to go right back and have that question. Well, why are you teaching?

00:02:51.460 --> 00:02:57.850
19J student A
And what are schools for? Which, after 20 odd years of teaching, I hadn't tStudent Aen much time to stop and think about. So that was good.

00:02:59.060 --> 00:03:13.500
19J student A
And then yes, progressed into EE 831, where I then took the opportunity to be a peer mentor, and that was really enlightening. To see comments that…

00:03:14.360 --> 00:03:15.940
19J student A
…My cohort had made…

00:03:16.900 --> 00:03:40.010
19J student A
…were being repeated by the cohort that was coming through behind us about assessment about impact on children and I just couldn't bear the thought of another cohort coming through and repeating the same comments all over again. And that has led to this point where we're doing this shared piece of research into assessment identity and agency.

00:03:40.420 --> 00:04:08.770
Interviewer
And that is what I have been happy to share with the other people that have joined the project. Your inspiration and your aims for it, which has been really nice to set the scene. So you're on E822 at the moment. That is the dissertation module. So do you want to give us in a nutshell, what you are focusing on in your dissertation, especially, any elements that are related to assessment, identity and agency?

00:04:09.100 --> 00:04:21.860
19J student A
Yeah, so in a nutshell, my dissertation is an extended literature review and research proposal into the skepticism...

00:04:23.820 --> 00:04:26.120
19J student A
Yeah, I can’t remember the exact title at the moment.

00:04:26.190 --> 00:04:26.770
19J student A

00:04:28.680 --> 00:04:36.890
19J student A
It is about [some details removed to help with deidentification] mixed attainment teaching for primary school mathematics.

00:04:37.890 --> 00:04:46.210
19J student A
And the reason this links to the assessment and identity is with the increased pressures from high stStudent Aes testing.

00:04:47.600 --> 00:04:53.120
19J student A
It would appear that more and more schools are setting or streaming.

00:04:54.330 --> 00:05:01.270
19J student A
Within the UK, and that's certainly been there in the United States of America and we seem to be following that trend.

00:05:03.170 --> 00:05:25.510
19J student A
So …[details removed to help with deidentification] I opted to tStudent Ae that one and see if we can't work from the grassroots of the teachers into changing perceptions about how we can teach and do well in tests without necessarily resorting to…

00:05:27.920 --> 00:05:34.650
19J student A
…Practices that have long term negative impacts on children's sense of identity.

00:05:35.720 --> 00:05:37.340
Interviewer
I can't wait to read it.

00:05:40.070 --> 00:05:55.610
Interviewer
Excellent, so let's let's move on. Obviously we focus the study on E831, but you can and other people have been drawing on those other module experiences, so if you want to sort of tStudent Ae your mind back to EE 831 to start us off.

00:05:55.660 --> 00:05:58.420
Interviewer
I'm thinking about…

00:05:59.730 --> 00:06:10.360
Interviewer

…where you were then, which again you know, is shaped by where, where you are now and what you think retrospectively. But did it change how you felt about using assessment?

00:06:12.120 --> 00:06:14.100
Interviewer
For the students that you're responsible for.

00:06:16.240 --> 00:06:22.820
19J student A
Initially it didn't change how I felt, but it validated how I felt.

00:06:21.850 --> 00:06:22.170
Interviewer
OK.

00:06:24.220 --> 00:06:34.390
19J student A
The fact that I had come feeling so angry and frustrated and in absolute disbelief that this was still happening.

00:06:35.740 --> 00:06:41.130
19J student A
It validated that I wasn't being over emotional overreacting.

00:06:41.180 --> 00:06:52.230
19J student A
And this supported my observations that actually there was already quite a lot of research being done that was…

00:06:53.330 --> 00:06:54.110
19J student A
…Echoing

00:06:54.560 --> 00:06:55.990
19J student A
…how I was feeling.

00:06:57.240 --> 00:06:59.800
19J student A
So that was actually reassuring.

00:07:01.040 --> 00:07:01.370
Interviewer
OK.

00:07:01.390 --> 00:07:10.970
19J student A
Not necessarily in the best way, but it was reassuring that actually, you know, yes, this is a fight worth fighting and it isn't just.

00:07:03.090 --> 00:07:03.480
Interviewer
So.

00:07:11.650 --> 00:07:18.370
19J student A
For people who are in nice homes and nice families but actually we need to do this for everybody, yeah?

00:07:18.340 --> 00:07:21.180
Interviewer
Yeah, yeah, right so.

00:07:21.590 --> 00:07:33.760
Interviewer
…can you remember bits of that that study that you referred to? Which kinds of research were echoing how you're feeling things that really resonated with you?

00:07:34.560 --> 00:07:57.970
19J student A
Uh, so very much so from Dylan Wiliam. And “I am a Nothing” from Diane Reay where there were sections in children's words throughout. Lots of the research that I've been reading into the impact of testing and the setting and the streaming.

00:07:43.870 --> 00:07:44.060
Interviewer
Yeah.

00:07:59.510 --> 00:08:05.000
19J student A
So for example, one of the reasons I'm in the workplace that I am now is…

00:08:05.660 --> 00:08:18.210
19J student A
…that I decided my professional red line was I will not re-enter school that uses setting and streaming that proved to be very difficult to find when I came here. I went into a year 6.

00:08:20.320 --> 00:08:29.980
19J student A
And I asked before I took the job. Do you set or set by ability to which the answer was? Yes, I said. Then I said, it's not the post for me.

00:08:30.410 --> 00:08:31.260
19J student A
And

00:08:32.100 --> 00:08:40.640
19J student A
the head teacher went away and talked to the other stage partner who fortunately was of a like mind and so setting was abandoned.

00:08:41.490 --> 00:08:51.160
19J student A
I mean like yes wow. With hindsight I don't think that was necessarily the best approach for the children. It was suddenly like, oh gosh, what's going on here?

00:08:51.890 --> 00:09:10.420
19J student A
Uh, and also for teaching assistants who had never seen this and didn't know what was going on. And for other colleagues who then returned after being off ill. It was also a bit, with hindsight, it wasn't necessarily the best way to come into it, but I was so excited that someone was willing to do that, mStudent Ae that change. So, in I came.

00:09:10.880 --> 00:09:13.090
Interviewer
So how did that tie in with this study?

00:09:14.000 --> 00:09:18.660
19J student A
And so then it was an opportunity to.

00:09:19.020 --> 00:09:25.650
Interviewer
So I just meant to. I meant literally timing wise, how did you your movement into this school fit in with your studies?

00:09:21.870 --> 00:09:23.870
19J student A
Ah, that's a good question yes.

00:09:24.590 --> 00:09:38.120
19J student A
Yeah during EE 830 I was home schooling our youngest son and then...

00:09:39.640 --> 00:09:46.680
19J student A
…when I moved into EE831 that was just at the point where I really returned to mainstream.

00:09:47.560 --> 00:10:01.660
19J student A
And so the study there gave me the confidence to go, actually, I know this. This has to be my red line. I cannot professionally and personally continue working in a system that doesn't mStudent Ae sense.

00:10:02.610 --> 00:10:06.600
19J student A
And has so much evidence behind it this has a negative impact, yeah?

00:10:08.590 --> 00:10:08.990
19J student A
Yeah.

00:10:09.760 --> 00:10:10.640
Interviewer
OK, great.

00:10:10.990 --> 00:10:13.560
19J student A
But then so the I'll be in nothing paper.

00:10:13.990 --> 00:10:14.490
19J student A
Uh.

00:10:15.880 --> 00:10:30.280
19J student A
Then just before the [national tests] setting was reintroduced and it was due to a couple of other older colleagues. Well my older colleagues but colleagues have been in school, longer had returned and that was what they wanted.

00:10:31.030 --> 00:10:34.390
19J student A
Uh, so setting was reintroduced.

00:10:35.020 --> 00:10:39.700
19J student A
And it is. I can still hear him shouting across the classroom. One young lad.

00:10:39.750 --> 00:10:50.730
19J student A
And he said, I'm in the dumb group again and I am cross I didn't fight harder to say no. You can’t just do that.

00:10:51.360 --> 00:10:52.080
19J student A
But…

00:10:53.090 --> 00:10:59.540
19J student A
…but the words were it's only for two weeks up to the [national tests] and I bit my tongue and I shouldn't have done yeah.

00:11:00.400 --> 00:11:10.240
19J student A
Yeah so and so yes. So it's I just keep hearing the words from those readings being echoed by children again and again and again.

00:11:08.890 --> 00:11:09.700
Interviewer
Yeah, yeah.

00:11:10.730 --> 00:11:20.670
Interviewer
Yeah, so it's. It's really sad. Isn't that something? So it's written so long ago is so pertinent to the modern day?

00:11:11.100 --> 00:11:11.460
19J student A
Yeah.

00:11:21.680 --> 00:11:34.540
19J student A
Yeah, and I see the flip side to you know I see children who have been in those top groups and the arrogance that they then view their teachers as in you've been teaching the lower sets, therefore you can't be a good mathematician.

00:11:35.590 --> 00:11:54.290
19J student A
Which actually, so that that was one thing I was really pleased. So the reading did influence me because they were going to put me into the top group to teach the top group and ~~they I~~  I refused. I said no, I want this group. If I'm going to have to have a group, that's the group I want. So I took the group that were deemed to be the lowest attaining.

00:11:54.710 --> 00:12:09.300
19J student A
A colleague did come in one day to sit in my lesson because he was at a loose end and then said the respect that the children he saw and then the constant dialogue and…

00:12:10.480 --> 00:12:18.760
19J student A
…Conversation around their work, he said, must be extremely draining in terms of my energy, which made me wonder what happens in other rooms and that's…

00:12:20.050 --> 00:12:24.100
19J student A
…curious for me 'cause I don't know how to do any other way, so yeah.

00:12:23.840 --> 00:12:29.920
Interviewer
Yeah, yeah yeah, that's interesting reflections. As you say, the insights from people walking into each other's classrooms.

00:12:30.390 --> 00:12:30.940
19J student A
Yeah.

00:12:30.920 --> 00:12:31.620
Interviewer
Ann

00:12:32.350 --> 00:12:32.740
19J student A
Yeah.

00:12:32.430 --> 00:12:33.610
Interviewer
uh so.

00:12:34.580 --> 00:12:43.930
Interviewer
What about your sense of agency then in relation to your assessment practices, how have they have they been affected by studying EE831?

00:12:44.470 --> 00:12:58.630
19J student A
Yeah, so that's been a really positive change. I think. Partly emboldened by the fact that I have a colleague who is on a similar wavelength. Also now studying for his doctorate and.

00:13:00.300 --> 00:13:00.900
19J student A
Yeah.

00:13:01.950 --> 00:13:10.870
19J student A
So one example is when we came back after lockdown, we did a maths assessment fine, fair enough to find out where the children are in the gaps…

00:13:12.320 --> 00:13:41.410
19J student A
…Which sent alarm bells ringing across and the math coordinator in the ~~mass~~ maths department. Not long after we were then asked to do another assessment piece and my colleague and I just went this is not going to tell us anything we don't know already, so we opted to do differently. I suggested that we say to the children, those of you who want to who get a kick out of doing tests who feel confident who say. I just want to get on with this in peace and quiet.

00:13:42.660 --> 00:14:05.030
19J student A
So we had about a third of our cohort choose to do that, and I said those who think on the whole I can do this, but I would quite like the opportunity to talk to a partner if and when. So we did. Again, it was about a third who partnered up and and really maturely worked through. But every now and again stopped to talk to their partner and discuss.

00:14:06.090 --> 00:14:20.830
19J student A
And all we ask is that the annotate what kind of conversations they had or what kind of help their partner gave or vice versa. And then the last group were those who felt no. I want to sit with the teacher and I want to talk through this and work through it.

00:14:22.220 --> 00:14:34.010
19J student A
And we give him the opportunity to go through the paper, do what they felt. Yes I can. And then we worked through and talked through the rest. So the group went off by themselves.

00:14:34.310 --> 00:14:42.990
19J student A
And they came back and looked at the test and they felt quite emboldened, quite confident. But it was really nice. One of the one of the..

00:14:43.480 --> 00:14:58.670
19J student A
… higher attaining students said even though I knew I could do, I still feel anxious about it. So that was it was really nice. She had the confidence to say so that I didn't just assume she loved doing it and it was all great.

00:14:59.680 --> 00:15:15.640
19J student A
An of the groups that were working in partners in the discussion afterwards, they said they suddenly realized they could do more than they thought they could, and that was really heartening to, and so they kind of give themselves a self talk about it. Well, I need to believe I can do this more.

00:15:16.050 --> 00:15:23.880
19J student A
…But these are the areas I'm still not sure about. Can we work on these ones and then the group that we're working with with the adults?

00:15:25.260 --> 00:15:40.130
19J student A
It was really nice and a number of times we were like those conversations that they had with one another and the patience they had with one another for the different gaps that they had and similarly thought. Actually, no, you know. Again, I could have done more than I thought. I could have done.

00:15:40.700 --> 00:15:41.320
19J student A
And…

00:15:42.290 --> 00:15:47.290
19J student A
…what we didn't do from that was give them the test preparation skills that they needed.

00:15:47.760 --> 00:15:52.680
19J student A
And that is still something that I am worried for them for next year.

00:15:54.010 --> 00:15:55.050
19J student A
Because we…

00:15:56.200 --> 00:15:58.930
19J student A
…Have got to see tests more as a…

00:15:59.520 --> 00:16:06.300
19J student A
a learning to rather, rather than any other story that they will be fate in the future [needs some further reinterpretation].

00:16:01.300 --> 00:16:02.150
Interviewer
Yeah, yeah.

00:16:07.100 --> 00:16:07.480
Interviewer
Yeah.

00:16:07.700 --> 00:16:37.130
19J student A
And then the other action that we also took those really positive was not that we stopped marking the tests, but we stop putting marks on the test so they then had to go away and look at what did they think they got right? Talk with their friends and say OK did you get the same answer or not? And then that way they could validate what they had done and it was beautiful to hear one boy going. Oh now I get it now I see you know so.

00:16:37.180 --> 00:16:39.780
19J student A
Those were kind of exclamations that we were hearing through, right?

00:16:41.190 --> 00:16:47.150
19J student A
So that way they had ownership of what they had done, rather than just being told by. This is your score, yeah?

00:16:48.950 --> 00:16:56.760
Interviewer
And then the do then sort of go through and provide them with marks with what was their hunger for that. At the end of the process.

00:16:56.030 --> 00:16:57.840
19J student A
Very, very few.

00:16:58.570 --> 00:17:04.970
19J student A
And so now I probably have all these three or four students who want to know their mark.

00:16:59.620 --> 00:16:59.950
Interviewer
OK.

00:17:06.070 --> 00:17:07.850
19J student A
Yeah, I started.

00:17:08.530 --> 00:17:09.040
19J student A
Yeah.

00:17:08.760 --> 00:17:09.610
Interviewer
What about parents?

00:17:10.220 --> 00:17:13.340
19J student A
No, not asked at all.

00:17:14.270 --> 00:17:14.860
19J student A
Yeah.

00:17:17.370 --> 00:17:18.370
19J student A
We didn't.

00:17:19.080 --> 00:17:27.340
19J student A
This is where you can describe the Masters courses as quite a subversive act. You don’t necessarily want to advertise that but it is inspiring. We're doing it.

00:17:28.850 --> 00:17:34.730
19J student A
And when we were asked to submit children who needed catch up intervention sessions.

00:17:36.250 --> 00:17:38.680
19J student A
That triggered my colleague’s resignation actually.

00:17:41.090 --> 00:17:58.880
19J student A
We were furious because we'd analyzed the gaps. We had planned what needed to be done, so then to be told children were going to be removed to be taught by our higher level teaching assistant from the classroom, and there was nothing we could say that would stop that.

00:17:59.870 --> 00:18:00.560
19J student A
And..

00:18:01.980 --> 00:18:02.470
19J student A
yeah.

00:18:02.970 --> 00:18:05.550
Interviewer
OK, but you wanted the schools to have dealt with that.

00:18:03.220 --> 00:18:04.100
19J student A
We we.

00:18:06.140 --> 00:18:07.420
19J student A
Yeah, yeah.

00:18:06.760 --> 00:18:10.170
Interviewer
But you, as individuals had already dealt with that, yeah.

00:18:08.900 --> 00:18:10.540
19J student A
Yeah, exactly.

00:18:10.800 --> 00:18:12.480
19J student A
And…

00:18:13.270 --> 00:18:22.050
19J student A
…What was interesting, though was we did give the children permission to refuse because we hadn't been asked and the children hadn't been asked.

00:18:22.690 --> 00:18:23.430
19J student A
And so

00:18:24.600 --> 00:18:25.900
19J student A
When a child.

00:18:26.780 --> 00:18:31.710
19J student A
So I saw the body language and this seemed to say. I don't want to go.

00:18:32.310 --> 00:18:50.680
19J student A
And then we both said, well, it is your choice if you want to go. This is why they're doing it. You may, but if you don't want to go, and your reason is this so one example was a girl who was in a [….] group and we were outside doing science.

00:18:51.390 --> 00:18:52.060
19J student A
And…

00:18:53.580 --> 00:18:54.810
19J student A
she just said I'm not going.

00:18:56.080 --> 00:19:07.530
19J student A
I said, I promise you, you can redo this lesson in the afternoon. I will mStudent Ae the time for you to do it. It's not the same. It's not same as not doing with everyone else. I said fair enough then you don't need to go.

00:19:08.170 --> 00:19:11.410
19J student A
And I'll support you, yeah, so that was the situation.

00:19:12.100 --> 00:19:15.260
Interviewer
So how can you link back those decisions and those?

00:19:12.110 --> 00:19:12.640
19J student A
Yeah.

00:19:16.080 --> 00:19:21.510
Interviewer
You know practices that you've built into to what you've started.

00:19:22.730 --> 00:19:26.790
19J student A
Yeah, so that's a really good question. I listen.

00:19:27.370 --> 00:19:28.100
19J student A
Uh.

00:19:30.010 --> 00:19:32.150
19J student A
I'm not sure I can pin it…

00:19:32.920 --> 00:19:38.080
19J student A
…down to precise papers but…

00:19:35.950 --> 00:19:36.600
Interviewer
I'm sure…

00:19:38.740 --> 00:19:41.110
19J student A
…It is the amount of reading.

00:19:41.790 --> 00:19:42.580
19J student A
That...

00:19:43.180 --> 00:19:55.180
19J student A
…Has been provided through EE 831 and also where teacher agency came into it. I think all those different papers.

00:19:55.640 --> 00:19:56.100
19J student A
So...

00:19:58.540 --> 00:20:06.040
19J student A
…Sort of emboldened my decision mStudent Aing, but it wasn't just a personal…

00:20:06.610 --> 00:20:15.320
19J student A
…belief that it there. There was a well-grounded school of thought being supported by research.

00:20:16.940 --> 00:20:17.620
19J student A
…that…

00:20:19.960 --> 00:20:34.810
19J student A
…was saying this is important. Yeah, so I think the sort of the structure of EE 830 which started with what is the purpose of this and I would like to go back to the paper. I think it's from Sen.

00:20:20.230 --> 00:20:20.720
Interviewer
Yes.

00:20:34.870 --> 00:20:40.330
19J student A
And that was the paper which talks about flourishing and about capabilities.

00:20:35.680 --> 00:20:36.060
Interviewer
Yeah.

00:20:36.930 --> 00:20:37.340
Interviewer
Yeah.

00:20:40.190 --> 00:20:40.610
Interviewer
Yeah.

00:20:40.810 --> 00:20:47.290
19J student A
And I know that made one of my other fellow students in EE 830…

00:20:48.630 --> 00:20:52.050
19J student A
….well he totally disagreed with these arguments.

00:20:54.340 --> 00:20:58.050
19J student A
…And that was really useful because…

00:20:58.810 --> 00:21:05.880
19J student A
…He helped me to polish my arguments for and through the module forums, which was really good.

00:21:06.650 --> 00:21:07.130
19J student A
Uh.

00:21:08.770 --> 00:21:12.530
19J student A
I'm not sure how much of that happened on EE 831.

00:21:12.840 --> 00:21:13.620
19J student A
And…

00:21:15.110 --> 00:21:19.250
19J student A
But certainly through EE 830.

00:21:19.770 --> 00:21:20.760
Interviewer
Yeah, yeah.

00:21:20.730 --> 00:21:22.820
19J student A
Establishing that relationship with…

00:21:23.400 --> 00:21:32.010
19J student A
… a couple of other students and then with one particular that came on through EE 831, those conversations continued…

00:21:32.520 --> 00:21:35.660
19J student A
…And on the forums, which was really useful too.

00:21:36.530 --> 00:21:37.280
19J student A
And…

00:21:38.290 --> 00:21:49.090
Interviewer
…Pretty well that was, I mean, I have the value of others and you're already giving examples of things that come up in the schedule later, which is brilliant. So we don't need to…

00:21:49.330 --> 00:21:56.290
Interviewer
…To labour those. That's it's brilliant that you are mStudent Aing those connections between the different…

00:21:56.850 --> 00:22:12.450
Interviewer
…ways of engaging with the modules, how they connect and their impact on you. But if we could just reflect, you've just answered the question which I was going to ask about whether your study has confirmed or changed or challenged your view about the purpose of education?

00:22:12.970 --> 00:22:13.740
Interviewer
And

00:22:14.440 --> 00:22:18.820
Interviewer
Is there anything more you want to say about that because you were just talking about…

00:22:19.500 --> 00:22:21.310
Interviewer
…The influence of the San paper.

00:22:23.980 --> 00:22:25.920
19J student A
and so yes, so.

00:22:25.970 --> 00:22:26.830
19J student A
And

00:22:29.500 --> 00:22:31.900
19J student A
I guess one of the changes.

00:22:33.310 --> 00:22:36.760
19J student A
And I'm not sure if it fits in here is that…

00:22:37.610 --> 00:22:38.160
19J student A
…The dream…

00:22:40.620 --> 00:22:45.390
19J student A
…the confidence has come and maybe this links more in with the theme of agency.

00:22:46.040 --> 00:22:46.450
19J student A
And.

00:22:47.560 --> 00:23:02.060
19J student A
Then I choose to stand as a Union Rep, knowing that the Union I was choosing was also strongly aligned with the campaigning organization ‘more than a score’.

00:23:02.610 --> 00:23:09.210
19J student A
Which campaigns for our children to be viewed as something more than just a score on a test paper…

00:23:10.180 --> 00:23:13.810
19J student A
…and what the purpose…

00:23:15.170 --> 00:23:15.960
19J student A
…Of…

00:23:16.590 --> 00:23:17.980
19J student A
…education is.

00:23:19.970 --> 00:23:21.950
19J student A
So that's probably one…

00:23:22.570 --> 00:23:24.220
19J student A
…Big change as well.

00:23:25.760 --> 00:23:26.710
Interviewer
And what has that understanding...

00:23:27.670 --> 00:23:29.010
Interviewer
…Allowed you to have?

00:23:29.870 --> 00:23:35.190
Interviewer
What's that offered to you? That role and that platform?

00:23:36.450 --> 00:23:38.870
19J student A
Yeah, that's opened up things.

00:23:40.640 --> 00:23:46.700
19J student A
So it has been interesting in this sense of the readings that we've had through…

00:23:47.510 --> 00:23:50.490
19J student A
…The masters such as Paulo Freire…

00:23:51.270 --> 00:23:54.370
19J student A
…And his language of…

00:23:56.190 --> 00:23:58.810
19J student A
…Oppression and solidarity…

00:24:00.530 --> 00:24:05.820
19J student A
…Coming through the aims and objectives of the Union.

00:24:06.890 --> 00:24:14.450
19J student A
And also seeing then how that links to as I learn about the Catholic rule in education and the Catholic faith as I'm not…

00:24:14.740 --> 00:24:20.570
19J student A
…a Catholic but seeing the strands that come through there. But the…

00:24:21.160 --> 00:24:28.280
19J student A
…principles for Catholic living tying so closely. So I feel that…

00:24:29.530 --> 00:24:39.980
19J student A
…My academic studies are helping me to find parallels and links and strands to pull together to mStudent Ae a much stronger argument.

00:24:41.260 --> 00:24:45.340
Interviewer
Then OK, that yeah, that's that's that's great.

00:24:46.000 --> 00:24:51.500
Interviewer
And so here there's quite a lot of cognitive and emotional work going on there.

00:24:54.550 --> 00:25:05.690
Interviewer
Yeah, that's brilliant to hear. So we've talked about the impact of assessment on learners and how your views are offended. And that's I think we've you covered up already.

00:25:05.940 --> 00:25:13.630
Interviewer
And, you also talked about ways of using assessment and how you've changed those so.

00:25:15.430 --> 00:25:17.730
Interviewer
Is there anything more you want to add in terms of…

00:25:18.610 --> 00:25:19.980
Interviewer
…Your agency.

00:25:20.770 --> 00:25:22.310
Interviewer
You have referred to the importance of...

00:25:23.280 --> 00:25:32.310
Interviewer
… the support you gain from having a like minded colleague but what about the aspects of your setting which allow you to…

00:25:27.600 --> 00:25:28.030
19J student A
Yeah.

00:25:33.080 --> 00:25:34.970
Interviewer
…to act in the way you want to.

00:25:33.410 --> 00:25:33.840
19J student A
Yeah.

00:25:35.280 --> 00:25:39.720
19J student A
Yeah, so excitingly looking to the future.

00:25:41.730 --> 00:25:50.070
19J student A
The numbers of pupils in [my area] are falling, which has led our school to have to have a composite class, which…

00:25:50.720 --> 00:26:08.520
19J student A
…When I was offered the chance to teach it I jumped at it because it gives the perfect opportunity to show that there is absolutely no need to set pupils whether in class or out of class by ability, because here…

00:26:09.590 --> 00:26:13.520
19J student A
…Financial constraints have forced the situation for them...

00:26:14.630 --> 00:26:28.710
19J student A
…And there is a lot of realized there's a lot of work to do on parent attitudes because there was a lot of upset and confusion about how can this happen? How's it possible to teach to your groups together?

00:26:29.240 --> 00:26:34.270
19J student A
Uh, which is very much in probably an urban way of thinking.

00:26:33.800 --> 00:26:35.860
Interviewer
Yeah, I mean I'm in a village setting and we have a …

00:26:36.860 --> 00:26:37.840
Interviewer
…Tiny school.

00:26:38.200 --> 00:26:49.560
19J student A
Yeah, so that I could understand the confusion from the parents. I was stunned at the one colleague said, well, how is that going to work? And then I just said…

00:26:50.710 --> 00:27:14.030
19J student A
…well it's the Masters courses helped me to really see again. I guess in terms of identity that how my experiences and that's where I realized I am. I'm putting myself into that qualitative area. Is my experience really shaped by how I see and how I act?

00:27:15.510 --> 00:27:16.550
19J student A
And so I'm…

00:27:17.120 --> 00:27:23.450
19J student A
…More tolerant and more understanding and more patient when I see people who don't…

00:27:24.620 --> 00:27:37.980
19J student A
… see it from my point of view, it's all because of different life experiences rather than before. I was always like it's obvious, why don't you get it? So that's the that's maybe definitely much more patient.

00:27:38.950 --> 00:28:04.870
Interviewer
OK, that's interesting. So, you talked about patience, but you also earlier talked about feeling more confident in honing your, polishing your arguments. I think you referred to that so how do you apply the knowledge that you're gaining the ideas that you know this? How do you apply that when you when you speStudent A to others and try and explain? I assume you are not working only as an individual in your just in your classroom.

00:27:39.520 --> 00:27:39.820
19J student A
Yeah.

00:28:05.890 --> 00:28:19.610
19J student A
Yeah, so again, I've been really fortunate this year. I've had a teaching assistant who has also been studying with the Open University and just graduated today. She told me with a 2:1 so she's going on to teach.

00:28:18.520 --> 00:28:21.280
Interviewer
Oh brilliant, oh, congratulate her from us as well.

00:28:20.880 --> 00:28:36.520
19J student A
I will. I mean she's going on to start her teacher training and so it's been wonderful to work with her and her studies have been feeding in. And again, she's very supportive of that ethos.

00:28:21.880 --> 00:28:22.600
Interviewer
Fantastic.

00:28:36.860 --> 00:28:37.590
19J student A
Uh.

00:28:38.440 --> 00:28:39.270
19J student A
And.

00:28:40.610 --> 00:28:48.780
19J student A
Yeah, I it will be interesting. I think to see. I know there's a lot of tension before when…

00:28:49.590 --> 00:29:00.770
19J student A
…People who had worked for a long time in a different way really struggled to step back and allow the children to have more ownership and have more space.

00:29:01.370 --> 00:29:01.940
19J student A
Uh.

00:29:03.030 --> 00:29:06.940
19J student A
How do I? How does that? How has my communication…

00:29:08.270 --> 00:29:24.420
19J student A
…Developed? I'm still working on that one. I realized through the studies that my confidence has been gained through typing on forums and communicating using these kind of means and that is much higher than in the…

00:29:25.080 --> 00:29:25.830
19J student A
In the…

00:29:26.950 --> 00:29:28.360
19J student A
VLE [virtual learning environment] setting.

00:29:29.790 --> 00:29:39.390
19J student A
And I suspect that is because I'm trying to read too much into body language, but also the status of people within a school building and I'm conscious.

00:29:36.860 --> 00:29:37.310
Interviewer
Yeah.

00:29:38.740 --> 00:29:46.050
Interviewer
Well, that's what I was wondering how much influence beyond your own classroom can do you feel you have the agency to reflect?

00:29:44.030 --> 00:29:44.580
19J student A
Yeah.

00:29:45.260 --> 00:29:51.710
19J student A
Yeah, yeah, at the moment I am. I feel very little but…

00:29:53.000 --> 00:30:16.970
19J student A
…My personal aims are today and tStudent Ae my role as the Union representative and the continuing professional development side of that Union role to look at. Well, can we have more teachmeets? Can I organize a teachmeet where we just get together and then that will force me to be in a room and argue with people who really see it differently?

00:30:17.490 --> 00:30:26.230
19J student A
And just to start those hopefully friendly arguments and conversations around that through a teachmeet...

00:30:27.440 --> 00:30:28.560
19J student A
…situation.

00:30:30.170 --> 00:30:33.230
19J student A
And I think having listened to…

00:30:34.510 --> 00:30:46.770
19J student A
…Some of the arguments in the Union meeting recently about the battles that lie ahead of us as government talk more and more about loss learning and catch up. I think it's going to be even more crucial…

00:30:48.280 --> 00:30:51.670
19J student A
…For teachers to defend children…

00:30:52.710 --> 00:31:07.940
19J student A
…And empower them. We can't talk about you know high stStudent Aes testing and accountability and yet still allow the learning to become something that is damaging on them.

00:31:08.730 --> 00:31:10.100
19J student A
On them...

00:31:10.880 --> 00:31:17.460
19J student A
…in a long term sense of who they are and their long term mental health. We can't have these two conversations happening at the same time.

00:31:20.020 --> 00:31:28.200
Interviewer
Right, that's that. Yeah, that's great. And then that's great to hear that that you've got those opportunities that you can see how, how, and where to.

00:31:28.870 --> 00:31:32.300
Interviewer
To have your voice on behalf of children, that's lovely.

00:31:30.080 --> 00:31:30.580
19J student A
Yeah.

00:31:32.910 --> 00:31:33.500
Interviewer
Uhm?

00:31:34.760 --> 00:31:40.700
Interviewer
You've given some examples and explanations all the way through, so final thing is just to really.

00:31:41.450 --> 00:31:54.180
Interviewer
See if there's anything more you want to say about any particular readings, any particular activities, any particular discussions with peers, or any you know. Particular tutorial guitar group.

00:31:55.110 --> 00:31:55.960
Interviewer
Activities.

00:31:56.250 --> 00:31:58.780
19J student A
Yeah, so there's one that came up.

00:31:59.730 --> 00:32:04.510
19J student A
Really quite recently in the E822 towards the end of studies.

00:32:05.700 --> 00:32:11.320
19J student A
And I cannot remember which paper it was in, but it was about emotional catharsis and about…

00:32:13.220 --> 00:32:44.760
19J student A
…Realizing that just because I had never seen a good example or assessment procedures that led to children being set, and working positively didn't mean it didn't exist. So I I've tried to reach out to one school whose visions and values suggest there are aligned with what I would believe about education but do also set and find what they do but I've had no success there.

00:32:45.920 --> 00:32:55.090
19J student A
But that is one that I want to keep looking into. I know there's a piece of research on the EEF website about best practice and setting.

00:32:55.700 --> 00:32:56.140
19J student A
Uh.

00:32:57.350 --> 00:33:03.950
19J student A
But you know, from my limited experience that's not being adhered to.

00:33:04.500 --> 00:33:11.800
19J student A
So yeah, that's one thing that I want to continue to explore in terms of…

00:33:13.560 --> 00:33:15.180
19J student A
My identity, yeah.

00:33:17.510 --> 00:33:24.080
Interviewer
So is there anything more that you want to say about the role of peers in in helping you?

00:33:24.170 --> 00:33:28.990
Interviewer
And how they have helped either confirm or challenge or change your views?

00:33:29.440 --> 00:33:29.890
19J student A
Yeah.

00:33:30.090 --> 00:33:44.320
19J student A
Uh, so peers, definitely through the learning without limits network, and that was really nice to see. Actually on the one of the units which was about alternative provision.

00:33:44.060 --> 00:33:44.950
Interviewer
Yeah, yeah.

00:33:44.700 --> 00:33:50.210
19J student A
And actually I am sad that their views are still viewed as alternative provision.

00:33:51.860 --> 00:33:55.460
19J student A
But that was really nice to see that that was there in the module.

00:33:52.100 --> 00:33:52.670
Interviewer
Yeah.

00:33:55.770 --> 00:33:56.230
19J student A
Uh.

00:33:57.440 --> 00:34:00.910
19J student A
So that then inspired me too.

00:34:01.490 --> 00:34:12.470
19J student A
I reached out to the team [name given] behind that and he put me in touch with another masters student at another university who's also looking into a similar train of thought.

00:34:12.980 --> 00:34:14.720
19J student A
And so yeah, and.

00:34:15.480 --> 00:34:20.420
19J student A
The courses then help that kind of networking element and that support network.

00:34:21.110 --> 00:34:26.570
19J student A
And so that's been really positive.

00:34:27.180 --> 00:34:29.760
Interviewer
Which university was this student from?

00:34:27.220 --> 00:34:34.850
19J student A
I think I think it's University College London. I think so.

00:34:33.220 --> 00:34:33.790
Interviewer
OK.

00:34:35.500 --> 00:34:36.590
19J student A
I would have to get back to.

00:34:35.580 --> 00:34:36.370
Interviewer
That's great.

00:34:37.440 --> 00:34:37.790
Interviewer
Yeah.

00:34:38.610 --> 00:34:39.670
19J student A
So yeah, and.

00:34:41.430 --> 00:34:45.050
19J student A
We did set up a padlet, which is another skill I learned through doing the modules with you.

00:34:45.620 --> 00:34:57.780
19J student A
And because we felt that the learning without limits site is really dated and really doesn't communicate what it's about in a fresh real.

00:34:58.770 --> 00:35:08.170
19J student A
[names] were supportive of using that, but that's as far as we've got, so that's definitely another action to tStudent Ae.

00:35:10.820 --> 00:35:11.360
Interviewer
For you.

00:35:11.020 --> 00:35:15.130
19J student A
Yes, yeah, in terms of challenging things.

00:35:16.830 --> 00:35:19.420
19J student A
I think my criticality is still to develop.

00:35:20.970 --> 00:35:28.070
19J student A
And I think a lot of the readings and the papers that I'm choosing are supporting this.

00:35:29.080 --> 00:35:39.190
19J student A
And that was actually quite a useful exercise with another student, when we say to ourselves and it was one of the tasks actually from where you have to roll the dice and argue against.

00:35:39.650 --> 00:35:49.240
19J student A
And those were really useful because that's not something I would necessarily choose to do, so that's still a skill to work on, yeah?

00:35:50.050 --> 00:36:15.820
Interviewer
Yeah no, that's great and you referred to EEF best practice. Well, that certainly is something you know you need to be critical in reading because of all the underpinning studies often being sort of randomized control trials or some sort of experimental design. You know, reading those with a critical eye will be something that we'd hope you would now know how to do. You would get from the Masters experience. And know that all studies don’t offer the same evidence base

00:35:50.390 --> 00:35:50.730
19J student A
Yeah.

00:36:15.690 --> 00:36:16.070
19J student A
Yeah..

00:36:17.640 --> 00:36:27.380
Interviewer
Yeah, but they've been very powerful because of, yeah, the way they funded the way they're promoted and so tStudent Aing away what you can tStudent Ae away from them.

00:36:20.490 --> 00:36:20.830
19J student A
Yeah.

00:36:27.950 --> 00:36:28.540
Interviewer
And.

00:36:28.060 --> 00:36:31.610
19J student A
Yeah, and that was certainly, I mean, that helped.

00:36:31.970 --> 00:36:32.780
19J student A
Ann

00:36:33.910 --> 00:36:41.780
19J student A
just you know you hear a lot about it having to be evidence based practice, and it's certainly a strapline that's going on lots more school websites, no?

00:36:43.910 --> 00:36:44.490
19J student A
But

00:36:45.190 --> 00:36:59.870
19J student A
that is important to say that about EEF. I've never stopped to think about it before. And yeah, so those starting to notice little details that had passed me by before.

00:37:00.810 --> 00:37:02.280
19J student A
It's definitely a change to my reading.

00:37:02.920 --> 00:37:12.860
Interviewer
Let's draw this one to a close. There's loads of really useful insights there and things that tie up with what others have been saying as well…

00:37:14.090 --> 00:37:20.560
Interviewer
…which is exciting. But then we can all bring it all together, so I'll stop. I'll stop the recording now.