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**A DIALOGIC EXPLORATION OF PHILOSOPHY FOR CHILDREN  
AS A PARTICIPATORY TOOL IN A PRIMARY CLASSROOM**

**THESIS**

**Doctorate in Educational Psychology**

**School of Education, Communication and Language Science**

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## Declaration

I declare that this assignment is my own work and does not include material that is the work of others without acknowledgement, that I have consulted all materials cited, and have not submitted this assignment for any other academic award.

.....

## **Acknowledgements**

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## **Abstract**

*This thesis involves a collaborative action research project in a primary class. Its aim was to shift talking rights and support the development of a more democratic ethos within the classroom through promoting dialogic pedagogy. The rationale was based on a critical consideration of the literature arguing that dialogue should have a central place in participatory practice. The research was viewed through the lens of dialogic theory. This theoretical allows an approach to transformation through dialogue which does not shut down diversity and difference. It is therefore arguably helpful to participatory agendas. Philosophy for Children (P4C) was used as a tool support the development of dialogic teaching. The action research process involved five plan-do- review cycles during which the teacher facilitated video recorded philosophy sessions with the class. Each of these was followed by dialogue between the teacher and researcher supported by video recordings of classroom dialogues recorded during the P4C sessions. The process attempted to balance the risk of theory dominating action through application of a Dionysian approach to planning. Following each evaluation and reflective dialogue with the researcher, the teacher had space to reflect and plan the next session. The thesis outlines the ways in which the project developed through these five cycles. Dialogue between teacher and researcher was analysed using a form of analysis based on dialogic assumptions about the multi-voiced nature of talk. The findings suggest that there were changes in the ways in which the teacher positioned herself in relation to the pupils. Pupil interview data suggests that children experienced an increased opportunity to express their opinions within the classroom. Their understanding of the right of expression was relational as they also emphasized their responsibility to receive the views of others even where these differed from their own. Although the findings suggest shifts in the form of talk and the patterns of control of talk, there were issues around small group dominance which require ongoing consideration. The multiple demands upon teachers attempting to implement such changes were considered together with approaches to supporting teacher development in this area.*

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## **Chapter 1. Introduction**

*'otherness without relation is as destructive as relation without otherness'*  
(Gunton, 1991)

### **1.1 Introduction**

This thesis concerns a practitioner based collaborative research project designed to support pupil participation in one class in a primary school. I undertook the project in my role as an educational psychologist (EP) in a Scottish local authority. The research was influenced by literature in the area of dialogic theory and its applications within education (Markova, 2003a; 2003b; Wegerif, 2011; 2008).

Attempts were made to embed dialogic principles in key aspects of the project's design. This chapter will begin with an overview of the policy context and reflections on my professional practice in the area of children's participation. This will provide a rationale for the project and its aims. The context within which the research took place and a justification of the research focus will then be provided followed by a consideration of my research stance. This will examine the value base and philosophical assumptions underpinning the project and the implications of these for methodological design. The chapter will conclude with an outline of the structure of the thesis.

### **1.2 Policy context, personal reflections, rationale and aims**

During the last twenty years there has been increasing recognition of the rights of children and young people to be involved in decisions affecting their lives (Prout, 2003). The principles of the UN Convention on the Rights of the Child (UNCRC) are reflected in legislation and policy throughout the UK and these are well documented (Sinclair Taylor, 2000; Roberts, 2003). Todd (2007) suggests that commitment to increasing children and young people's participation can be seen in the following areas; consultation on policy,

increasing attempts to involve children as researchers, and their participation in schools and other organisations. In Scotland, a consultation paper on a new children's rights bill was recently published (Scottish Government, 2011). This bill aims to enshrine the principles of the UNCRC in Scots law. The local authority for which I work, in its attempt to ensure greater participation for children, has appointed number of 'participation leads' within education and children's services. I am a 'participation lead' within my local area which involves raising awareness of participation issues within the local team of professionals.

I have previously viewed consulting with children as an important way of extending their participation and have built this into my practice as an EP. I considered this to be a means to ensure their involvement in decisions affecting their care and education. I encouraged schools to include children in planning and review meetings and I routinely engaged in direct consultation with children prior to these meetings. I assumed that my knowledge and skills in psychology enabled me to communicate with children in ways which facilitated the expression of their views. I explored, for example, the use of computer assisted interviewing as tool to support children with particular communication difficulties to express their views about service provision (Barrow & Hannah, 2012). This work however only extended to those children with whom I had direct professional involvement

Discomfort with my practice in this area has grown as I have reflected on my role in the process of consultation with children and young people. This has led me to observe that even when I take an active role in listening to children's views that their voices are often dislocated from the decision making in school reviews and multi-agency meetings.

Children's views are often considered during a dedicated part of meetings. Todd (2007) recognises this issue describing the child as the 'absent special guest' in meetings. I have therefore questioned my own role and reflected on how, as an EP, I can more meaningfully support children's participation. I have also been concerned about 'top down' approaches to participation which can lead to a focus on a few individuals who have the opportunity to represent

children and young people in various high profile contexts such as pupil councils or youth parliaments. The key question underpinning my concern about such practices is the extent to which they are genuinely transformative. If participation practices do not offer possibilities for change then they are open to the charge of tokenism or even decoration for adult led agendas (Hart, 1997).

Earlier assignments on the DEdPsy programme allowed me to consider these issues in some detail. I was particularly interested in the growing emphasis within the children's rights literature on dialogue as a vehicle for participation (Fattore & Turnbull, 2005; Fielding, 2004; Hill, Davis, Prout & Tidsall, 2004). This led me to consider how dialogic pedagogies might be used to support participative agendas within schools. Todd (2007) argues that for participation to be 'authentic' there is a need for communal spaces in classrooms and other contexts which create 'opportunities for different knowledges to be heard and have influence' (p.137). These issues were examined in a paper on the potential of

Philosophy for Children as a dialogic tool to support participation (Barrow, 2010). The paper was a theoretical exploration of the participatory potential of dialogic teaching as a means of supporting the development of such space within the classroom. I was interested in the potential of dialogism (Markova, 2003a, 2003b) as a way of understanding transformation. I argued that this perspective provided a means of conceptualising dialogue highlighting its transformative potential and thus offering theoretical foundation to claims within the children's rights literature on the significance of dialogue.

This thesis is an empirical follow up to the theoretical paper. My interest is in how, as an EP, I might facilitate the participation of all the children within a class or a school. In Scotland, the introduction of a Curriculum for Excellence (CfE) (Scottish Executive, 2004) provides opportunity to consider such work as part of the curriculum. CfE focuses on the development of four capacities including effective contributors and responsible citizens. This places participation and citizenship within the mainstream concerns of Scottish schooling. Although concepts such as citizenship require to be problematized (Biesta, 2006) CfE enables participation to be positioned within the teaching and learning agenda.

Furthermore, in a recent report by her Majesty's Inspectors of Education (HMIe, 2010) the role of facilitating developments in learning and teaching was identified as an area of development for EPs. This project is therefore concerned with an area of practice relevant to the current legislative and policy context. It also emerges from my own reflection and critical reading and crucially is an attempt to develop my practice as an EP in ways which are potentially transformative.

I worked in partnership with a primary school teacher who led five sessions based on the structure outlined for Philosophy for Children session by Haynes (2002). Each session was video recorded and followed by collaborative review and evaluation with the class teacher using video to support our dialogue. It was dialogic teaching rather than Philosophy for Children which was of primary interest. The approach taken was to use a community of inquiry approach as a vehicle for the development of a dialogic pedagogy on the assumption that this would facilitate the development of a more participative classroom. The project therefore did not primarily aim to develop 'philosophical' thinking. This is a departure from the work of those such as Cassidy (2006) whose primary emphasis in the development of Communities of Philosophical Inquiry is philosophical. The emphasis in this project however was the development of a dialogic pedagogy in order to shift interaction patterns and support pupil participation.

Elliot (2006) argues that value-laden aims such as the development of creative, critical or democratic learning are 'inevitably vague' (p.172). For this reason he suggests that their meaning can only be made clearer by studying attempts to put these aims into practice. He draws upon Aristotle's concept of phronesis, as this form of reasoning involves forming practical and ethical judgement. This has been helpful in thinking about the current project whose aims are arguably 'vague' in Elliot's sense. I have deliberately not provided an operational definition of participation or democracy against which to measure the impact of the project. Rather, this thesis explores attempts to use dialogue to support the participation of pupils within the classroom.

The following three research questions were addressed in the research:

- How did the use of P4C as a dialogic teaching tool to enhance pupil participation develop in this class?
- How did the teacher's positioning, as expressed through her talk, shift during the course of the project?
- What was the pupils' experience of this process?

The ways in which the research project was designed to address these three questions will be outlined in chapter three. The context within which the research project developed and its focus will now be described before looking at my research stance within the project.

### **1.3 The research context**

The project was conducted in one class in a village primary school in a rural Scottish local authority. For the duration of the project the school had seventy-eight pupils aged between five and twelve years of age. The school was managed via a recently instituted shared headship. Under this arrangement the head teacher managed two primary schools and split her time between them. One principal teacher within the school had some management responsibility although she was a full time class teacher. She was also the teacher I worked with on the project. There were four teachers and four classes all of which were composed of children from two year groups. The class in which the project was based was a composite Primary 5/6 involving twenty two children aged between nine and ten years.

The research developed in discussion with the teacher through my involvement as EP to the school. The teacher had attended an INSET on dialogic teaching delivered by myself and a colleague in another school. Following this session the teacher spoke with me about the work and how it might be applied in her class as a means to extend participation. In particular she wanted to interrupt patterns of interaction which involved the frequent contributions of dominant children in the class. She was concerned that some highly articulate children

assumed and were given the right to dominate classroom talk. She wanted to include more children and also to reduce her own dominance. She articulated the desire to develop a more 'democratic' culture within the classroom involving the critical engagement of all pupils in the process of talk. This required the children to ask critical questions both of each other and of her and for talking rights to be 'democratized' so that all the children felt comfortable about speaking, questioning and challenging. These were aims that we shared.

Community of inquiry sessions was the chosen vehicle for the development of a more dialogic approach to classroom interaction. The teacher wanted this to extend into the wider curriculum. She identified two reasons for her interest in using Philosophy for Children sessions as a means of supporting dialogic teaching. First, Philosophy with Children had been well publicized in the media in Scotland (Denholm, 2008). The research evidence generated by Topping and Trickey (2007a; 2007b) gave it credibility. Second, the development of a Curriculum for Excellence (CfE), as outlined earlier, offered the possibility of a wider and more flexible curriculum. Using philosophical inquiry as a tool to support dialogic teaching therefore seemed to her to be consistent with the curricular aims of CfE.

The teacher had over twenty years of classroom teaching experience. She was explicit about her desire to challenge her own practice through collaboration in this project. She acknowledged the discomfort and potential threat involved in planned video recording of the sessions. Despite this she embraced the work and demonstrated commitment to the project both in her willingness to work in new ways and in making time for collaborative reflection and planning.

The project took place during a period of considerable change within the school, the Educational Psychology Service (EPS) and the local authority. The previous head teacher left the school suddenly immediately before the implementation phase. For several weeks prior to the appointment of a new head teacher, the teacher had additional management responsibilities in her capacity as principal teacher. The EPS also experienced challenge as during this period staffing was at half capacity. In addition, the EPS was inspected by HMIE during the implementation phase (HM Inspectorate of Education, 2007).

The project was observed as part of the inspection process. Finally, the local authority reorganized its children's services leading to the co-location of EPs within local integrated teams.

The project was supported by the local authority. The Head Teacher of the School and the Head of Quality Assurance provided verbal agreement for the project. The written permission of the Director of Education was sought and provided.

#### **1.4 Justification of the research focus**

The focus of the project was on the participation of pupils in one class. My reasons for working with the teacher and not directly with the pupils requires justification. Co-research with children is increasingly used as a means of extending their participation (Thomson and Gunter, 2006; Fielding, 2004). There is however recognition within the literature that top-down agendas compete with empowerment work in health and education sectors (Jacobs, 2006). As I was working during a period of significant organizational change I was keenly aware of the impact of top-down agendas. Jacobs argues that those concerned with extending participation rights need to adopt a 'realistic approach' to participation and empowerment which may involve taking small steps along the way to increased participation (Jacobs, 2006).

By following this line of argument it is possible to view collaborative research with teachers who want to develop more participative practice as one of the small steps suggested by Jacobs. It is also possible that through working directly with a teacher on a project with a transformative agenda that it is more likely that those practices will be sustained than where an external researcher works with the children and then leaves. Through the development of skills and the creation of a site for critical reflection, it was hoped that this project would lead to changes in practice which would enhance the participation of the children and support the development of a more democratic culture within the classroom community. It may be argued, that this does not fit an emancipatory/critical model of action research (Kemmis, 2001). Kemmis (2009) however argues that any research which learns by doing, collects data about



the work, is both critical and self-critical and attempts to explore and change the 'practice architecture' (p.472) is critical research.

It was important to identify a means of capturing processes of change in the teacher. An important aspect of this involved identifying any changes to the ways in which she positioned herself in relation to the children through the process of the research. Given Prout's (2003) argument that participation requires changes to the ways in which children are seen, this seemed an important dimension to the research. How this was done will be considered in more detail in chapter three when the approach to data collection and analysis is examined.

## **1.5 The Researcher's Stance**

### ***1.5.1 The Value Base of the Project: knowing responsibly***

In a review of research across a number of fields Baumeister & Vohs (2005) conclude that values is one of four main needs for meaning which guide people as they make sense of their lives. This project was an important reflection of the meanings I attach to my work. Reason and Bradbury (2001) writing in the context of action research, argue that participative research invites us to ask questions about the meaning and purpose of our work, and that this is a dimension of quality in such research. This section will highlight the value base which informed the project. Discussion with the teacher indicated that the project's aims and values were also an important source of motivation during this period of organizational change within our local authority and the school. From the outset we owned the political positioning of this study which aimed to enhance children's participation in a primary school classroom through a more democratic approach to classroom talk.

As a researcher I avoided an approach to methodology which distanced me from the context and process. This thesis is therefore written from a position of active engagement in the process and context and not from the perspective of a neutral, 'third person' observer Shotter (as cited in Sampson, 2008) argues that:

*'the rights and duties associated with being a 1<sup>st</sup>-person speaker, a 2<sup>nd</sup>- person listener, or a 3<sup>rd</sup>-person observer, are quite different from each other. As a 2<sup>nd</sup>- person one has a status quite different to that of a 3<sup>rd</sup>-person: one is involved in and required to maintain action; we do not have the right to step out [of] our personal involvement with the speaker.'* (p.171)

Shotter's comments emphasise the responsibilities of researchers towards the other/s in the process when the research role is understood in his way. This extends beyond complying with codes of ethical conduct (Liamputtong, 2007; Cutcliffe & Ramcharan, 2002). Doucet and Mauthner (2002) writing from a feminist perspective use Lorraine Code's concept of 'epistemic responsibility' to make explicit the responsibilities involved in knowledge generation. They identify relationships and accountability as two difficult areas which responsible researchers need to grapple with. I found this helpful in supporting my reflections as the research progressed.

Relationships were relevant both during and after the project. Social research involves an interruption to the lives of others. As a researcher I therefore had a moral obligation to consider the impact of such interruption during and beyond the process of the research.

Questions such as how others I was working with were constructed through the write up and how the findings of the research might be absorbed within local and wider professional and academic discourses were important considerations (Campbell & McNamara, 2007; Mockler, 2007). The relationships in this research did not begin and end with the project. My role as a researcher was only one of a number of roles which I fulfil in the school. As EP for the school I have a historic relationship with teachers and pupils. My relationship with the school is set within a wider eco-system (Bronfenbrenner, 1977) built and sustained through transactional influences. It is likely therefore that the research relationship was influenced by my previous history with the school and that the ongoing relationship with the school will be influenced by the research relationship/s. For this project to be 'epistemically responsible' the complex layering of relationships both between researcher and 'others' and

between the various 'others' involved (e.g. teacher and pupils, head teacher and teacher, teacher and peers) needed to be explicitly considered. Doucet and Mauthner (2002) argue that in recognizing the multiple contexts within which we work and which influence the research process we can highlight possible ethical dilemmas and conflicts of interest. It was important therefore to recognise ways in which decisions within the research might impact upon my wider work and relationships within the school. I also had to acknowledge that my wider work and relationships within the school were likely to impact upon research decisions.

In this project I constructed my stance as insider/outsider. I was insider to the extent that I had an existing working relationship and shared history with the school. I was also outsider in that I was neither a member of the school staff nor a teacher. I did not have a previous relationship with any children in the class and from their perspective I was outsider. Poonamallee (2009) argues that insider-outsider status involves both researcher affirmation or empathic thinking (finding aspects of the institutional culture attractive) and researcher ambivalence (finding other aspects uncomfortable). This stance was important to the epistemological basis of this project which will be discussed later. Importantly the 'outsideness' of this stance leaves space for researcher criticality in the process. This extends beyond uncovering and celebrating the subjective perspectives of others (Groundwater-Smith and Mockler, 2007). This is an important epistemological dimension of research claiming a transformative agenda (van der Riet, 2008) which will be discussed later in this chapter but leads into the second difficult area identified by Doucet and Mauthner.

Doucet and Mauthner consider accountability to be vital to responsible research. This requires an understanding of reflexivity which involves more than transparency about the researcher's position. It highlights the need for the researcher to adopt an integrated approach to epistemology, methodology and ethics. From this perspective, ethics cannot be abstracted from other aspects of the research. The methodological design for example has implications for the power relationship between participants and researcher. Researchers with transformative agendas must consider their epistemological underpinnings to ensure consistency with their espoused purpose (Liamputtong, 2007). These

must be able to explain and to generate change (van der Riet, 2008). There are examples within the research literature in which the empowerment claims of researchers are at odds with their epistemological underpinnings. Cremin and Slatter (2004), for example, claim an emancipatory approach yet rely upon an objectivist epistemology in testing the reliability of the views of young children on the basis of their correspondence with adult views of their preferences.

Our project, motivated by a transformative agenda, required a dynamic philosophical foundation able to offer a coherent explanation of change. This will be outlined in detail in the next section. Change was assumed to emerge through the dynamic tensions between myself and those I worked with. The processes of dialogue embedded within the project were fundamental. Crucially, change impacted on me as well as upon the other/s. Markova (2000) argues that 'by acting on the world, I not only change it, I also change myself, and I recognise this change in myself and in the world' (p.441). Sullivan and McCarthy (2005) describe participative inquiry based on dialogic assumptions as more like 'making' than 'viewing a painting' (p.634) because the research involves much more than eliciting information from the other. Instead from this perspective it requires genuine engagement with the other.

I attempted to research responsibly throughout and my reflections on how this worked in practice will be considered in chapter seven. The philosophical foundations of the project will now be considered in more detail.

### ***1.5.2 The Philosophical Basis of the project***

The relevance of dialogic thinking for this research will be outlined in more detail in chapter two. The purpose here is to introduce the philosophical assumptions guiding the work. The philosophical underpinnings described here developed from a lengthy personal journey and exploration of literature within and beyond psychology. This allowed me to examine both personal values and academic questions. Above all I required a philosophical position which supported a transformative approach to my own research and practice. I began to explore the critique of the individualistic basis of western psychology and its political implications. This was fiercely debated within psychology in the late 1980s and

early 1990s reflected in the number of articles devoted to the arguments in *American Psychologist* during that period (see for example, Cushman, 1990; Sampson, 1989; Sampson, 1985; Sampson, 1981).

Sampson highlights the dangers of an individualistic psychology arguing that 'the science that studies the individual and the society within which those studies are conducted have developed a very cozy relationship' (Sampson, 2008, p.42). This raises significant questions about the political positioning of psychology as a discipline and therefore its ability to support a transformative agenda. I explored academic psychology looking for an approach based on relationality. I had previously explored the relational, Trinitarian theologies of Gunton and Zizioulas (Gunton, 1991; Schwöbel & Gunton, 1991). Gunton's contention that 'otherness without relation is as destructive as relation without otherness' (Gunton, 1991, p.172) alludes to the political implications of relational ontology. I therefore found the dialogical psychology of Markova particularly helpful as it is ontologically relational and yet unlike collectivist approaches allows space for 'otherness'. This is important when developing an understanding of participation within which diversity is neither crushed nor silenced in a cacophony of different voices.

Markova has made a significant contribution to the development of dialogic theory in social psychology (Markova, Grauman & Foppa, 1995; Markova, 2000; Markova, 2003a; Markova 2003b; Markova, 2006; Markova, Linell, Grossen & Orvig, 2007). She positions dialogicality as both ontology and epistemology (Markova, 2003a). Relationality is the most significant ontological assumption underpinning a dialogical view of the social world. For Sampson (2008) a dialogical view of human nature provides an alternative to the individualism which has historically dominated western psychology (Sampson 1985; Cushman 1991; Spence 1985; Sampson 1989; Kağıtçıbaşı, 1996). Dialogic is not founded upon a bounded, imperialistic self but rather views the individual as being-in-relationship with the other. It is Markova's emphasis on the dynamic nature of the self-other confrontation that is important to explanations of transformation (Akkerman & Bakker, 2011).

The following summary outlines the key philosophical assumptions underpinning dialogic theorization. Scott (2005) suggests that the relationship between individual agency and social context or structure is a central ontological issue. This relationship is of obvious importance those working with a transformative agenda and so these concepts are helpful in framing a discussion of dialogic philosophical assumptions.

**Structure:** A dialogic philosophy views the confrontation between self and others, or more particularly, self and the words of others as fundamental. Bakhtin (1986) argues that 'each utterance is filled with echoes and reverberations of other utterances to which it is related by the communality of the sphere of speech communication' (p.91). Markova (2003a) suggests that for Bakhtin each of us is 'living in a world of other's words'(p.83). Humans are therefore not bounded individuals but relational selves with language as foundational to that relationship. This is a rejection of the Cartesian position as it replaces the individual with the relational and thinking with communicating. The work of Trevarthen and Braten have provided empirical support for the view that infants have an 'inbuilt dialogical attunement' to the other and thus for the fundamental importance of relationality to humans (Linell, 2007).

From this sociocultural perspective, forms of thought and language are framed by the cultural context within which they are situated. Their cultural embeddedness leads to their stability (Markova, 2000). Stability can be conceptualized as structure, and in particular, a structure of relatedness. The embedded nature of our relationships in communities, cultures and histories is displayed in the many voices we use to speak and the many voices we address in our speech. Our internal thoughts are often dialogues or debates which have taken place or are taking place within our communities (Gillespie, Cornish, Aveling & Zittoun, 2008). We are therefore multi-voiced. We cannot assume that individuals engage in dialogue from a uniform position as they speak using a range of voices or to a number of addressees (Markova et al., 2007).

This raises the question of the place of the individual within this culturally and historically situated relational structure and the extent to which there is the possibility of subversion or transformation of that structure. Without this the

chances of bottom up practices with transformational agendas are dismal. This is an important practical question if dialogue within classrooms is to have potential to transform all parties rather than merely reproducing dominant cultural, class or gendered messages. Markova's personal experience of early life within the Soviet-bloc and her reading of the writings of Czech and Russian dissidents appears to have led to her interest in this issue. Her conceptualization of dialogicality offers a degree of hope. The basis of the hope of transformation through dialogic encounter will be considered next.

**Agency:** From a dialogic philosophical position, knowledge and meaning do not reside in the mind of the individual but are co-constructed through struggle and negotiation taking place in the space between self and other/s. It is this struggle and negotiation that marks this position as epistemologically different from forms of co-construction found within in a Vygotskian apprenticeship model (Wegerif, 2008). This allows the stability discussed above to be shaken thus opening the way for change. The dynamic potential of the dialogic position allows for agency as difference is never lost within the relational nexus. Markova adopts Bakhtin's assumption of dialogic space as a place where difference is held in tension without resolution. This tension leads it to be a site of creativity and change. It is on this basis that dialogue offers hope of change. This is also reflected in Wegerif's contention that 'dialogues are never fully situated on the inside but can seem to escape their situation' (Wegerif, 2011).

Linell argues that even when certain discourses become dominant within a community, society or culture that dialogue continues within and across the boundaries of such discourses. This does not mean however that all voices within dialogue are equally powerful or that there is no risk of domination in dialogue (Linell,2004). It does suggest however that there is space for subversion of the dominant (Markova, 2003).

Dialogic interactions are therefore assumed to take place within open and dynamic systems. Where systems are closed there is little possibility for change. This has implications for the ways in which such systems can be studied. A methodological approach which is able to study a constantly moving and relational social reality is required. Markova et al. (2007) draw attention the

inappropriate application of a hypothesis testing model when dealing with open and dynamic systems. Instead of a hypothesis testing model of proof she advocates a method of discovery. This involves a creative and exploratory approach where the 'researcher's accomplishment is having intuition and new ideas'(p.200). There are resonances here with Ball's notion contention that 'theory is a vehicle for 'thinking otherwise'....it offers a language for challenge, and modes of thought, other than those articulated for us by dominant others.'(Ball, 2007, p.116). Biesta (2007) argues that there is a need for research in education which goes beyond answering technical questions and supports different ideas both about the current educational reality and possible future realities. It is arguable that an approach which rests upon the assumptions outlined here may have something to offer beyond the pragmatic approaches to research criticised by Ball and Biesta.

The pursuit of a collaborative action research model appears consistent with both the philosophical underpinnings and the transformational purpose of this research project. The next section will consider the action research methodology in more detail examining its fit with the philosophy and the purpose of this project.

## **1.6 Research Design**

This section will provide an overview of the research design, some of the criticisms of action research as methodology, the ways these were addressed and issues of validity and quality. The practical details of data collection will be tackled in chapter three.

### ***1.6.1 Action research***

In an attempt to meet the requirements of a relational and dynamic epistemology an action research model was considered most appropriate. Action research has its focus on real life concerns and change. It therefore fits the purpose of the research project and its comfortably with its underpinning philosophical assumptions. Action research is generally traced to the work of



Lewin (Hammersley, 2002; Kemmis & McTaggart, 1988; McNiff, 2002). It is based on cycles of planning, action and reflection most notably developed by Kemmis and McTaggart (1988) involving a process of problem definition, needs assessment, hypothesis generation, development of an action plan, implementation, evaluation and decision making for next stage. This forms one loop but any one project can involve a number of loops through which practice is shaped by the spiral of ongoing enquiry.

Action research has developed a number of variants since its early inception and attempts have been made to categorise these (Baumfield et al., 2008; Hammersley, 2002). Reason and Bradbury (2001) recognize that action research involves different purposes and approaches to knowledge. They argue that there is no short definition explaining action research and provide the following working definition:

*'action research is a participatory, democratic, process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview it seeks to bring together action and reflection, theory and practice in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of persons and their communities'*

(p.1)

A brief perusal of the literature indicates that not all work conducted in the name of action research meets these lofty aims. Hammersley (2002) contends that in education there are three core variants of action research. These involve instrumentalist approaches to dealing with classroom problems, those which are part of a wider transformative political agenda and finally those which are merely a form of continuing professional development. In planning action research there are a number of issues to consider and discussion will turn to two which were of relevance to this project. These are:

- the nature of the action research cycles
- questions of validity in action research

Both will be considered in more detail and although considered separately it is important to remember they are closely related.

### **1.6.2 Nature of the action research cycles**

The first issue concerns the nature of the action research cycles or loops. The approach based on Kemmis and McTaggart's (1988) model, discussed above, presents a cyclical enquiry in which one loop of the plan-do-review cycle feeds into and directs the next. Baumfield, et al. (2008) follow this model as it mirrors the plan, do review cycle familiar to teachers allowing them to absorb research into their existing practices. While this performs a pragmatic function there is a need to be aware of the danger of instrumentalism. Concern about instrumentalism is picked up by Koshy (2005) who argues that 'excessive reliance on a particular model, or following the stages or cycles of a particular model too rigidly, could adversely affect the unique opportunity offered by the emerging nature and flexibility which are the hallmarks of action research' (p.7). There are risks in attempting to 'mechanise' a process which is organic, dynamic and relational. Heron and Reason (2001) distinguish between two approaches to action research based enquiry. They view Apollonian and Dionysian approaches as emerging from two interdependent and complementary inquiry cultures. Heron and Reason argue that these approaches are positioned as two poles and any inquiry involves elements of both. They can be contained or co-held within any action research project but it is possible to privilege either.

The Apollonian form of inquiry has a rational emphasis, is more linear and the resulting cycles likely to be more controlled with each one explicitly feeding into the next. Dionysian inquiry is characterized as more creative and chaotic and the implications of reflection on previous action develops organically towards next action. This distinction is helpful in identifying the ways in which these two modes of inquiry might be considered in the planning and implementation of any one project. A similar conceptualisation can be found in Sullivan and McCarthy's (2004) work on dialogical inquiry in which they view centrifugal and centripetal approaches at opposite ends of an inquiry pole. Centrifugal approaches are of the chaotic Dionysian form while the more ordered

centripetal approaches are closer to the Apollonian end. For any action research project resting upon dialogic philosophical assumptions, the Dionysian form appears to offer space for confrontation between inquirers to lead to a creative next step. Wegerif (2011) highlights the importance of 'chiasm' between self and other as a key aspect of dialogic approaches. In his discussion of dialogic approaches to problem solving, he argues that there is a need for 'space' for reflection which enables the emergence of a creative approaches to problem solution (Wegerif, 2008). He contends that that researchers must examine how to enhance the creative quality of relationships in order to support such reflection.

I adopted an approach which leans towards the Dionysian end of the continuum allowing more space for reflection and creativity than a tightly planned cyclical approach. I considered that this would provide the space between collaborative meetings to become the chiasm described by Wegerif. This also sits more comfortably with the idea of a non-teleological inquiry as the risk of tightly planned loops is for actions become monological or prescriptive rather than exploratory. I considered that this also sits more comfortably with Markova's method of discovery discussed above.

It is important to allow inquiries to involve elements of both of these. The more organic and chaotic Dionysian approach might be so diffuse that the inquiry loses any direction or value beyond those involved. It seems reasonable however to hold any model of action research loosely enough provide space for the partners to engage in genuinely transformative dialogic encounter. Heron and Reason argue that the question as to whether the enquiry is informative or transformative is of greater importance than the approach taken to the cycles of research. This leads directly to the second issue which involves questions of validity in this project.

### ***1.6.3 Validity and quality***

Cho and Trent (2006) contend that validity criteria vary depending on research

purpose. They draw on work by Donmoyer describing five overarching research purposes (Donmoyer, as cited in Cho and Trent, 2006). Table 1.1 sets these out together with their validity criteria.

Table 1. 1 *Validity criteria in five overarching purposes underpinning contemporary qualitative research ( adapted from Cho and Trent, 2006)*

Purpose	Key questions	Process of validation	Key validity criteria
<b>Truth' seeking</b>	What is the correct answer?	Progressive induction	Member checking Causality-based triangulation
<b>Thick description</b>	How do the people under study interpret phenomena?	Holistic Prolong engagement	Triangulated, descriptive data Accurate knowledge of daily life
<b>Developmental</b>	How does an organisation change over time?	Categorical/back and forth	Rich archives reflecting history Triangulated, ongoing member checks
<b>Personal essay</b>	What is the researcher's personal interpretation?	Reflexive/aesthetic	Self-assessment of experience, Public appeal of personal opinion of a situation
<b>Praxis/social</b>	How can we learn and change educators, organisations or both?	Inquiry with participants	Member check as reflexive Critical reflexivity of the self Redefinition of the status quo

Transformative research fits most closely with praxis/social approach laid out here. This requires a participative inquiry based model which explores questions relating to learning and change among educators or within organisations. Cho and Trent (2006) suggest that the relationship between

researcher and researched is crucial in this type of research. Power differences need to be made explicit and overcome as far as possible if change is to take place. Here the links can be made to the value base of the project discussed above. The agenda for such research is potentially emancipatory and the validity criteria are reflexive member checking, critical reflexivity of the self and challenging the status quo. Other literature uses the term 'catalytic validity' (Cohen, Manion & Morrison, 2007) to emphasise the need to ensure that research leads to action. Hedges (2010) emphasises the importance of applied validity to educational research arguing that a blurring of the boundaries between professional education and research, as can be seen in the current project, increases the robustness, authenticity and validity of data and is more likely to generate changes in practice.

In determining research quality it is therefore important to be clear about research purpose. Quality in informative action research for example, should be judged differently from quality in research which has a transformative purpose. The reflexivity emphasised as a quality indicator in transformative research aims to change the perspectives of both researched and researchers (van der Riet, 2008). It is also important to distinguish transformative research from approaches seeking to generate thick description (Geertz, as cited in Denscombe, 1998).

The current project also involved thick description and this was addressed through the third research question (see above). This approach to research requires the researcher to access an 'insider' perspective. It involves the engagement of the researcher with those from whom they are 'extracting' meanings (or from my epistemological position, co-constructing meanings). This requires direct and sustained experience of the context within which the participants are situated. Some view this as a form of research which is politically significant in that it gives voice to those who are often silenced through their difference and distance from those who engage in politically influential discourse (Liamputtong, 2007). My perspective is that this approach is politically limited. Here the thick description is generated to provide the perspectives of some of the pupils in the class. These did not emerge from a positivist notion of triangulation. Rather I used Greene and Hill's crystal

metaphor, whereby different positions, rather than being used to navigate towards a fixed point of 'truth', refract different perspectives in the manner of a crystal (Greene & Hill, 2005).

There is a need for ethical consideration when researching in this way. It is vital for example to ensure clarity for the participants about which talk is data and which is general social conversation with the researcher (Renold, Holland, Ross & Hillman, 2008). Issues such as these are given critical coverage by Duncombe and Jessop (2002) in their discussion of the dangers of 'faking friendship' in order to develop rapport. Again this links to the discussion on values and the relationships between ethics, epistemology and methods come into sharper focus when considering the implementation of a practice based research project. I was keen to avoid the children being unclear about my relationship to them and thus them sharing information which they may have felt uncomfortable about if they had seen me in school in the future in any of my EP roles. This was particularly important given the sensitive nature of some of my work as an EP in the school and the need for children to trust that I will not inappropriately break their confidence. Because of my practitioner-researcher status it was important that I viewed the children both as potential research interviewees and as potential service users of the EPS. This required clarity about boundaries and transparency about how interview data would be used in dissemination of the project findings. I attempted to be clear about the boundary of my relationship with the children by wearing my local authority identity badge at all times and by dressing in a professional fashion. I also refrained from engaging with the children during the P4C sessions and chose to remain behind the camera. I did not wish to intrude on their relationship with the teacher during the process. Clarity about interview data was addressed by assuring that the children were assured about the anonymity of their responses. They were also given the opportunity at the end of the interview to hear a summary of their responses and to change or remove any responses they were not happy to contribute to the project dissemination.

Finally, the issue of generalisability in qualitative research is important. Generalisability implies finding principles which can be applied universally regardless of context and meaning to participants. Cohen, Manion and Morrison

(2007) use Guba and Lincoln's concepts of comparability and transferability as alternatives to generalisability in qualitative research. Comparability involves the extent to which the situation being reported is typical of others while transferability involves the extent to which the findings can translate into other settings. Rather than assuming that the effects of context have been removed as would be the case in experimental research, the use of these concepts allows attention to be given to context. Judgement is then required about the extent to which findings from one context can support understanding of another. This requires a detailed knowledge of the context within which the research took place. Cohen et al. emphasise the importance of generating thick description in order to make these judgements. This research project attempted to ensure contextual familiarity through the process of reflective dialogue, observations of the class, detailed field notes and interviews with pupils. The extent to which this research project dealt with threats to validity will be discussed in the final chapter.

## **1.6 Structure of the thesis**

Having provided a detailed introduction to the rationale, context, research stance and methodology, the thesis will continue in chapter two with a critical discussion of the literature which further supports the rationale for the project. Chapter three will address the details of the research process, the ways in which the research questions were addressed through approaches taken to data collection and analysis. Chapters four, five and six outline and discuss the findings in relation to each of the research questions and chapter seven provides a summary discussion of the validity of the findings, the limits of the methodology and the implications of this study for my work as an EP and for wider professional and research practice.

## **CHAPTER 2. Literature Background**

### **2.1 Introduction and rationale for selection of literature**

The aim of this research project was to support the development of pupil participation in a primary classroom through developing a dialogic approach to teaching. Philosophy for Children (P4C) was used as a tool to support a shift towards dialogic pedagogic practice. It was hoped that the introduction of discrete P4C sessions would support both teacher and pupils in the use whole class dialogue. It was also hoped that the P4C sessions would facilitate the development of a dialogical teaching stance and a shift in interactions patterns more generally across the curriculum. This was an action research design with a transformative political agenda. The agenda was the facilitation of pupil participation. Dialogue operated in two parallel process within this research and these were the teacher and whole class P4C sessions and the teacher and EP dialogues. This was based on the assumption that dialogue within both these settings had transformative potential. These two processes were designed to mirror one another through the centrality of dialogue and space for confrontation with difference based upon dialogic assumptions discussed in the previous chapter.

This chapter will provide an overview of the literature examining the potential of dialogic practice for enhancing children's participation. The chapter will begin with an examination of the recent shift in emphasis within the pupil participation literature from pupil 'voice' to dialogue . Theoretical explanations of the transformative potential of dialogue will be discussed. The chapter will then critically consider the use of P4C as a participatory and as a dialogic mechanism before examining the limitations of dialogic approaches within the real world of the classroom. Approaches which use dialogue to support democracy within the classroom require shifts both in teacher practice and teacher stance (Lipman, 2003; Kennedy, 2004; Bleazby, 2006). This chapter will therefore finally consider the professional support and development requirements of teachers of using dialogic pedagogy to support pupil participation and how EPs might be involved in work at this level.



## **2.2 Pupil Participation: the shifting emphasis from voice to dialogue**

Article 12 of the UNCRC is often linked to the concept of 'pupil voice' in education (Lundy, 2007). This concept is underpinned by values of participation and inclusivity (Robinson & Taylor, 2007). There is an underlying assumption that in giving voice to those who are normally silenced by the powerful voices of others that their political positioning can be improved (Liamputtong, 2007). This has led to an explosion of initiatives in the UK and beyond to consult with children and young people on matters of policy, practice, service provision and school improvement (Prout, 2003; Ruddock & Flutter, 2000; Ruddock & Flutter, 2004; May, 2005).

This emphasis on 'voice' as a means to increase children's participation has been criticised. Lundy (2007) describes the 'cosy' nature of the term 'children's voice' suggesting that its 'chicken soup effect' (p.931) requires critical scrutiny. There are problems with the notion of 'voice' at both the political and at the epistemological level. Although these spheres are closely linked (Edwards & Mauthner, 2002) they will be looked at separately here in order to clarify the issues involved. The notion of 'voice' being considered here involves attempts to listen to children through a range consultative processes. It was concern about the way in which attempts to support participation in my practice as an EP was built upon this understanding of voice which led me to explore alternative approaches to pupil participation.

At the epistemological level 'voice' is a problematic concept. Fielding (2004) contends that including previously silenced voices is not necessarily empowering. Traditional epistemologies, in his view, are unable to capture all voices. The inability of objectivist epistemologies to take account of subjectivities has been a matter of debate particularly within the discipline of psychology (Sampson, 1981). Objectivist approaches to children's voice fail to take account of children's differing experiences. If children represent diverse groups, by selecting to listen to some voices only, then others are silenced. This problem has been identified in relation to pupil councils (May, 2005). On the other hand, extreme relativist approaches such as those underpinning critical

voice research encounter other difficulties (Arnot & Reay, 2007). These approaches, it is argued, merely celebrate a cacophony of diverse voices and are ultimately politically impotent (Moore & Muller, 1999). From a philosophical perspective the notion of voice as mechanism for participation is therefore problematic. Fielding (2004) responded to the difficulties identified with critical voice work suggesting that dialogic approaches go beyond 'voice' and make an important contribution to children's participation. In his discussion of participatory research with children he emphasises the centrality of dialogue and the opportunities offered by dialogic encounters. For Fielding 'the hope and justification of dialogic encounters lie more in the act of dialogue itself than the content of what is said'(p.305). The transformative potential of dialogue will be critically considered in more detail later in this chapter.

Concern has also been raised about the political implications of approaches used to 'elicit' children's voice. Hill (2006) argues that 'consultation and research is usually initiated by adults and originates from outside children's daily worlds' (p.77). Whatever the basis of adult motivation it is important to recognise that children can view consultation as imposition. Lightfoot and Sloper (as cited in Hill, 2006) found that some children reported adults consulting with them had implied that they should feel a sense of privilege. This was not well received and some children found the consultation process uncomfortable. Children may be asked to talk about highly sensitive issues or topics which they view to be private. Feelings of powerlessness may lead some to subvert the consultation process. McLeod (2007) discusses work with marginalised children arguing that subversion (through for example, aggression, avoidance or denial) can be a power play by children aware that they are being pursued by an adult led agenda. The process of consultation may also be puzzling to children. Punch (2002) argues that children have limited experience of their views being taken seriously and so their expectations of the process and purpose of consultation may be different to those of adults. Neither the willingness of children to involve themselves in consultative processes nor their expectation of what might be involved can be assumed.

There is also evidence that the growth of interest in pupil 'voice' in education serves a number of political agendas (Lodge, 2005; Prout, 2003; Whitty &

Wisby, 2007). Lodge (2005) suggests several interrelated reasons for the current focus on pupil voice in education. These include: the emergence of a new perspective on childhood (which views children as expert in their own experiences); a human rights perspective; participation as a means to education for citizenship; consumerism; and concern for school improvement. Whitty and Wisby (2007) reach a similar conclusion and argue from their scrutiny of the literature that commitment to pupil voice in schools is driven by four main concerns:

*children's rights* :recognition of children's agency and competence

*active citizenship* :developing life skills through pupils' participative activity

*school improvement* :improving pupil behaviour and attainment through involving

pupils in decision making

*personalised learning* :encouraging children to be viewed as consumers in education

On the basis of detailed case studies of 15 schools and a wider survey of teachers, Whitty and Wisby (2007) conclude that few schools cite children's rights as a motive for providing a forum for pupil voice. They found that 'few schools....saw pupil voice as a means of *empowering* pupils in relation to their rights.' (Whitty & Wisby, 2007, p.311).

The discussion so far has highlighted concern about the current emphasis on pupil 'voice' at a political and philosophical level. It has been suggested that 'voice' alone has limited transformative potential (Lundy, 2007). Increasingly the literature on participation has focussed on dialogue (Fattore & Turnbull, 2005; Manion, 2007; Fielding, 2004; Graham & Fitzgerald, 2010; Lodge, 2005). Recent interest in the role of dialogue is reflected in a growing literature in education. This has been largely directed towards enhancing children's learning (Littleton & Howe, 2010; Mercer & Littleton, 2007; Wegerif, 2007; Wegerif, 2011). although recently there has been wider application (Lefstein, 2010). The pedagogic role of dialogue has been extensively theorised. Explanations are based largely, although not exclusively, on sociocultural theory and focus on children's intellectual progression (Wegerif, 2007). The potential impact of these

approaches on power relationships within the classroom has also been recognised (Mercer & Littleton, 2007). Dialogic pedagogies have been emphasised in a recent review of research on citizenship education (Deakin Crick, Coates, Taylor, & Ritchie, 2004). Deakin Crick et al. (2004) identify dialogue as a pedagogic approach which enables children to develop the skills required to participate as citizens in adulthood.

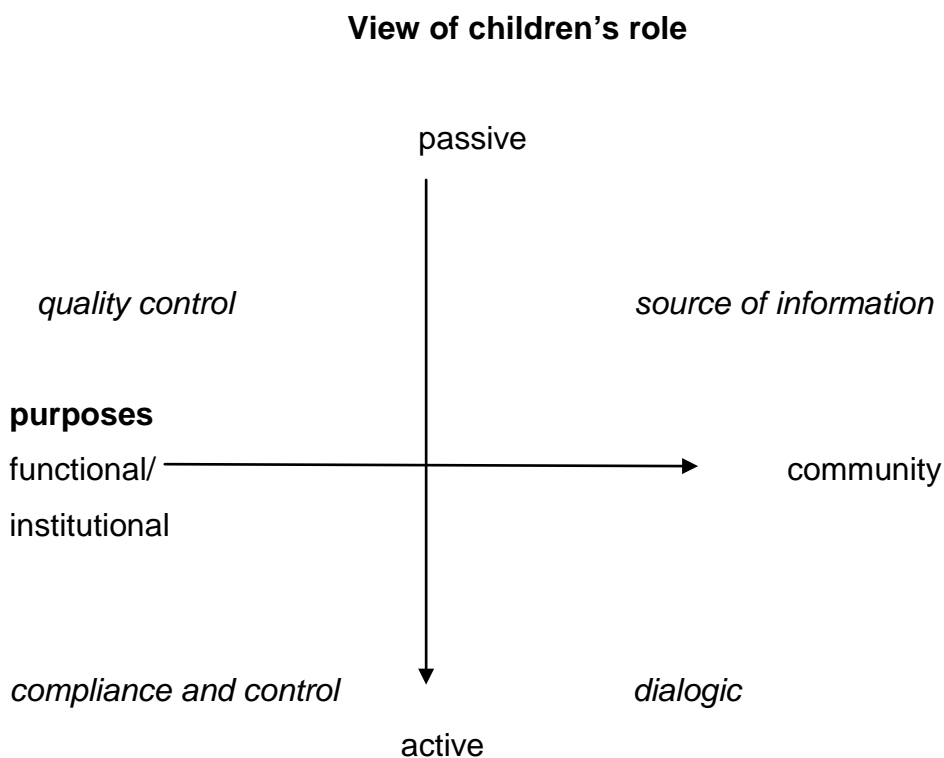
Hill, Davis, Prout, and Tidsall, (2004) contend that citizenship education in schools is problematic as it is often interpreted as a means of preparing children to exercise their adult rights and fails to see them as citizens in the present. This is a distinction picked up by Biesta in his consideration of education and democracy (Biesta, 2006). He argues that education *for* democracy involves teaching skills to prepare children for future participation in democratic life. Education *through* democracy involves the creation of democratic structures in schools such as pupil councils, to facilitate children's decision making. In Biesta's view both approaches focus on how best to prepare children for the future. It can be argued therefore that not all decision making opportunities offered to children are motivated by a desire to see them exercise political influence in the present.

If children are assumed to have the right to participate in decisions about their lives in the here and now, a focus on the development of processes to facilitate this is needed. Processes which support intergenerational dialogue have been identified as having participatory potential. Fattore and Turnbull (2005) argue that children are able to engage in intersubjective understandings with others and so can enter into intergenerational communication. Fattore and Turnbull centrally position intergenerational dialogue within their theorisation of children's participation. They draw on Habermas's theory of democracy applying it to the social and cultural institutions and organisations which involve children. They suggest that these can become places where adults and children engage in dialogic encounters. Such encounters can in turn enable the participation of children either through direct decision making functions or by ensuring that adults are more effective in working on behalf of children in more formal political arenas. Hill et al. (2004) also emphasise dialogue as fundamental to participatory processes. They cite the work of Moss and Petrie who

conceptualise children's services as 'children's spaces'. For Hill et al. this implies space for 'dialogue, confrontation, deliberation and critical thinking' (p.84).

If tokenism is to be avoided it is vital to have a conceptual framework which explains what dialogue can contribute to furthering the participation of children. Lodge (2005) looks specifically at participation in education emphasising that the ways in which children are seen by adults impacts upon the expectations adults have of any participative exercise. She provides a helpful typology of participation approaches. In contrast to Hart's (1997) one dimensional ladder of participation, Lodge offers a more sophisticated two dimensional matrix of approaches to pupil participation. The first dimension involves the view held of the role of pupils within any participative exercise and ranges on a continuum from passive to active. This dimension is similar to Christensen and Prout's (2002) four perspectives of childhood which could be mapped onto Lodge's first dimension. The second dimension involves the purpose of participation with instrumentalism at one end and the enrichment of the school community at the other. Four quadrants are developed from this model as illustrated in Figure 2.1

Figure 2.1 *Matrix of approaches to pupil participation (from Lodge, 2005)*



Lodge's matrix illustrates an understanding of participation which goes beyond individual privilege or power. Four types of participative approach are identified within this model:

*Quality control:* here pupil voice is passive and merely a source of information to support school or service improvement. Use of children's feedback on educational psychology services in service self-evaluation exercises is an example of such quality control. The children's voice provides evidence to judge the quality of the service.

*Students as a source of information:* This is similar to the quality control function although children have a more active role in providing information about a school or service and the information will be acted upon. There are issues of representation with questions about which particular children might be asked to provide information. There is unlikely to be feedback to those children involved.

*Compliance and control:* children are viewed as active and their ideas are valued in supporting the purposes of the institution. Lodge however sees this quadrant as potentially disempowering and open to using young people's participation in ways which benefit the institution. Worst case scenarios might involve what Hart (1979) refers to as tokenistic or decorative approaches to participation.

*Dialogic:* in this quadrant children are regarded as active in their own learning. There is a relational basis to participation as adults and children are involved in a shared exploration of issues. Lodge suggest that this quadrant offers a more nuanced understanding of participation. Dialogue, in her opinion, allows critical reflection on issues and has the potential to change both children and adults and enables the class to become a learning community.

For Lodge, approaches to participation built on dialogue hold greater transformative potential than those based on 'voice' alone. She argues that the focus on dialogue shifts our understanding of participation from a one-way process (where children talk and adults listen) to a community where adults and children co-exist in interdependent and potentially transformative relationships

through their engagement in dialogue. This emphasis is articulated in the growing literature suggesting the need for a dialogic basis to participatory practices. Fattore and Turnbull (2005) as noted above, in their attempts to theorize participation, highlight the important of dialogic mechanisms. Manion (2007) also argues for the need to move beyond an individual rights based approach. Graham and Fitzgerald (2010) argue that a shift in emphasis from 'voice' allows a more complex understanding of participation which involves dialogue as a mechanism of transformation. Like Fattore and Turnbull, their understanding of the participation of children pivots on dialogue and on the concept of the recognition of children within relationship.

Kumpulainen and Lipponen (2010) looking more specifically at participation in relation to classroom interaction, argue that participation is not something stable and fixed but rather is constantly negotiated within the community.

Communities, and the individuals within them, from this perspective exercise mutual influence upon one other. Kumpulainen and Lipponen's sociocultural view of participation conceptualises power as dynamic, constantly negotiated and contested. Participation from their position is socially constructed and not a 'gift' bestowed on children by adults. Graham and Fitzgerald (2010) go further arguing that participative practice requires adults to place their experience at risk. This suggests change for adults which may not feel safe or comfortable.

Other authors arguing for the importance of dialogue to participation have drawn on Bakhtin's distinction between authoritative discourse (resting on authority outside of and beyond the influence of the individual) and internally persuasive discourse (where individuals have 'authorial rights' over meaning) (Greenleaf & Katz, 2004; Van Eersel, Hermans & Sleeger, 2010). Van Eersel et al. (2010) argue that internally persuasive discourse in classrooms includes diverse voices whereas authoritative discourse silences difference as there is only one message or truth. It can be argued that encouraging dialogue can support pupil participation as teachers are required to adopt a less authoritative stance. These issues will be considered more fully in the next section which will examine the types of dialogue which can be viewed as participative.

### **2.3 Dialogue, participation and pedagogy**

Lodge (2005) argues on the basis of empirical evidence that dialogue with pupils improves pedagogy and helps pupils to become better learners. Pupils are viewed as active contributors to a process which improves the quality of their learning community. Dialogic teaching would fit within Lodge's dialogic quadrant. Knowledge from this perspective is not transmitted by the teacher but is co-constructed within the classroom community. Dialogic conceptualises the learning process as participative as it locates dialogue with others centrally (Mercer & Littleton, 2007).

Dialogic teaching has been described in various ways within the literature (Hardman and Delafield, 2010). It involves a shift from the traditional initiate-response-feedback (IRF) pattern of teacher-pupil interaction by which teachers control classroom interactions through their monopoly of questioning and the evaluation of pupil responses. Dialogic teaching is associated with different patterns of interaction within the classroom. Robin Alexander is most commonly associated with dialogic teaching (Alexander, 2004) although the work of Mercer, Wegerif and others have offered a significant theoretical and empirical contribution to the growing interest in dialogic pedagogies (Mercer and Littleton, 2007; Mercer, Wegerif and Dawes, 1999; Wegerif, 2007; Wegerif, 2008). Dialogic teaching is underpinned by principles of reciprocity and assumes the pupil has an active role in the learning process. This positions it on the active end of Lodge's first dimension (role of the child). It can also be positioned at the community end of Lodge's second dimension (purpose) due to its focus on the quality of relationships within the classroom community. Dialogic pedagogy has to attend both to the social and the cognitive components of learning. Kershner (2009) argues that the social dimension of dialogic teaching enables it to support an inclusive culture in schools.

Mercer and Littleton (2007) suggest that educational theories need to deal with 'the collective nature of classroom' (p.20). Dialogic teaching should be concerned not merely with cognitive architecture as it requires attention to the community of relationships within which learning takes place. Mercer and Littleton conclude that 'the development of close relationships, characterised by a sense of trust and mutuality enhances learning' (p.32). Ten Dam, Volman and



Wardekker (2004) writing from a similar theoretical perspective argue that learning should be conceptualised as increasing participation in communities of practice because the construction of knowledge is itself a social process.

It has been claimed that emphasis on dialogue within the classroom not only improves thinking skills but that the dialogue itself has a positive impact on the relational climate (Seet & Tee, 2003). Use of a dialogue based approach such as P4C has been argued to support the development of empathy through the intersubjective processes involved in dialogue (Schertz, 2007; Schertz, 2006). This suggests that dialogue may support the development of relationships within the classroom community. More recent literature exercises caution about the direction of causality between dialogue and quality of classroom relationships (Kutnick & Colwell, 2010). Whatever the direction or basis of any causal relationship, developing a dialogic approach to learning and teaching appears to require a focus on relational quality and the social/emotional climate of the classroom. Kutnick and Colwell (2010) on the basis of their research in this area argue that there is a need for support to develop relationships within the classroom if dialogue is to be effective. They suggest the need to look at how 'stages of trust/dependence, communication/ responsiveness and joint relational problem solving are scaffolded into their activity (particularly classroom activity)' (p.195). Blatchford, Kutnick, Baines and Galton (2003) developed a programme of social training designed to support the development of support, trust and communication. On the basis of evaluation of this programme they conclude that there is a need for relational training if collaborative learning is to be effective.

The emphasis on 'scaffolding' (Wood, Bruner & Ross, 1976) within Kutnick and Colwell's discussion of classroom dialogue and the apprenticeship within the school community model presented by Ten Dam, Volman and Wardekker, however raises issues regarding the potential of dialogic teaching as a participative mechanism. It is clear that the particular forms of sociocultural thinking represented by these authors suggest an adult led model where the expert other leads and supports apprentice learners to achieve learning goals. Although this allow an active role for the pupil, it positions the adult as epistemic authority. The aim in dialogue then becomes a fusion or synthesis of

perspectives which closes down difference (Wegerif, 2008). This raises difficulties for those considering using dialogic teaching as a participative tool. Although writers such as Ten Dam, Voldman and Wardekker encourage the assimilation of pupil experiences outside of school within the teaching process, their aim is to use these to support adult led goals. If Graham and Fitzgerald's contention that adults need to 'put their experience at risk' is accepted, then expert led models become problematic. An apprenticeship model in which learning is led by more skilled others leads to one-directional change (Wegerif, 2011).

Graham and Fitzgerald argue that there is a need to better understand the role of dialogue in the participation of pupils. A fuller consideration of the role of dialogue is developed in the participatory research literature. Dialogue is a central feature of participatory research (van der Riet, 2008). Fielding (2004) considers these processes in some detail. He argues that participatory research has the potential to shift the perspective of both researcher and participants. The approaches to dialogue in the classroom considered so far have been informed by Vygotskian perspectives and these are problematic when considering participation practice and transformation that involves both children and adults. A number of authors (Akkerman & Bakker, 2011; Matusov, 2011; Wegerif, 2008) argue that dialogic theories based on the work of Mikhail Bakhtin offer an alternative conceptualisation of the potential of dialogue between self and other/s. The next section will consider the potential of dialogic theorisation for participation practice.

## **2.4 Dialogic Theorisation**

The link between dialogic approaches and transformation needs to be considered at a theoretical level. This chapter has already considered the charge of political impotency laid against some 'pupil voice' work. This section will therefore consider dialogic theory as means of overcoming epistemological problems with the notion of 'voice' as well as its potential as a theoretical basis for a form of dialogic teaching which supports pupil participation.

Dialogue has aroused multi-disciplinary interest and a range of academic traditions have built up around the concept (Mifsud & Johnson, 2000; Renshaw,

2004). Grossen (2010) refers to it as a paradigm developed by academics in a range of disciplines including philosophy, psychology and linguistics. It involves a heterogeneous family of theories and thus terminology varies among writers. There are multiple sources of dialogism and the particular sources drawn on have influenced the specific nature of the theoretical threads which have developed (Grossen, 2010; Mifsud & Johnson, 2000). Racionero and Padrós (2010) argue that many disciplines have undergone a 'dialogic turn' and now focus on intersubjectivity and dialogue 'as key elements to explain our actions and institutions, and our possibilities for living together in a plural world'(p.145).

Wegerif (2007) identifies four uses of the term dialogic:

*pertaining to dialogue*: referring to the activity of shared inquiry.

*texts which are not monologic*: the view that all texts contain multiple, competing and cooperating voices

*epistemological paradigm* : where the meaning of an utterance resides in its location within a dialogue rather than in the utterance itself

*social ontology* : a philosophical position at odds with modernist western notions of humans as bounded selves. The dialogic self is defined through dialogue with others.

Wegerif argues that grasping dialogic as ontology has immense practical significance for education (Wegerif, 2008). The development of a dialogic ontology has been influenced by Bakhtin (Salgado & Hermans, 2005). Bakhtin's position is paradoxical as dialogic for him involves the coming together of opposing positions yet maintaining difference between them. Theoretically this position differs from Vygotskian influenced approaches to dialogue. The aim of dialogue from Wegerif's perspective is not to reach a convergence of self and other in intersubjective agreement (Wegerif, 2007). Wegerif defines 'dialogic space' as "a space in which different perspectives are held in tension in a way which does not lead to resolution but produces sparks of insight, learning and creativity" (p.118). Dialogic ontology is based on the interplay of same-different/self- other which neither leads to fusion, nor to the maintenance of difference as a 'stand-off' position. The assumption on which this rests is that difference is not just what is outside of us. Instead, each of us is multi-voiced

and the range of voices we speak with, and to, reflects our relationships, communities, cultures and histories (Markova, 2000). The multiple voices we use also involve speech that is given voice through internal dialogue. This means, as discussed in chapter one, that dialogue is both situated and unsituated (Wegerif, 2011). When we engage in dialogue with others therefore we do not necessarily speak from a single position. We give expression to a range of different, and at times competing voices (Markova, Linell, Grossen & Orvig, 2007). It is the continuous dynamic and open nature of the relationship of these voices which explains change (Markova, 2003a). Markova (2003b) argues that a dialogic ontology is able to account for 'innovation, creativity and change' (p.255). The transformative aspect of a dialogic position has particular significance to participation practices. This will now be explored through a more detailed consideration of the literature in this area.

In an attempt to steer a course through this complex and contested literature the following questions will frame the discussion:

1. Can dialogic approaches offer a solution to the problems of the tyrannies of objectivist approaches to children's voice and the fragmentation of critical voice work ?
2. By what mechanisms might dialogic encounters lead to transformation?

The first question arises out of the philosophical difficulties in the literature on 'voice' and considers the extent to which dialogic approaches might overcome these. The second question concerns the theoretical mechanisms which explain the transformative potential of dialogue.

The problems posed both by objectivism and extreme relativism have been discussed in the literature on selfhood by scholars such as Hermans and Markova (Salgado & Hermans,2005). In their theoretical development of a dialogical self they provide a bridge between these extremes. If knowledge is assumed to exist only within categories of knowers, then there is neither basis for communication nor genuine purpose in participative exercises. When an objectivist position is assumed subjectivities are ignored and children's experiential differences are not captured. Markova (2003b), like Fattore and Turnbull (2005) in their discussion of the importance of intergenerational dialogue, suggests that intersubjectivity allows a closing of the distance

between self and others. She argues however that if communication is to lead to change, creativity or innovation, then there must be more to it than intersubjectivity. It is her contention that genuine dialogue goes beyond mutuality and thus avoids the self being subsumed within the subjectivities of the other. She adopts a Bakhtinian position, arguing that dialogic participants are 'co-authors' of their ideas and that 'co-authorship demands evaluation of the other, struggle with the other and judgement of the message of the other' (Markova, 2003b, p.256).

This position also underpins van der Riet's (2008) analysis of the role of dialogue in participatory research. She argues that dialogic processes are transformative and provides a helpful conceptualisation of the process through which transformation is wrought. For her, meeting of self and other facilitates both an empathic and a distanced perspective. Like Markova, she argues that it is the holding of these two perspectives in tension that is key to understanding the transformative potential of dialogue within participatory approaches. An empathic perspective comes from accessing an 'insider' account of a situation. Accessing this perspective relies on intersubjective processes between researchers and co-participants. In developing an empathic perspective the researcher or practitioner needs to understand the community and groups she works with from their perspective using their cultural symbols and language. An empathic, insider perspective is receptive and uncritical and rests on intersubjectivity and mutuality. A distanced perspective on the other hand is an outsider perspective which moves beyond the frame of reference of the participants, possibly drawing on the expertise or knowledge of the researcher. Here the researcher needs to step outside and the culture of the participants. It is through this confrontation with 'otherness' that participants are able to develop fresh insights on their situation. van der Riet's position relies on intersubjectivity, but like Markova, she moves beyond it viewing dialogic processes as offering an 'insider/outsider' perspective which has transformative potential (Poonamallee, 2009; Wegerif, 2011).

This theoretical approach takes difference seriously. For van der Riet, it is the epistemological catalyst for transformation and both participants and researcher are open to change. This sets apart approaches such as these which are

based on a Bakhtinian ontology, from approaches to dialogic teaching discussed above, relying on Vygotskian theory which resolves difference through a dialectic uniting process (Matusov, 2011). This theoretical perspective on the limits of intersubjectivity to an understanding of dialogic processes is extremely helpful. Markova's position allows for evaluation and judgement of the perspective of the other. This is not the judgement of a bounded, imperialistic self. It is a position which recognises the fluidity of the boundaries between self and other/s and therefore allows the possibility of the transformation of both self and other (Markova, 2003b). For Markova, dialogic approaches make communication both meaningful and transformative. This theoretical position seems particularly relevant to those considering how to develop processes which are open to children's participation rather than merely developing their skills in order to prepare them for future participation in existing processes. It adds theoretical weight to calls from writers such as Hill et al. (2004) for the central positioning of dialogue in participatory practice. It also provides a theoretical framework explaining how an adult might 'put their experience at risk' as suggested by Graham and Fitzgerald (2010, p.354).

This leads directly to the second question which concerns transformative mechanisms within dialogic encounters. Here the literature is particularly complex and definitions are contested. Both Matusov (2011) and Wegerif (2008) writing with reference to the educational implications of this theoretical position make much of the distinction between dialogic and dialectic mechanisms of change. They view Vygotsky's understanding of the mechanisms of learning as dialectic and therefore in direct contrast to Bakhtin's dialogic position. Poonamallee (2006) suggests that the key distinction between dialectic and dialogic is that dialectical involves equilibrium established through a synthesis borne from the fusion of conflicting positions, whereas a dialogic ontology assumes a reality in a state of flux.

This flux is the result of the continuous negotiation between different voices in dialogue. Markova's notion of a dialogic self is important as it avoids fusion of the other with the self in the dialogic encounter. Wegerif (2007) argues that for postmodernist thinkers, the distinction between dialogic and dialectic is crucial. In dialectic, where two opposing positions are synthesized, self can subsume

other in a 'totalising system of explanation and control' (p 35). Matusov (2011) argues that Vygotskian theory involves totalising systems. He therefore rejects it as a pedagogical foundation for he argues that it fails to recognise that each of the participants in a learning relationship or community bring something new into the learning context. Both pupil and teacher from a Bakhtinian perspective however, according to Matusov, should find learning problematic. Vasterling (2003) similarly argues that a dialectic mechanism of change is problematic. For her, 'recognition of plurality and other is important because it enables the critical function of open dialogue'(p.167). It can be argued that in reaching synthesis through a dialectic process that otherness is defeated, dialogue shuts down and there is no mechanism for self-critique and change.

Mifsud and Johnson (2000) identify dialectics with an epistemological position which assumes that some truth about reality is known before the dialogue takes place. In using P4C or any other tool to facilitate participation it might appear that there is a desired end point. The truth that is 'known' before the dialogue takes place is that children are marginalized. Any approach which uses dialogue explicitly as an emancipatory tool would by this reckoning be dialectic as opposed to dialogic.

There is confusion however as some of the literature particularly in the area of participatory research (van der Riet, 2008) refers to both dialectic and dialogic mechanisms of change. For some writers the distinction between these two processes of change is not as sharp as suggested by Wegerif. Mifsud and Johnson (2000), writing from within the discipline of communication, argue that the terms dialogic and dialectic are not so easily distinguished. They demonstrate from examples in recent writing within their discipline that dialectic does not necessarily imply synthesis or overcoming tensions or that dialogue ever closes down. They cite Baxter who uses the term 'dialectical dialogue' (p.94) to describe this more open conceptualisation of dialectic processes.

In response to the question of the mechanisms by which dialogue might facilitate change, distinctions between dialectic and dialogic mechanisms are somewhat unclear due to varieties of definition across disciplines. The extent to which dialogue remains open and maintains a critical function so that

both self and other/s are provided with a 'catalyst for distancing and critical reflection' (van der Riet, 2008, p.557) is however crucial. This is how dialogical space is understood. It is not merely creating space or time for dialogue.

Kennedy (1999) argues that dialogue is much more than ideas. Dialogic space is the space which opens up between persons whose boundaries are fluid and in constant negotiation. It is this fluidity which 'opens a space of transformative potential' (Kennedy, 1999, p.340).

Dialogic space contains the possibility of future action or improvement hence its relevance to participatory practice. If dialogue is used as a vehicle to reach a specific goal, such as in the work of Freire (1986) to dispel false consciousness, then the dialogue is teleological and depending on one's definition, dialectical. Approaches to participation which involve education *through* participation, as discussed above, can be argued to involve teleological dialogue (Burbules, as cited in Kennedy, 1999) as there is a clear goal for the activity. This aim is to train children through dialogue in skills enabling them to participate in the future.

Where adults and children engage in dialogue as part of an activity that accepts children's right to participative engagement in the present, then the agenda remains open and the dialogue is non-teleological. The most important aspect of dialogue from this perspective is the extent to which the views of the partners are held in tension and allowed to spark off each other in creative and transformative ways. This position appears to offer a more participative foundation to dialogue within the classroom and has particular pedagogical implications and challenges.

There is a further application of dialogic theory which is relevant to this research project. Dialogic theory has been used to explain transformative learning of those operating across professional boundaries. Akkerman and Bakker (2011) review the literature on boundary crossing learning. This application is relevant to this research project because it involves collaborative professional inquiry. The project is an inquiry on inquiries based upon the assumption that the classroom dialogues offer transformative potential. The project however is also based upon the assumption that the teacher/EP



collaborative dialogues hold transformative potential. Akkerman and Bakker's work is directly relevant to this second assumption.

The concept of boundary crossing is not new and has been introduced and theorised by Engeström (Edwards, 2007; Leadbetter, 2006). Akkerman and Bakker argue that all learning involves crossing boundaries. A boundary is described as a 'sociocultural difference leading to discontinuity in action or interaction' (Akkerman & Bakker, p.133). There is a range of boundaries and Akkerman and Bakker provide a broad classification of these in their literature review. The form of boundary crossing relevant to this discussion however involves those across which professionals with differing expertise (such as a teacher and an EP) might collaborate in their practice.

What is interesting here is that Akkerman and Bakker's theoretical position provides an explanation for the transformation that can take place within the contested site of the boundary between professional perspectives.

Transformation in practice, they argue, involves continuous joint work and negotiation while maintaining socio-cultural difference. They make a number of suggestions for micro-level research examining identity during an experience of socio-cultural discontinuity such as cross professional collaboration. This is relevant to Greenleaf and Katz's (2004) reference to inquiry based collaborative development as a way to enable teachers to 'take up social and dialogical tools for imagining and authoring new pedagogical selves' (p.172). Transformation is explained dialogically by Akkerman and Bakker as change occurs within the negotiation of difference. The research reported on in this thesis considers transformation at this level as part of the change required when teachers put their experience at risk in participative practice. This will be discussed more fully in chapter three when the research process is outlined.

This section has considered the potential of dialogic theory to explain transformation both within the classroom as teacher and pupils dialogue together and also in collaborative professional inquiry. The next section will consider the use of P4C as a dialogic tool to support participative classroom practice. The chapter will then turn to the limits of dialogism in the classroom

and finally to the implications for EPs supporting the professional development of teachers working in this way.

## **2.5 P4C and its potential for pupil participation**

So far this chapter has developed a rationale for the application of a dialogic approach to teaching as a way of extending pupil participation within the classroom. It has considered the theoretical basis of dialogism and its explanation of the transformative potential of dialogue.

This section will continue with a consideration of the literature in the area of P4C. P4C was the tool used within this research project to facilitate a dialogic pedagogical approach within the classroom. By introducing discrete, regular P4C sessions it was hoped that a shift towards dialogic practice might develop across other areas of the curriculum and day to day classroom processes. This section and the following one will examine the literature on P4C in order to consider its potential as a dialogic, participative tool. The focus in this section is upon the use of P4C as a tool to support the development of a more participative classroom. The nature of the P4C process, its theoretical underpinnings and how these might support the overall purpose of this research project will be discussed. The next section will critically consider P4C's potential as a dialogic approach.

Vansieleghem (2005) contends that the roots of P4C are emancipatory. Historically it has served a progressive educational agenda and has been viewed as important in the preparation of children for citizenship within democratic society (Fisher, 2003; Vansieleghem, 2005). It has been claimed that the critical thinking developed in P4C supports democratic culture as it enables children's ability in 'crap-detection' in classrooms where teachers are able to deal with open discussion with them in a participative climate (Benade, 2010, p.11). P4C however also emphasises logic and criticality and has been identified as a helpful to thinking skills (McGuinness, 2005). Research evidence links its use to gains in ability and attainment (Trickey and Topping, 2004; Topping and Trickey, 2007a) and to positive shifts in pupil interaction within the classroom (Topping and Trickey, 2007b). The link to measurable ability gains

may be of particular interest to educators given that IQ scores predict individual differences in school attainment 'moderately well' (Neisser et al., 1996). The link between gains in IQ scores and P4C has prompted media interest in the development of P4C in schools in two local authorities in Scotland (Cook, 2007; Denholm, 2008). It is possible that a focus on the impact of P4C on individual cognitive skills narrows theoretical interest ignoring the processes involved in dialogue in classrooms (Wegerif, 2008). It is important therefore to consider the roots of P4C and to examine its theoretical underpinnings as these reflect concerns which extend beyond individual cognition. This should allow a fuller consideration of the relevance of P4C to the participatory aim of this research project.

P4C was developed initially by Matthew Lipman in the 1970s (Vansielegheem & Kennedy, 2011; Kennedy, 2004; Hardman & Delafield, 2010). It has been implemented in 50 countries and supporting materials have been translated into at least 20 languages (Daniel and Auriac, 2011; Hardman and Delafield, 2010). The history of P4C has involved different and competing emphases (Vansielegheem and Kennedy, 2011). P4C was based on the Socratic tradition of dialogue. In Lipman's model the classroom becomes a community of philosophical inquiry (CPI) focused on exploration and questioning (McGuiness, 2005). In contrast to physical positioning in a traditional classroom, pupils generally sit in a circle in one large group. Three steps summarise the P4C process (Daniels & Auriac, 2011; Kennedy, 2004). The first involves reading or showing a stimulus to the community. The chosen stimulus should involve ambiguity or paradox as this is most likely to stimulate discussion. Secondly, pupils indicate which questions raised by the puzzling nature of the stimulus they wish to discuss with the whole group. These questions are collected and fed into a third step which involves dialogue with the whole group about the questions raised in step two. Democratic processes determine which questions are given most discussion time and the teacher's role within the discussion is facilitative rather than authoritative (Haynes, 2002).

For Lipman, encouraging children to think for themselves within an inquiry was crucial (Lipman, 2003). His work was designed to embed philosophy within the curriculum in schools in the USA in an attempt to develop critical thinking

(Hardman and Delafield, 2010). Lipman saw the need for a shift from transmission models of teaching and was concerned about the lack of emphasis on critical thinking in education (Lipman, 2003). His work was part of a growing body focussing on the educational value of thinking skills. Mosley, Elliot, Gregson and Higgins (2005) demonstrate that this emphasis emerged out of developments in three disciplines. In education there was growing interest in models of instructional design. In psychology the 'cognitive revolution' led to a focus on cognitive structure and development. Finally, within philosophy, models of critical and productive thinking were being considered. Lipman however argued that individual critical thinking as a single emphasis was inadequate for the reform of education (Lipman, 2003). This is significant given the narrower focus on cognitive outcomes of P4C interventions which have been emphasised in some research as discussed above. Lipman however was interested in the link between thinking and practice seeing the two as intimately linked. He produced a model of multi-dimensional thinking encapsulating critical, creative and caring thinking (Lipman, 2003). Lipman's work was influenced by a number of theoretical threads. The ways in which these influenced the development of P4C will now be considered. Key features of the P4C process will be considered in relation to these theoretical influences. The will include the nature of inquiry and the role of community in the inquiry process, the place of difference within the community of inquiry and stance of the teacher in the inquiry process.

The nature of inquiry and the role of community within the process of inquiry in P4C most obviously links Lipman to the pragmatism of Dewey which he acknowledges in his work (Lipman, 2003). Dewey's thinking broke with the dualistic division of thinking and doing and of individual and community (Bleazby, 2006). Lipman's multi-dimensional approach to thinking and the praxis focus in his work was influenced by a range of theorists (Kennedy, 2004; Vansieleghem and Kennedy, 2011) but most particularly to Dewey, for whom reflective thinking was fundamental to practice (Lipman, 2003). Lipman drew upon Dewey's emphasis on reflective thinking as involving self-correction and change to practice. Dewey viewed the teaching of thinking as a means to improving society (Wegerif, 2007). Lipman followed Dewey in viewing inquiry as more than an intellectual exercise (Lipman, 2003). He founded his view on the

place of thinking in education on Dewey's argument that inquiries are directed not by the power of an individual or group of individuals but by the logic of the argument as it unfolds through communal dialogue.

Lipman's acceptance that the logic of an inquiry is directed through the communal dialogue suggests, that for him, inquiry is a social process which is conducted within community (and also between communities). Here again he makes explicit the influence of Dewey but also of Vygotsky and Vygotskians such as Rogoff (Lipman, 2003, p.104). It was Dewey's contention that inquiry is a communal process. Lipman suggests that while inquiry is communal, communities do not necessarily inquire. Inquiries however lead communities to a position of self-criticism. Communal inquiry therefore provides transformative possibilities and Lipman was interested in the application of these principles to issues such as violence reduction (Lipman, 2003). Lipman also drew upon Vygotskian notions of individual appropriation through the process of community dialogue. Thinking with others is a major focus within the CPI process (Kennedy, 2004). An emphasis upon the provisional basis of any truth reached within an inquiry however tempers the authority of the views of others within the community.

Conclusions reached are merely a settled position on a lifelong journey of communal exploration. Kennedy (2004) highlights the importance of thinking with others and for oneself within the CPI. This emphasis is paralleled in Bleazby's discussion of the way in which P4C is a demonstration of Dewey's rejection of the dualism of individual and community (Bleazby, 2006). It is here that Dewey's influence is more obvious than Vygotsky's for this claim to democracy rests upon the importance of difference and diversity within the community. For Kennedy, confronting the differences of the other within the community enables the individual to think more clearly about her own arguments or position. He argues that in a community of inquiry :

*'I am required both to think more for myself, since I am faced more and more with my own decisions about my truth.....as well as having to think more with others, because I am more and more aware of the relativity of my truth vis-à-vis*

*the truth of others and the necessity of coming into some sort of coordination with those truths in order to cope collectively'*

*(Kennedy, 2004, p.747).*

Dewey's notion of community, like Kennedy's description above, is of an open system within which there is access to the diverse perspectives of others (Bleazby, 2006). This underpins the P4C process as envisaged by Lipman. The mechanism by which this occurs is described by Sharp (cited by Bleazby, 2006) as involving the interaction of diverse ideas and their transformation into new ones. This appears to be the description of a dialectic process and does not make clear whether the process leads to an overcoming of as opposed to the maintenance of difference (Matusov, 2009). What is clear however is that within the P4C model, as envisaged by Lipman, inquiry is based on a community of diverse voices, driven by the logic of dialogue rather than by pedagogic authority and as such is regarded to be a participative and democratic process with transformative potential.

The stance of the teacher within P4C must be considered. For Lipman the discourse within an inquiry is dialogic rather than monologic and rests upon constructionist epistemology (Lipman, 2003). If knowledge is constructed through communal dialogue and is provisional, then the position of the teacher within the inquiry is less authoritative than in a model where knowledge is transmitted to pupils. This has implications both for the stance of the teacher and the underpinning construction of children. While Dewey recognised that children are dependent upon adults, dependence was viewed by degree and not as absolute (Bleazby, 2006). Within the CPI children's active role is recognised and the teacher is facilitator (Kennedy, 2004). In this way Kennedy argues that CPIs have the potential to 'destabilize and subvert' relations of dominance such as those between adults and children (Kennedy, 2004, p.763).

Lipman, Sharp and Oscanyan (1980) argue that in order to support children to think for themselves and to avoid dominance there are certain conditions which need to be met within the classroom. P4C requires teacher commitment to the inquiry process. Lipman et al suggest that rather than being 'teacher proof' P4C requires teachers to demonstrate persistent curiosity and inquiry which is then

modelled to the pupils. The teacher must also be committed to avoiding indoctrination. The importance of pupils being able to understand what they think and why, should be emphasised by the teacher. This is particularly important when pupils within the CPI disagree with one another or with the teacher. P4C requires that teachers respect the opinion of pupils. While this does not mean uncritical acceptance it does imply teachers need to receive pupils where they are and should adopt a supportive approach to challenging their thinking. The main function is not to enable them to reach the 'correct answer' but to continue with inquiry. Finally, in using P4C, teachers need to evoke the trust of pupils. Lipman et al. argue that the optimal situation involves inquiries in which children are not afraid to critique teacher methods or values. To do this requires a sense of trust and safety within the classroom community.

This consideration of P4C as developed by Matthew Lipman, has highlighted the theoretical foundations upon which it rests. These takes us far beyond a narrow interest in IQ gains which have led to attention on P4C within the Scottish media. The philosophical roots of P4C appear to be consistent with the transformative aims of this project. Within this project, the process of philosophical inquiry within the classroom and the process of inquiry on these classroom inquiries (through the action research process) are assumed to have transformative potential. The purpose of each is not to reach truth or merely extend knowledge but rather to change practice. The philosophical breach of community/ individual and thinking/doing (or theory/ practice) dualism underpins P4C. This also resonates with the underpinning philosophy of this research project as outlined in chapter one. The role of diversity within community which underpins this approach to inquiry is of particular relevance to this project.

It is therefore reasonable to conclude that P4C as envisaged by Lipman, and resting on the theoretical influences of Dewey and Vygotsky offers some potential to a project attempting to increase pupil participation.

## **2.6 P4C and its potential to support dialogic pedagogy**

If the dialogical theoretical position developed earlier in this chapter is accepted then it can be argued that the adoption of a dialogic pedagogy offers possibilities for transformative communication between different voices, and in particular between the voices of different generations. P4C has been regarded to be a tool to support inter-generational dialogue and participation. Todd (2007) for example suggests that P4C is an example of 'authentic participation' (p.147).

It is arguable that the transformative potential of diversity within dialogue has been less clearly theorised within the P4C literature than within the literature outlined earlier in this chapter. The appropriation of a dialogic theoretical understanding may be helpful in assessing the transformative potential of dialogue within a P4C community. Having considered the theoretical roots of P4C and their relevance to this project it is important to consider these more carefully in the light of the theoretical discussion of dialogic thinking outlined in section 2.4 above. Matusov (2011) suggests that a genuinely dialogic pedagogy requires that all participants expect to be surprised by one another ('dialogic interaddressivity' p.104) and share a focus on an issue that interests and yet is difficult for all involved ('interproblematicity' p.104). These requirements suggest a very different pedagogical approach from either transmission or expert scaffolding of apprentice learners such as those associated with a Vygotskian position (Matusov, 2009; Wegerif, 2011). The proponents of dialogic pedagogy argue that it has the potential to shift authority away from the teacher as purveyor of monologic truth (Wegerif, 2011). Within the classroom however, this requires 'space' for dialogic engagement with others. Matusov argues that it is in this space that the teacher can risk her own experience as her words are open to a process of negotiated meanings. If her words are accepted it is because they are 'internally persuasive' to pupils rather than because they are 'authoritative' (Matusov, 2011). This is consistent with the teaching stance identified by Lipman et al. (1980) as foundational to P4C.

Topping and Trickey (2007b) researched the impact of P4C on interactive skills within the classroom. They argue that a cycle of talk involving the following sequence should be aimed for in philosophical inquiries: teacher stimulus-teacher questioning-pupil response-pupil proposition-pupil agree/disagree



judgement- pupil explanation/rationale for judgement- pupil explanation rationale for own position (SQRJPRR). They found that compared to comparison classes, where the teacher had initial training in P4C and follow up professional development, the classes they taught were characterised by increased open ended questioning by teachers, increased participation by pupils in class dialogue and improved pupil reasoning in justifying their opinions. This suggests changes in the quality of classroom interaction.

Patterns of interaction however are but one aspect of dialogue. Dialogue is complex and multi-faceted and cannot be understood in terms of communication behaviour alone (Markova, Linell, Grossen & Orvig, 2007; Grossen, 2010). Dialogism requires more than engagement in dialogue (Wegerif, 2008). Claims have been made for the dialogical status of P4C (Kennedy, 2004; Kennedy, 1999; Fisher 2007) which have been disputed (Biesta, 2011; Vansieleghem, 2005). Both Vansieleghem and Biesta contend that P4C is problematic because it is governed by a political agenda which privileges particular forms of thinking and behaviour. For Vansieleghem, this leads to the exclusion of 'other' voices and the reproduction of existing discourses. She recognises the need for a genuine dialogical confrontation with 'otherness' but argues that the Socratic tradition emphasises one particular way of teaching thinking. In her view, P4C risks being an instrumentalist educational approach and as such, those engaged within it can lose sight of the transformative value of experiencing the presence of the other. According to Vansieleghem, P4C needs to be reinterpreted dialogically as the procedure is dialectic in its attempt to reach synthesis or conclusion through a process of questioning.

Vansieleghem's emphasis on the instrumentalist dangers of P4C through its procedural reliance on the Socratic method is timely given recent interest in P4C as a pedagogic tool. Lefstein (2010) considers the emphasis on interaction patterns in pedagogies which focus on dialogue. While not referring specifically to P4C, his comments on the dangers of instrumentalism can be applied to P4C. He suggests that when the focus is on the interaction structures of dialogues, the 'spirit' (p.174) that these patterns should reflect is ignored. The spirit of dialogue, he suggests, includes the substance and context of the talk

and the motivations of the participants. The lack of attention paid to these features may be the result of an approach to the training of teachers and pupils which emphasises the rules of interaction in dialogue. Further, it is possible that large scale outcome based research examining links between P4C and cognitive ability, attainment and social interaction can lead to an instrumental approach to P4C. Practitioners may be encouraged to emphasise replication of methods which have been demonstrated to yield measurable positive outcomes. There may be other features such as transformation of perspective which are not measurable and therefore fail to be captured in large scale outcome based research. For Biesta, over-reliance on outcome based evidence leads to instrumentalism and is a danger to both academic theorisation and democracy (Biesta, 2007).

Vansieleghem and Kennedy (2011) draw a helpful distinction between 'skills' and 'site' as priorities in P4C. P4C can be seen as a way of developing 'skills or 'answers'' (p.178) in the form of facts or values. Where P4C is being used to boost attainment or to prepare future citizens then arguably its focus is upon the development of skills. Overemphasis on skills in P4C has been argued to lead to instrumentalism (Biesta, 2011, Murriss, 2008). The emphasis on site is very different and it is here that the relevance of dialogic theory is most apparent. Vansieleghem and Kennedy (2011) suggest that a second generation of approaches has developed in which P4C is viewed as a 'site' where children can 'seek their own answers and the practice of thinking for themselves and with others in communal deliberation' (p.178). This arguably fits more closely with the foundational principles of P4C discussed in the previous section. Vansieleghem and Kennedy argue that when the recognition of P4C as a site for confrontation with otherness underpins practice then Philosophy *for* Children becomes Philosophy *with* Children. This shifts the emphasis from replicating procedures in order to ensure 'best' outcomes to guarding the process in order to ensure space for dialogic confrontation.

An approach to P4C which privileges 'site' over 'skills' appears to sit comfortably with the notion of dialogic space discussed above and allows a consideration of P4C as dialogic practice. Kennedy (1999) although characterising the Socratic approach as dialectic, also conceptualises children's

CPIs as both dialogic and potentially transformative. He views philosophical inquiry as teleological to the extent that it follows 'the inquiry where it leads' (p.346) but non-teleological in that it is impossible to predict the direction or even be sure that a direction exists. On this basis, Kennedy argues that philosophical inquiry is dialogic as it is chaotic, emergent, and open. He contends that communal dialogue challenges the western tradition of philosophy as an individual, rational endeavour. P4C viewed from this perspective, engages children and adults in dialogue where there is 'no final closure, because of the stubborn, perdurance of the multiplicity of individual perspectives which can be coordinated but never subsumed' (p.349).

Murris (2008) presents a dialogic argument to protect P4C from the dangers of instrumentalism. She uses quote from Plato in which Socrates suggests that the perplexity others feel in the presence of his questioning is actually a projection of his own perplexity. This enables Murris to highlight the potential dangers of the recent popularity in P4C as 'method' and she encourages teachers to embrace the perplexities involved in the process. She suggests that teacher stance should differ to that of the trained and knowing facilitator guiding participants towards 'truth'. Similarly, Topping and Trickey (2007b) cite research by Timpson showing that pupil questioning increases when teacher questioning reduces and pupils feel less threat to their self-worth. Timpson found that interaction between pupils and teachers increased when the questions discussed were perplexing both to teachers and pupils. Although their study is based on questioning behaviour alone, it suggests that when teachers own perplexity, then open dialogue is more likely. This does not require teachers to give up all certainty within the teaching context but rather should ensure that teachers own perplexity within the classroom inquiry.

For Murris (2008) it is vital that P4C practitioners avoid easy solutions to tensions and difficulties. These solutions are likely to close down the dialogue. Such tensions might include children raising potentially painful emotional issues or views being expressed which conflict with the ethical norms of the school or culture. In my experience as a practitioner these can create discomfort and perplexity in teacher and pupils. It can be argued nevertheless that these moments of discomfort offer the genuine encounter with otherness which

characterises dialogic approaches. Within such a context, where otherness is recognised and not silenced, there is potential for genuine participation for all voices within the classroom. Each has the right to be heard and each is vulnerable to the transformative potential of the presence of the of the other.

It is important however to recognise that philosophical inquiries are socially and politically situated. The extent to which a teacher might tolerate 'Socratic perplexity' is likely to be influenced by the many factors which impact on classroom practice. Attitudes of school manager and parental influence on school and quality assurance bodies for example, are likely to influence curricular and pedagogic decisions. An individual community of inquiry therefore exists within a wider managerial and political structure whose influence can impact on its potential to be a dialogic mechanism. The next section will therefore examine the limits of dialogic approaches within the classroom.

## **2.7 Critical issues in the application of dialogism in the classroom**

It is important to consider the limits of a dialogical approach within a school context. The theoretical arguments about dialogism considered so far have been developed outside the practical realities of the classroom. Theory is vital to ensure creativity and criticality in educational practice (Ball, 2007; Biesta, 2007). Ensuring a reciprocal relationship between theory and practice helps to avoid idealisation of any theoretical approach. As this thesis is based on practitioner research it is vital to consider the limits of dialogism and ensure criticality in its application. Morson (2004) argues that practical issues raised by dialogic theory become obvious when applied to schools as the 'problematic of pedagogy serves as a lens to make the broader implications of such questions clearer' (p.317). This section will consider two broad areas of difficulty. The first relates to structural inequality and involves the potential for dialogic approaches within the wider socio-political context. The second concerns limits in applying dialogism due to the politically situated nature of classrooms and consequent competing demands upon teachers.

Gurevitch (2000) argues that Bakhtin's work has led to the development of 'a critical tool with which to interrogate authoritarian or distorted speech in order to restore freedom, multiplicity, democracy and an opening of sociality to its

inherent dialogical betweenness'(p.244). It is on this basis that dialogic approaches are seen to have emancipatory potential. Gurevitch however expresses concern about Bakhtin's dichotomous positioning of dialogic and monologic forms of talk. He problematises what has emerged as an 'ethics of dialogue' whereby dialogic talk becomes prescriptive (Sampson, 2008). From Gurevitch's perspective such approaches idealise dialogic ignoring its dark side. He suggests that dialogic approaches require individuals to 'find' a voice through the recognition of others (Gurevitch, 2000). This raises questions about the politics of the classroom, how voices are recognised within the classroom and the potential for classrooms to become sites for the reproduction of social inequalities (Walkerdine, 1986; Walkerdine 1985; Bernstein, 2000).

Emancipatory claims made by those promoting classroom dialogue have been subject to critique (Lefstein, 2010). While not specifically addressing dialogism, the work of Valerie Walkerdine is relevant here. She emphasises the organisation of talk within classrooms and the ways in which it favours the dominant and silences the 'otherly classed and gendered' (Walkerdine, 1985). Walkerdine views progressive education as a fantasy (Walkerdine, 1986). She argues that the dream of democracy within the classroom is tyranny in disguise. Within the 'democratic' classroom reason dominates and pupils less able to play by its rules are disadvantaged. Andrew Lambirth has taken a similar position and applied it to dialogic teaching. He argues that the ground rules proposed by Mercer and Wegerif to avoid arguments and ensure high quality talk, favour those pupils already most advantaged. Like Walkerdine, Lambirth's work applies a wider sociological lens to pedagogic practice. Lambirth (2009) argues that the main protagonists of dialogic teaching have focused on the psychology of cognitive development and ignored the socio-political implications of the pedagogic approaches they promote. His critique has led to debate with Neil Mercer (Lambirth, 2009; Lambirth, 2006; Mercer & Littleton, 2007). Lambirth in a similar vein to Walkerdine, contends that the forms of interaction prescribed by thinkers such as Mercer favour those pupils whose cultural and linguistic experiences have more adequately prepared them. For him, ground rules, such as those favoured by Mercer, prescribe certain forms of expression which privilege rationality. Although Walkerdine does not direct her argument to dialogic teaching, her thinking has some resonance here. She criticises

classrooms in which 'passion has been transformed into the safety of reason' (Walkerdine, 1986, p. 58).

The arguments considered so far have emphasised rationality as the basis of pedagogic approaches claiming to support more participative forms of teaching. Walkerdine's critique is similar to that used by Vansieleghem (2005) in her assault on P4C. Vansieleghem suggests that P4C promotes one form of thinking as normative and thus silences otherness. As seen in the previous section, it may be possible to counter this critique by emphasising theoretical positions on dialogue which rather than considering it as aiming for synthesis, view it as a confrontation with difference in which that difference is maintained thus allowing the dialogue to continue. Lefstein (2010) argues that a way forward involves extending our understanding of dialogue by thinking beyond its role in cognitive activity and grasping its epistemological position. He suggests that Alexander's dialogic pedagogy overemphasises educational goals. Lefstein argues that there is a need to open up contentious issues within the classroom rather than focussing merely on resolution which will be reached through the application of reason.

The dialogic theoretical perspective guiding my own work, as seen in section 2.4 above, emphasises meaning as negotiated in difference. As has been argued, this eschews attempts to reach a unified or totalising truth through dialogue. This arguably avoids some of the criticisms of paternalism (Ellsworth, 1989) or regulation (Walkerdine, 1986) made of emancipatory teaching. Walkerdine positions herself against a modernist humanistic approach to democratic practice. The philosophical assumptions underpinning dialogism however are postmodernist (Barrow & Todd, 2011; Wegerif, 2007). The ongoing confrontation with otherness is vital to dialogic epistemology (Lefstein, 2010). Exploratory talk can be reconceptualised in terms of space for difference rather than as merely a rationally based endeavour. Wegerif (2007) having re-examined transcripts of exploratory talk concludes that it may not be the use of reason but rather the open questioning and listening to the other which provides a 'dialogic space of reflection' (Wegerif, 2007). Mercer (1995) describes three forms of talk; exploratory; cumulative and disputational. Cumulative talk involves identification with the other/s with whom one is talking. This could be

reconceptualised to refer to talk within which there is no space for otherness and is therefore unlikely to be kept open by the difference gives purpose to dialogue. Disputational talk involves defending the self against the views of the other and is identified by Mercer and Littleton (2007) as destructive to joint problem solving. Disputational talk can be viewed as involving too much space from the other and lacking the mutuality required to motivate engagement in dialogue. Exploratory talk, which Mercer views as founded upon reason, can be conceptualised, as per Wegerif, as talk within which there is space for otherness (and for reflection upon that otherness). This emphasis on dialogue as relationship as opposed to as an approach to communication however is not without difficulty (Lefstein, 2010).

Gurevitch (2000) argues that there is a risk in following Bakhtin's tendency to idealise dialogic space as it ignores the threat posed by the coming together of difference without synthesis. While this approach to dialogue undermines monologic and totalising 'truths' it can also be a site of 'instability and threat' (Gurevitch, p.243). Research by van Eersel, Hermans and Slegers (2008) in the area of religious education in the Netherlands found teachers and pupils were shy about expressing religious otherness. van Eersel et al. (2010) however argue that the context of education does not provide much space for otherness. They cite the power relationship between teacher and pupils as indicative of this context. van Eersel et al. (2010) argue that there is a need to develop internally persuasive dialogue within classrooms as this form of discourse includes other voices while authoritative discourse excludes otherness. This however has implications for power relations between children as well as between children and teacher. Sullivan, Smith and Matusov (2009) examine this issue specifically in relation to the application of dialogic approaches to classroom practice. They consider the implications of the loss of the absolute authority of the teacher when every idea is open to question and challenge. They argue that Bakhtin's notion of 'carnival' as de-crowning of authority, can degenerate into brutality. Using examples from Lensmire's work, they show the ways in which existing inequalities between children can be heightened in such a context. This leads them to argue that attempts to move from an authoritative teaching stance creates dilemmas for teachers. These

dilemmas are not readily resolved, they argue, but require judgements in practice which rely on reflexivity, knowledge in practice and theoretical insight.

The political context and its difficulties and dangers has to be taken seriously by anyone attempting to apply pedagogic approaches based on dialogic theory. Hill (2006) emphasises the need to recognise the political context within which participatory activities take place. This includes power differentials between adults and children but also between children themselves. Children's voices are not necessarily harmonious as they emerge from very different experiences. For this reason Arnot and Reay (2007) warn against the naïve assumption that eliciting pupil talk in the classroom will, in itself, shift existing power relations. Similarly, Lambrith (2009) argues that those advocating the use of dialogic approaches should recognise the political implications of their work.

The philosophical assumptions of dialogism, as discussed above, recognise the role of the socio-cultural context in social reproduction. Within dialogism however there remains space for dissident voices. It is this space, no matter how small or difficult, that contains hope for transformation (Markova, 2003). As hope is limited by context transformative claims need to be measured. Dialogic encounters, as argued above, contain transformative potential as they allow both self and other to engage in critical reflection. Vasterling (2003), writing from a feminist perspective, however questions the critical potential of an unequal I-other relationship. Using the example of marital rape, she argues that legal change is sometimes needed to achieve what dialogue alone is unable to achieve. She takes the view that where there are significant inequalities dialogue is powerless and legislation is required to support the voice of the subjugated other. Accepting this argument would render powerless any attempt to use dialogic approaches to facilitate children's participation as children. That legislative change is possible however, implies some room for hope and there may be a place for the transformative potential of dialogue in the pressure leading to legislation. Legislative change which favours the disempowered does not happen overnight. It requires the powerful to be persuaded of its necessity. Dialogue therefore may be an important part of the process of persuasion.

Jackson (2008) expresses measured hope in her discussion of dialogic pedagogy and social justice. She recognises that classroom practice is of



limited impact on the world outside of the classroom. She argues however that there is a need to hold onto possibilities that dialogic teaching might have to offer individual students within the educational context. Although it is necessary to avoid naive claims about the transformative potential of dialogic approaches, it can be argued that they offer potential at both a philosophical and a practical level and can be used by those engaged in participatory practices with children. In the light of the potential difficulties posed by inequalities between dialogic partners, practitioners require to adopt a critically reflexive stance in their use of dialogic approaches as participatory devices.

It is therefore important to avoid idealising dialogic theory and its practical applications in the classroom. The open confrontation of difference holds threats and dangers as well as transformative potential. It is also important to recognise that the multiple and contested voices within the classroom reflect those within the wider community. Further, what happens in the classroom can be reproduced in voices in the community when pupils interact in a different context. The classroom is not a political vacuum and there is a need for sensitivity and critical reflexivity on the part of the teacher. Rampton and Harris (2010) on the basis of their research on urban classroom culture strongly advocate the need for theorists in education to have a 'realistic account of the ways in which teachers and pupils actually manage to get by' (p.258). The second area of practical difficulty for dialogic approaches involves the politically situated nature of classrooms and the multiple competing demands from management, quality assurance bodies, curriculum authorities, policy and statute on teachers. Watkins, Carnell and Lodge (2007) contend that schools have become a key focus for working out tensions and difficulties at a societal level. Lefstein (2010) argues that teachers need to consider how to negotiate the various roles they must play through dialogue. His position is neatly summarised by Greenleaf and Katz (2004) when they argue that 'even though language itself is inherently and potently dialogical, social situations are frequently not' (p. 174). It may be that a privileging of 'site' over 'skills' approach as discussed above in relation to P4C is not realistic in the contexts within which teachers work. This does not mean that the idea of P4C or other approaches to dialogue as 'site' should be dispensed with, rather it should be approached with due critical consideration.

Two key issues raised by Lefstein impact on the possibility or even desirability of a shift to teacher as facilitator, are the class size within which dialogue takes place and the need to meet the demand to teach particular skills through the curriculum. Given the size of many classes, Lefstein suggests that whole class dialogue can be problematic and demands the teacher's active role in ensuring an approach to talk which is equitable. Topping and Trickey (2007b) suggest that as P4C requires whole class dialogue, that teachers need to consider issues to around organisation and behaviour within the class. There may be a need to support pupils to talk in ways which capture the attention of their peers (in order to ensure their 'recognition'). Those children who need time to think through a response may require teachers to control the talk in ways which facilitate their thinking speed. This requires a degree of moderation of the talk on the part of the teacher. These are demands which may be new to some teachers. Further, the teacher not only needs to learn how to moderate but also needs to critically reflect on her own interventions and their effects on individuals, groups of children or the whole class during and even after a lesson. This requires reflecting on whether any such interventions either reproduce or interrupt existing prejudices within the classroom, such as those which were uncovered in Lensmire's work when the teacher 'stepped back' (Sullivan et al., 2009). Finally, given current curricular demands, it is impossible for teachers to think only about creating space for dialogic confrontation for they are required to demonstrate outcomes in terms of pupil skill development.

Lefstein offers a number of suggestions for determining what can be left open and dealt with in a space for dialogue led by pupils and what requires authoritative control over learning direction. He suggests that by weaving everyday knowledge into the formal curriculum it may be possible to more readily bridge that gap. The development of a Curriculum for Excellence (CfE) in Scotland (Scottish Executive, 2004) arguably opens new opportunities for a more flexible approach to teaching in the classroom. This curriculum is designed to support learning for pupils aged between 3 and 18 years. It provides a degree of flexibility encouraging learning beyond curricular

boundaries and an emphasis on learner experience as well as outcomes. Despite this espoused agenda there is a need for criticality and theorisation of potential learning and teaching implications. Although the new curriculum offers some hope, if it is to avoid instrumentalism then there is a need for critical engagement with issues raised in this section.

Lefstein argues convincingly that there is a need to consider the realities of implementing a dialogic approach within the classroom. Cognisance of potential conflicts and difficulties in order to avoid idealisation is vital. In using P4C it is possible to either privilege 'skill' or 'site'. Where 'skill' is privileged at the expense of 'site' there is danger of instrumentalism and no space for the transformative confrontation of self and other/s. Where 'site' is emphasised there is danger that the 'dark side' of confrontation with otherness is ignored and issues such as inequality between voices and the need for skill to support access to the dialogue are concealed. The result of this is likely to be far from emancipatory. It is possible to avoid dichotomy and to view these as two opposites in dialogic tension. Maintaining this tension may be important in avoiding the dangers of privileging 'skill' or idealising 'site'. Further, maintaining the tension between them rather than seeking resolution allows them to 'spark off' each other creatively. In this way neither 'skill' nor 'site' are shut down requiring educators to account for both in an ongoing manner. It might be argued that only in this way is it possible to avoid both instrumentalism and naivety in using dialogue with a participatory purpose.

Given the complexities involved in using P4C as a dialogic tool to support pupil participation, it is important finally to consider implications for the development and support of teachers working in this way. This has relevance to the current thesis as the research project has been designed to involve two levels of inquiry, classroom CPIs and teacher/EP dialogues reflecting on video footage of the CPIs. Chapter three will outline the data collection methods and how these relate to the research questions. As one of the research questions addresses teacher change during the project it is therefore appropriate to consider

literature on the implications of shifting towards a dialogic approach for the development and support of teachers.

## **2.8 Professional Development Implications**

### ***2.8.1 Implications for teachers adopting P4C as a dialogic teaching tool***

There is evidence from research with teachers that using approaches such as P4C can be a catalyst to professional development. Baumfield, Butterworth and Edwards (2005) conducted a systematic review of the literature in order to investigate the impact of the implementation of thinking skills programmes on changes in pedagogic practice. Their review covers a range of approaches including Philosophical Inquiry. They conclude that these are linked to changes in both pedagogic practice and teacher perception of pupil ability. They found that pupils exercised greater communicative initiative by raising more issues for discussion. Teachers subsequently attempted to support more extended responses from pupils and so changed their questioning style. Baumfield et al. conclude that the evidence suggests that thinking skills approaches (such as P4C) enable teachers to develop a climate which encourages pupil participation in discussion. Furthermore, they argue that this climate is beneficial to pupils across the ability spectrum. In some of the studies reviewed (including two using Philosophical Inquiry) teacher perception of pupil ability was reported to have shifted positively as a result of pupil contribution to class discussion. The open ended nature of the discussions enabled some teachers to consider pupils as more capable of independent learning than they had previously assumed. Baumfield et al. however found that not all teachers benefit from such approaches. They argue that changes such as those reported above require teachers to reflect on their experiences through accessing a critical community outside of their classrooms. Jones (2008) surveyed teachers in one local authority who had undertaken professional development in thinking skills approaches including P4C. She found challenges to change which included teacher disposition, teacher skill and lack of time. She concluded that there is a need for training opportunities which support teachers with the challenges involved in planning and facilitating sessions.

The type of training or professional development opportunity required to support practice change will depend upon the pedagogic purpose for introducing P4C. Where the emphasis is on provision of a site for dialogic engagement then the professional development issues for the teacher are likely to be different to those arising from an emphasis on pupil skill development. Haynes and Murriss (2011) are particularly interested in developing P4C as a site where learners 'participate in democratic life' (p.286). They consider how best to support teacher development. They identify examples of issues arising during P4C sessions which lead to teacher perplexity (Murriss, 2008) to demonstrate why support is needed. These include dealing with the unexpected, non-linear progression of discussion and pupil ownership of questions. Kennedy (2004) characterises dialogue within COIs as involving 'clash, advance and retreat, hardness and softness, the brittle and the porous' (p.748). He highlights the 'communicative noise' of dialogue which involves 'ambiguity, contradiction and redundancy' (p. 754). This supports the contention of Haynes and Murriss (2011) that the challenges posed by P4C differ from those presented by a traditional curriculum. They conclude therefore that teachers need to develop 'artful' (p.292) forms of practice which are infused with tact, knowledge and ethical judgement.

Tact is arguably the least tangible of these concepts. Juuso and Laine (2005) provide a helpful overview of this concept and how it has been understood within education. They consider tact to be particularly relevant to dialogic classroom approaches. Where the teacher operates on dialogic principles then the direction and content of the talk cannot be predicted. Juuso and Laine conclude that in a dialogical pedagogy 'the educator has a primary responsibility to construct the atmosphere, not only between the pupils and him/herself but also between the pupils themselves' (p.13). This, they argue, requires a tact based on artistry rather than skill. It also requires ethical judgement. The ethical implications for the teacher developing dialogic forms of teaching are paralleled in the research ethics literature. The concept of ethics-as-process (Cutcliffe & Ramcharan, 2002) or of 'ethically important moments' (Guillamin & Gillam, 2004) reflect a similar need for artfulness. Those advocating an ethics-as-process approach argue that the complexity of the context and relationships in

research requires ethics to be considered on an ongoing basis throughout the research process. Haynes and Murriss similarly argue, with reference to P4C, that instrumental approaches to training teachers in P4C does not enable them in artful practice. Professional development for teachers engaged in P4C or other forms of dialogic practice therefore requires more than skill mastery. Haynes and Murriss suggest that teachers need to be supported to be critically reflexive in ways which lead them to question their own values and assumptions and to consider how they as social actors impact upon the classroom community.

It is important to recognise the nature of the demands upon teachers working in this way. The roles or identities required of the teacher in the process of facilitating a P4C session as compared to more traditional lesson delivery are complex and multiple. There are parallels here with the arguments of Pryor and Crossouard (2005) in their discussion of the multiple identities of the educator using formative assessment. They theorise this within an activity system. It is possible however to draw on Markova's theory of the dialogic self (Markova, 2003a) to look at the multiple voices of the teacher and how these might shift as the teacher develops in her practice. What is clear is that changes in practice of this nature impact upon teacher identity and teachers require to work with the tensions which this involves (Lefstein, 2010).

While recognising the complexities for teachers and the importance of approaches which support an 'artful' approach to the P4C practice, it is also important to be aware that ignoring skill may lead to other dangers. Differences between pupils, as discussed above, can create challenges for a co-constructed pedagogic approach such as P4C. Some pupils struggle to make their voice heard within the classroom community (Ten Dam, Volman & Wardekker, 2004). The need for teachers to support and scaffold social processes within the classroom has already been identified. This implies skill on the part of the teacher. Lefstein's (2010) suggestions about teacher negotiation of the difficulties of whole class dialogue go beyond reflexivity and involve skilled pedagogic responses. Rather than adopting a dichotomous approach to the skills or site debate, as discussed above, a more appropriate critical response might be to hold these in tension. This requires any training or skill

development opportunity to provide space for critical reflection about the practice of these skills and their impact on the relationships, atmosphere and politics of the classroom and beyond.

Consideration will now be given to methods and tools for supporting teacher development in the use of P4C within the classroom and, given the locus of this research project, the role which educational psychologists (EPs) might play.

### ***2.8.2 Supporting the professional development of teachers who are engaging in dialogic practice and the possibilities for EP-teacher collaboration***

EPs in Scotland are required to perform five roles; consultation, assessment, intervention training and research (Scottish Executive, 2002). There is a level of fluidity between these (Topping, Smith, Barrow, Hannah and Kerr, 2007). As noted earlier, there have been recent recommendations for increased EP involvement in supporting teaching and learning initiatives (HMIE, 2010). Role fluidity is perhaps most obvious when EPs support pedagogic practice. The three roles of training, consultation and research can all be employed to support teaching practice and the distinctions between these are not always clear. In the context of this study it is important to consider the most appropriate ways in which EPs might most effectively support the development of teachers engaging in dialogic practice. Given the complexities outlined above, effectiveness cannot be easily measured in terms of skill development. Support needs to address both skills and the need for space to engage in critical reflexivity.

In a recent review of the literature in the area of the effectiveness of adult learning methods and strategies, Trivette et al. (2009) considered four models (accelerated learning, coaching, guided design and just-in-time training). Findings indicate that the most effective forms of adult learning are those which fall within a middle ground between transmission, where the learner is passive, and constructionist approaches which rely on learner self-discovery. They make the following recommendations on the basis of their findings:

- the more characteristics of adult learning involved in any training the better
- active participation of the learner is vital
- the most effective opportunities involve the learner in self- evaluation based on transparent standards or a framework and supported by an instructor.
- Small numbers of participants and multiple training experiences are most likely to support reflection and mastery.

The authors are cautious about one-off training events for large groups of adult learners without ongoing opportunity for guidance and support in practice. They argue that such events are unlikely to support reflection. It is important to recognise that this review combined studies of a range of learners (such as undergraduate students, hospital patients, teachers and managers) across different learning settings (including special education classroom, college classroom, workshop). The conclusions however offer general guidance for those involved in professional development. Trivette et al. conclude that their synthesis is in line with other research in the field demonstrating that ‘guiding but not directing learning can promote and facilitate mastery of new knowledge or practice’(p.11).

Their review lends some support for approaches such as Video Interaction Guidance (VIG) which are increasingly used by EPs and others to support professional development within the classroom (Hayes, Richardson, Hindle & Grayson, 2011; Gavine & Forsyth, 2011). VIG explicitly adopts a training stance which guides rather than directs learners (Kennedy, 2011). It also provide a framework for self-evaluation which attempts to activate the professional learner. The use of video will be covered in more detail in chapter three when the research process is outlined. What is of interest here is the stance taken to professional development in VIG and how this relates to the findings of Trivette et al.

The importance of avoiding top down directional models in teacher professional development has been emphasised in other research. Approaches



to supporting teachers in the development of formative assessment in Scotland, for example, were based on the assumption that pedagogic transformation requires teachers to be involved in the exploration and development of their own classroom practice. It was therefore assumed that learning was not merely acquisition of skill but the ability to 'transform communities of practice' (Hayward, Priestley & Young, 2004, p.7). Hayward et al. argue that research based, policy led, teacher development has paid too little attention to what class teachers can do in their own classrooms. Research which has looked at teacher's own perspectives on what enables them to benefit from professional learning opportunities (Pedder, James & MacBeath, 2005) suggests however that opportunities to learn within the classroom are risky for both teachers and their pupils. They accept that classrooms are important places for teacher professional development. Pedder et al. however recognise the need for support within the school and from local and national government in order to provide appropriate opportunity for teacher learning in the classroom. Hayward et al. report that in schools where there was little head teacher or local authority support for teacher initiatives, that teachers felt isolated and unable to make reasonable requests related to this work (such as time to meet other teachers). It is reasonable to assume the relevance of these findings to teachers involved in any form of innovative practice such as the application of dialogue to support pupil participation.

Within the Scottish context, recommendations for EP involvement in supporting teaching and learning may be one way of delivering such support. Pedder, James and MacBeath (2005) emphasise the importance of collaborative learning opportunities for teachers which has been demonstrated in research. This may offer some direction. Coaching is one collaborative approach to teacher professional development and one of the four methods reviewed by Trivette et al.. Adey (2004) concludes that coaching is well established as an effective approach to professional development and it enables teachers to transfer learning from professional development settings into the classroom. It has been used extensively to support teacher development in a range of projects in schools in the north east of England (Leat, Lofthouse & Wilcock, 2006).

Leat et al. identify the establishment of trust based on personal relationship as a significant factor in the coaching relationship. They suggest that consultants who are independent of yet have a relationship with the school are well placed to support change through coaching. They also identify 'partnership, collaboration and engagement, plausibility and enhanced receptiveness to practitioners' viewpoints' (p.338) as key features in coaching practice. Lofthouse, Leat and Towler (2010 a) describe coaching as a 'creative lever rather than an accountability tool' (p.10) and emphasise the collaborative nature of the coaching process. It is interesting that Lofthouse, Leat and Towler (2010 b) who analysed coaching conversations in schools found that few coaches challenged their coachees. From a dialogic theoretical perspective this raises questions about transformative mechanisms in the absence of challenge. This may require further consideration about how to challenge when working within a collaborative model of professional development.

Lofthouse, Leat and Towler (2010b) describe four levels of coaching; emerging, developing, refining and co-constructive. The co-constructive level involves fuzzy boundaries between coach and coachee as they explore practice and develop new ideas together. Coaching at this level can be compared with collaborative action research where practitioners work together to explore a practice issue. The use of collaborative action research is suggested by Haynes and Murriss (2011) as a means of professional support and development in P4C practice. They consider it to be capable of supporting practitioner self-criticality. They argue that approaches to supporting teachers with P4C should mirror those which teachers are using as they practice P4C within the classroom. For Haynes and Murriss, this helps avoid instrumentalism. Topping and Trickey (2007b) who have conducted larger scale outcome research on P4C also advocate collaborative action research within the P4C arena as a means of informing teacher professional development.

It might be argued that EPs are uniquely positioned to partner teachers in collaborative approaches such as coaching or action research. They tend to have good local knowledge of school, community and staff as well as having particular skills in collaborative approaches such as consultation and action research (Brown & Kennedy, 2011). Given their training and research skills,

EPs are well placed to support work at the boundary between research and practice. Leat et al. (2006) argue that the consultant workforce in England enables a bridge between researchers and practitioners. EPs are arguably even better placed to bridge research and practice. They have a unique insider/outsider identity in schools as they are employees within the same local authority, have some shared history with the school through the range of their work, and yet have differing professional training, identity, roles and functions to teachers. They are therefore able to operate a boundary crossing role in schools. They might even be characterised as 'boundary crossers' or 'brokers' (Akkerman & Bakker, 2011). Leat et al. argue that boundary crossing may be 'disconcerting' but can facilitate practice change. Akkerman and Bakker (2011) as discussed earlier in this chapter present a case for a dialogic theorisation of the micro-level transformation occurring in professional boundary places. This action research project is an example of such boundary crossing work.

This section has considered the most appropriate forms of professional development to support teachers using P4C as a dialogic tool in order to encourage pupil participation within the classroom. It has considered the need for approaches which are able to support skill development and also provide space for critical reflexivity on practice. Frameworks to support self-evaluation of practice and approaches which actively involve and guide rather than direct the practitioner from above have been emphasised. It has been argued that EPs have a potential role in professional development in this context using approached such consultation, action research and some forms of coaching. Critical reflection, the centrality of dialogue and a focus on positive change, underpin all of these approaches. These however require investment of professional time. This may not be easy to justify when resources are stretched and there is a need to provide evidence of tangible and immediate outcomes (Leat et al., 2006). There will therefore be a need to demonstrate the transformative effect of such approaches and this may be supported by research looking at change at the micro-level (Akkerman and Bakker, 2011).

## **2.9 Summary**

This chapter has considered the potential of dialogic approaches to extend participative practice in the classroom. Dialogue has been considered as an alternative to voice and dialogic theorisation provided an explanatory basis for dialogue's transformative potential. P4C as a means of introducing dialogic practice within the classroom has been critically considered. It has been concluded that if it is to be used to support participation then it needs to be a catalyst for the transformation of both pupil and teacher practice. The political barriers to such transformative use have been outlined and it has been concluded that there is a need to avoid the twin dangers of instrumentalism and political naivety. It was considered that this might be best done through holding in tension the need to develop pupil skills and the need to ensure a space for confrontation with otherness. This places demands upon teaching staff and so the chapter ended with a consideration of professional development approaches to support teachers in the negotiation of their roles while they attempt to enhance pupil participation through dialogic engagement.

The literature in this area is contested and theoretically complex and while this leads to a degree of discontinuity and uncomfortable dialogic tension it reflects the nature of practice (and according to Markova, reality) that should therefore not be avoided.

Chapter three will look in more detail at the research process involved in designing collaborative action research based on dialogic theory and using P4C as a participatory tool within the classroom.

## **Chapter 3. The Research Process**

### **3.1 Introduction**

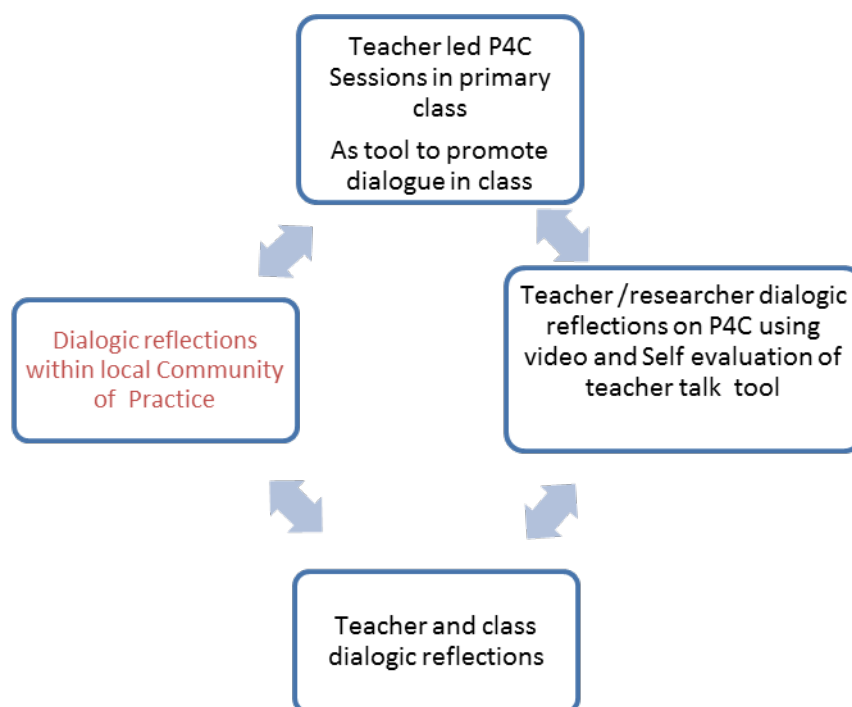
The previous chapter discussed the literature which helped to shape this research project. My specific interest is in the potential of dialogic teaching to support pupil participation within a primary school classroom. In this project I focused on the potential use of P4C as a dialogic, participatory mechanism. The broad aim of this project was therefore to explore the use of P4C as a dialogic tool within one primary school classroom, as a means to support pupil participation. The conceptualization of participation which underpinned this project has been discussed thoroughly in chapter two. The philosophical underpinnings and the methodological issues have been discussed in chapter one. This chapter will focus on the research process.

### **3.2 The Research process**

The process involved four components which will be outlined before explaining how these fitted into a series of action research cycles. A key feature of each of these components is that they were intended to provide space for dialogic encounter. These encounters offered dynamic possibilities and were viewed as mechanisms for change. Both the research process and the participants in dialogue were assumed to be open to change through these mechanisms. The four research components are not the basis of the action research cycles, nor was each component part of every cycle. Rather the components were sites for dialogue and as such influenced the ways in which the project unfolded. The teacher led P4C sessions and the teacher/researcher dialogues formed the basis of the action research cycles with the other two components providing some additional influence on the dialogue within the classroom and between the teacher and researcher. The details of how the project developed through the cycles will be discussed in chapter four. The purpose of this chapter is to outline the research process and methods.

The process of the research is illustrated in figure 3.1

Figure 3.1 Research Process



The four components integral to the research process are detailed below:

**Teacher led P4C sessions:** There were five teacher led P4C sessions with the class. Each lasted between forty minutes and one hour. The sessions began with discussion of the rules and guidelines for talk followed by a trigger story or activity and then whole class discussion about issues arising within the story. Most of the triggers were stories from a collection arranged by Fisher (1996). These are traditional tales which invite question and dialogue. Fisher argues that narratives stimulate critical thinking, interpretation and argument (Fisher, 2001). Some of the triggers involved games or activities devised by the teacher. On one occasion, a video of the previous session's dialogue was chosen as the trigger for discussion on pupil-pupil interaction. The trigger was then followed by the children moving into a circle for whole class dialogue facilitated by the teacher. In some sessions the whole class dialogue was broken up for short periods with small group or paired activities. Each session ended with the whole class sitting in a circle and a summary of the discussion. The choice of triggers and activities and the format of each session were determined by the teacher following the reflective discussion with the researcher. The sessions followed the steps for a philosophical inquiry set out by Haynes (2002).

## **Collaborative reflective dialogue between researcher and teacher focussing on video recordings of P4C sessions:**

### *Use of video to support the dialogue*

Each inquiry was followed by reflective dialogue supported by the video of the inquiry. There was no fixed time period established between the inquiry and the reflective dialogue. Within the complex context in which we worked, it was impossible to set a uniform time plan. I was aware that in my multiple roles as an EP within the school I had to ensure that I was not skewing service delivery in a way which privileged this project over other roles. This was particularly important given that it would have been in my academic interest to do so. The details of the timings will be outlined in chapter five. These sessions were not tightly structured. They started with discussion of the previous P4C session which led to the viewing of the video of the previous session. For the first two sessions the Self Evaluation of Teacher Talk (SETT) (Walsh, 2006) was used as a framework to support the teacher's self-evaluation of her talk in line with the conclusion of Trivette et al. (2009) that frameworks which support self-evaluation are helpful to development. The SETT was used to examine the modes of teacher talk being used. The teacher found this helpful in the first two sessions but as the framework did not allow consideration of the interactive aspects of the discussion with children, we did not use it after the second session. Although the video feedback did not following all the conventions of VIG (Kennedy, 2011) the attunement principles which are the basis of VIG video feedback (see Appendix A) were used to inform the feedback process. In line with VIG principles of self-modelling I came to each session with a set of short clips of positive interaction. Three clips which demonstrated positive interaction on the basis of the attunement principles were viewed by the teacher and myself. This was the teacher's first view of the video. During each session clips were looked at several times and micro-analysed. I attempted to use the attunement principles as a guider in order to activate the teacher so that she was using these principles as a basis to self-evaluate her own practice. This supported reflective dialogue about two-way interaction which focussed on how teacher and children supported or deepened the communicative initiatives

of others. The teacher chose to take the video for further reflection following each dialogue.

The video had an important place in the teacher-researcher dialogue. The use of video here was as a visual tool to facilitate dialogic processes (Barrow & Todd, 2011). Leadbetter (2004) argues for the need to consider tools which might provide a mediating role in professional development or EP/teacher collaboration (Leadbetter, 2004). Kozulin (1998) describes a psychological tool as directing mind and behaviour rather than changing objects. In the context of this project it is psychological tools which are important. Baumfield, et al. (2009) argue in relation to teacher development, that tools have a catalytic function. They suggest that tools enable teachers to re-frame their experiences through their ability to create dissonance that leads practitioners to question their previous meanings about what is taking place within the learning context. Video has potential within the classroom as it provides 'rich authentic' information (Johnson, Sullivan & Williams, 2009). Lofthouse and Birmingham (2010) suggest that the video can be a technical tool but the discussion and reflection on practice which emerge from the video viewing mean that it can also operate as a psychological tool. Baumfield et al. (2005) argue that video is an important tool in supporting teachers in deepening their reflections.

Video self-modelling is an approach which can be traced to Dowrick (1983). In video self-modelling individuals are supported to learn from their own positive behaviour. This use of video feedback has also been found to be effective in family based interventions (Fukkink, 2008) and in supporting the development of interaction skills among professionals in a range of contact professions (Fukkink et al., 2011). VIG (Kennedy, 2011), an intervention used to support interpersonal communication, was found to lead to improved interaction skills in early childhood teachers (Fukkink & Tavecchio, 2010). Gavine and Forsyth (2011), on the basis of the existing evidence and their own experience of work in this area argue that VIG can make a significant contribution to professional development in schools. The use of video in schools may need to be carefully introduced given the widespread use of video as a surveillance device. This requires sensitivity, transparency and trust in collaborative research and practice.



There has been research into the effectiveness of video as a tool to support the professional learning of student teachers (Lofthouse & Birmingham, 2010). Lofthouse and Birmingham researched the views of student teachers and their mentors regarding the use of video footage of their own teaching to support analysis, discussion with mentors and reflective writing.

Their findings suggest:

- Video was seen as providing a 'mirror' to practice, an objective view of practice and a perspective which differed from memories of the lessons.
- Two sessions of using video supported improvement in reflection
- The use of video supported students to see the teaching from the perspective of pupils

There are limits to these findings as the research is based on student self-report and does not examine the nature of the reflections and how these changed. Research by Hargreaves et al. (2003) involving supporting teachers in the development of interactive teaching skills employed Video Stimulated Reflective Dialogue (VSRD). Teachers watched video footage of their lessons and using a series of reflective questions to enable them to identify next steps in their development. These were discussed later in dialogue with a researcher. Their findings were that use of video did not consistently improve the quality of interaction within the classroom despite teachers reports of the helpfulness of the discussions. VSRD, unlike VIG, lacks a framework for self-evaluation (Trivette et al., 2009). VSRD further does not necessarily offer potential for self-modelling as it depends upon teachers to choose positive sequences of interaction to discuss in the reflective dialogue. On the basis of literature video use may be best supported by a framework for self-evaluation and a focus on clips showing positive interaction. The attunement principles used in VIG offer a potential framework to support self-evaluation of teacher communication.

Video could be conceptualised as boundary object (Akkerman & Bakker, 2011). Boundary objects are artefacts which bridge two settings. Akkerman and Bakker suggest that they support communication but do not replace it as they are the

'nexus of perspectives' (p.141) requiring to be open to multiple meanings. There are parallels in arguments about boundary objects with van der Riet's (2008) use of visual tools to support distancing. Akkerman and Bakker contend that boundary objects enable perspective taking. In this project the video was assumed to be a boundary object which facilitated boundary crossing learning involved in the EP-teacher collaboration.

### *Approach to planning the research in the dialogues*

Although the collaborative dialogue was used to support teacher-pupil interaction skills it was also a site for dialogic confrontation between myself as EP and the teacher. During each session discussion about the video was followed by consideration of action points for the next P4C session. Employing a Dionysian approach to planning that this enabled us to ensure that the dialogue was a site for self- other chiasm (Wegerif, 2011). The decision about next steps was therefore left with the teacher as she further reflected on the dialogue and planned the specific next actions. In addition to providing space for reflection this also allowed control for the teacher in a project which could have been dominated by a theory driven researcher. This was an important means of ensuring teacher agency in the process (Baumfield, Hall and Wall, 2008). As a researcher this was not always comfortable as it requires working with uncertainty. As an EP I am used to a consultation model of service delivery which ends with a statement of actions and all involved are clear about the outcome. This allows those involved to be clear as to the value of the consultation process. This was very different to the planning approach in this project. In order to adopt a Dionysian stance and to create space following the dialogic encounter between the teacher and myself, I had to trust the process without knowing the outcomes. Although we had clarified some key issues in our dialogues the teacher and I did not 'nail down' how or even if these would be responded to. I used a reflective log to note my own considerations in the period between the collaborative dialogue and the next P4C session. These considerations were mainly about my own perceptions of the process and how it was going rather than what I considered that the teacher should do. This allowed a focus on the process of dialogue rather than on outcomes and the speed at which these might be achieved. As practitioners this was a new planning approach for both the teacher and myself. It relied on the trust we had

in the dialogic process. There were parallels with my experiences as a facilitator in inquiry based learning in higher education. I used what I have learned about trusting the process during periods of uncertainty or slow progress to enable me to deal with the discomfort. A Dionysian planning approach arguably requires an non-instrumentalist stance and trust that the process continues even when meetings end. I would suggest that the process was continuing in the internal dialogue taking place within the teacher following the collaborative dialogue (Wegerif, 2011). These then were important in the eventual next actions within the P4C sessions following each collaborative dialogues.

**Pupil-teacher dialogue:** Some issues about the process were brought back to the children either during an inquiry or at an appropriate point during the school week. This allowed their 'otherness' to be fed into the teacher-researcher dialogues as the teacher discussed with the researcher the issues which had emerged from her discussions with the children. This did not take place during every cycle but happened several times during project implementation. These dialogues were not scheduled into the research plan but I had hoped that such discussion would take place as teacher and class became more involved with the process of open dialogue. There are no supporting field notes for these due to their spontaneous nature. It is important however to recognise their potential influence on the developing project.

**Dialogue within a community of practice:** As can be seen in figure 3.1 this component in the process is coloured red. This is to signify that this component was not designed as part of the research but developed serendipitously after the planning phase. A local group of teachers met with the teacher and researcher following interest in dialogic teaching and requests for support from a number of teachers from schools across the locality. In an attempt to ensure efficiency and also in the hope that a local community of practice might develop, we met with these teachers as a group. Three sessions were hosted jointly by myself and the teacher involved in this project. Attendance ranged from six to ten and included newly qualified, experienced and promoted teachers.

Heron and Reason (2001) differentiate between open and closed inquiries. This particular inquiry was open to the extent that the way it developed was not bounded around myself and the teacher. The involvement in the local community of practice is an example of a breached boundary. The extent of openness was limited as the details of the research process were not checked with those involved in the wider group of teachers. Despite this, there was openness as the dialogue with these teachers impacted upon the dialogue between myself and the teacher and led to the development of one particular action in the project which was the introduction of a 'no hands up rule' during the inquiries.

### **3.3 Data collection and analysis methods**

Three approaches were taken to data collection in order to answer the three research questions. Each of these will be looked at in turn.

1. How did the use of P4C as dialogic teaching tool to enhance pupil participation develop in this class?

#### *Data Collection*

To answer this question requires full consideration of the ways in which the action cycles developed through the course of the project. There were two sources of data used to address this. First each session was videoed. In Baumfield, Hall and Wall's (2008) terms, video was a pragmatic tool as it fulfilled more than one function within the project. Its primary function was discussed above. Video had a further function as it enabled the writing of field notes. It was impossible to film and take adequate notes simultaneously. The video provided a record of each inquiry which was a source for field notes. The dialogues between myself and the teacher were audio recorded and transcribed. The audio records also provided a useful source of data to support field notes on the project as it developed. Contact sheets (Miles & Huberman, 1994) were constructed for each inquiry and each teacher-researcher dialogue (see Appendix B). These were used to generate a descriptive overview of the developing process. In addition reflexive notes were kept which recorded key questions and issues as they arose.

As this project espoused a transformative agenda there was a need to go beyond the descriptive. The second question attempted to address the process of change more specifically in relation to the teacher. A justification for a focus on the teacher has been provided in chapter one. The third question looked at the children's experience of the process.

2. How did the teacher's positioning, as expressed through her talk, shift during the course of the project?

### *Data Collection*

This research question was addressed through the collection of data from the teacher-researcher dialogues. These dialogues were a form of naturally occurring talk. They were analysed to examine the talk over the course of the project. Gillespie, Cornish, Aveling and Zittoun (2008) argue that where the focus of interest is in theorizing process then examining one person across a number of points in time is an appropriate strategy. An alternative approach would have been to ask the teacher keep a reflective log over the course of the project. As dialogue was built into the methodology I wanted to capture this in the approach taken to data collection and so a reflective log was not an appropriate means of recording this.

### *Data analysis*

Given the dialogic underpinnings of this research project, considerable attention was devoted to choosing a method for analysing the talk in the teacher-researcher dialogues. The method chosen had to be consistent with the dialogic assumptions on which the project rested. The literature in this area is limited although growing (Markova et al., 2007; Sullivan, 2012). Some take issue with the idea of a dialogic approach to analysis arguing that it is monologic to view any particular form of analysis as dialogic (Grossen, 2010; Wegerif, personal communication, 2 October 2010). Markova et al. (2007) however provide a helpful consideration of the analysis of dialogue in focus groups which can be translated to other areas of dialogue. They suggest consideration of the following four threads which are not forms of analysis but rather ways of conceptualising dialogue:

**dialogue as communicative activity:** content of discourse cannot be separated from the interaction in which the content is made manifest  
**who is speaking?:** heterogeneity of speaker, internal dialogue, voices expressed through the dialogue and positioning of speaker in relation to these multiple voices

**circulation of ideas:** how topics are progressed in dialogue

**themata:** cultural assumptions emerging through dialogue

Markova et al. (2007) suggest that in any one study it would be impossible to focus on all of these areas. Markova (personal communication, 10 November 2010) indicates that little work has been done to develop these ideas into specific approaches to data analysis since the publication of the work on focus groups (Markova et al. 2007).

Research by Gillespie et al. (2008) was of particular interest. They focused on the second of the four threads outlined above. Their approach, based on a dialogic theory of self, was to identify all the voices in the diary entries of one woman and to examine how she positioned herself in relation to these voices over time as an indication of her shifting community commitments. There are dangers when coding dialogue as this leads to fracturing which is problematic given that dialogue is a dynamic and organic process which cannot be separated from its past or its future (Grossen, 2010). Markova et al. (2007) however suggest that in order to explore a particular issue the researcher must 'temporarily fix or freeze his/her perspective' (p.206). The approach taken to analysing the teacher-researcher dialogue in this project can therefore be viewed as a temporary freezing of dialogue.

Arruda (2003) warns against 'methodolatry' (p.350) in research where the researcher assumes it is the method which uncovers truth. She emphasizes the importance of transparency in analysis not only as alternative to verification, but also as the key to opening the work up to alternative interpretation. Ensuring an audit trail in this project was one means to attempt to keep the analysis open to (and remaining open to) alternative interpretation. The use of audit trails in qualitative research has been contested. Cutcliffe and McKenna (2003) see the importance of audit trails as exaggerated. Their focus however is on the confirmability of findings. When operating from a dialogic epistemological

foundation however the key danger involves presenting the findings as a monologic 'last word'. If meaning is assumed to be negotiated and provisional, then transparency rather than confirmability is important as this allows diversity of interpretation. Arruda recognizes that data is seldom available to those other than the author of a study. Gillespie et al. (2008) used data from the British Library which is open to public scrutiny. The full data set from the current research will be available to those scrutinizing this work for examinable purposes on request. The appendices are intended to provide an audit trail. The analytical approach used by Gillespie et al. (2008) was applied to the teacher-researcher dialogues with particular attention paid to the voices expressed by the teacher and her positioning in relation to these. The process of analysis therefore operated like a prism refracting the range of voices expressed by one person. It was through studying these voices, and analysing how the teacher positioned herself in relation to each over the course of the dialogues, that one aspect of the process of transformation was studied. It was beyond the scope of this thesis to conduct similar analysis on my own voice. Analysis of my voice/s would have been my methodological preference as this would have provided rich information on the processes of changing identifications through the voices coming through my talk. This may have led to other problems as I would not be insider-outsider' in the analysis process and the teacher did not have time to engage with me in the analytic process.

The approach to data analysis was deductive as it was theoretically driven. The key focus was on the multiple voices which could be identified within the teacher's talk during the dialogues and how her positioning in relation to these changes during the course of the project. I recognize the perils involved in attempting to isolate these voices (Grossen, 2010). The analysis therefore is recognised to be a construction of the voices and may differ if conducted by another researcher.

The process involved transcription of the data. Transcription is recognised as part of the data analysis process and involves some level of researcher construction (Alldred & Gillies, 2002). The approach used was to ensure that the transcripts could be read easily as there was no need for technical detail as might have been required for an approach such as conversational analysis.

Each of the five transcripts was read in detail. An initial attempt was made to identify voices either quoted directly, mentioned or alluded to in the teacher's contribution to the dialogue. The tapes were listened to again and the process repeated. This led to the identification of several voices. Although the transcripts were coded for more voices only the following will be reported in the findings section:

- Children
- Researcher
- Video
- External authority (curriculum, management, inspection, quality assurance bodies)

The first three voices were chosen for analysis on the basis that these were of particular theoretical interest given the methodology of the project and the claims made about the transformational potential of dialogue and the use of tools. I considered it important to analyse how the teacher positioned herself in relation to the children through the process of the dialogues. I wanted to examine whether or how this changed over time. As the dialogue with the researcher was a key to the methodology and there was some theoretical basis to assume that this might have a catalytic role, the teacher's positioning of herself in relation to the researcher over time was analysed. Similarly the video was assumed to have the potential to support a distanced perspective (as discussed in chapter two) and was therefore an important component of the process. Finally, during the dialogues the teacher raised issues relating to the external authorities impacting on her decision making as a practitioner. As classroom practice is socially and politically situated, I decided that it was important to analyse the teacher's positioning in relation to these. Attitudes of school managers, parental influence on school and quality assurance bodies for example, are likely to influence curricular and pedagogic decisions in the classroom.

The process for the data analysis is described in table 3.1 below.



*Table 3.1 Process of analysis*

Stage in process	Analytic task	Audit trail
Stage one	Transcripts of the teacher-researcher dialogues coded for voices	Voice coding scheme in Appendix C Sample transcript coded for voice in Appendix D
Stage two	Coded transcripts collated. A summary sheet was produced for each dialogue showing every identified voice	Summary of collated voice codings for each dialogue in Appendix E
Stage three	Each section of transcript coded for voice was then coded for teacher positioning in relation to each voice	Sample of second level coding for one dialogue in Appendix F
Stage four	Summaries constructed of teacher positioning in relation to each voice for all five dialogues	Summary for each dialogue in Appendices G,H,I&J

These codings were not checked against an independent coder as without knowledge of the context this coding would be very difficult. Gillespie et al. (2008) researched secondary sources to provide context independent of the historical diary sources they analysed. Such information was not readily available to an independent coder in the current project.

Member checking was used as a validity check through discussion of the findings with the teacher. She confirmed that these fitted her own construction of the dialogues and that she was comfortable for these to be shared. I accept the limits of this sort of member checking when working from a constructionist epistemology. There is however an ethical need to check that what is disseminated is owned by those involved in the process.

### 3. What was the pupils' experience of this process?

#### *Data Collection*

The approach taken here was a methodological compromise. My preferred approach to data collection from the pupils would have involved data generated throughout the duration of the project. To do this would have added to my contact time with the school and compromised my ability to undertake other work required in my role as EP. In order to address this question I chose to interview a sample of children. Seven children were interviewed (approximately one third of the class). I attempted to ensure a mixture of boys and girls, of P5 and P6 pupils, and children who had spoken a lot, those who had spoken very little and those in neither extreme. Judgement about which children fell into which category was made jointly by myself and the teacher. Once categorised, the process of choosing from each category was randomised.

Markova et al. (2007) suggest caution in approaches to external framing as they argue that it is how individuals view themselves in the dialogue which matters. From a constructionist perspective it was entirely possible that the process of interview would lead to a shift in the children's internal framing. This caution is indicative of the sociocultural assumptions underpinning this research whereby meaning is not assumed to exist within the minds of individuals but is rather constructed in dialogue and negotiation between individuals and groups (Silverman, 2001; Wescott & Littleton, 2005). For this reason I reject the reifying notion of these findings as the 'voice/s' of the children who took part in this project. Rather, I recognised them as reflective of the meanings negotiated between myself and a number of children within the class at a particular point in our shared history. These negotiated meanings are nevertheless important. Their political positioning within this project differs from those of the teacher with whom I had a collaborative, and therefore arguably, a more symmetrical relationship. This distinction is both interesting and important. Member checking was conducted during the interviews to ensure that my constructions were shared by the children. Notions of accuracy in member checking are problematic due the epistemological basis of this research which views meaning

making as a process which is dynamically negotiated. Meanings are therefore not frozen in time.

The children were individually interviewed by the researcher. This was done to allow them to speak freely without concern about how their peers might receive their opinions. It was assumed that what was expressed during the interviews would draw on their dialogues with each other and with the teacher during and after P4C sessions. The interviews were semi-structured. Two visual tools were used to support the interview process. First, the Tree Blobs (Wilson and Long, 2007) was used to support discussion of question seven on the interview schedule (see Appendix K). As this diagram does not represent a classroom or school situation it was hoped that it would avoid leading the children to respond with what they thought were 'right' answers. Second, a video clip from a P4C session where one of the children challenged the teacher on grounds of 'fairness' was used to support discussion of question eight on the interview schedule.

### *Data analysis*

The interviews were transcribed. The transcripts were then coded using a framework devised by Bogdan and Biklen (as cited in Miles & Huberman, 1994). This framework involved a two-level scheme whereby data driven emic level categories were nested within six of Bogdan and Biklen's etic categories. This allowed consideration of some general etic domains which might be coded for in any study. Etic level framing codes the data from an outsider perspective. Miles and Huberman (1994) however warn that relying on etic coding alone can lead to a mere catalogue of data. They suggest that this can be avoided by nesting a data driven emic codes within the etic codes thus producing a two level coding framework. This approach to coding fits the assumption of socially shared meaning. The task of analysis was not intended to elicit 'emergent' themes. It was therefore consistent with my claim that this study attempted to co-hold objective and subjective dimensions.

The resultant coding framework (see Appendix L) did not include all of Bogdan and Biklen's etic categories. Those selected were chosen on the basis of their relevance to the literature, issues arising within the teacher-researcher

dialogues, and the P4C sessions. Each interview transcript was coded using this framework. This was a cross-case, variable-orientated approach to analysis (Miles & Huberman, 1994). Whilst this approach may produce results that are more limited in depth, in that they do not provide a great degree of specificity, they do allow a little more generalization than a case-orientated approach (Miles & Huberman, 1994). The dangers of producing what Miles and Huberman refer to as 'vacuous' findings are recognised. For this reason contradictory findings across cases were fully considered. Although this risks 'wrinkling' the presentation of the data, it also allows a richer picture to be formed and the avoids 'vacuous' uniformity.

An initial trial of the coding frame was tested against an independent coder which led to revision of the framework. The coding process was completed for each transcript and the results collated. An example of a coded transcript can be found in Appendix M. Some areas of each transcript remain uncoded. These are sections of the interview which refer to questions about the tree people diagram and the video clip. Coding these sections proved more difficult as many of the children's comments made less sense without the visual medium which provided the context to the communication.

Following the coding of each transcript the coded data were collated (see Appendix N). In order to ensure an audit trail the coded segments from the transcripts were assigned an individual identifier for example, 2.40. This identifier indicates that the segment comes from line forty of the transcript of the interview with child number two.

A thematic analysis process following the steps of outlined by Attride-Stirling (2001) was used to conduct the analysis. The collation of the codes was followed by the construction of initial basic themes (Attride- Stirling, 2001). Themes were then abstracted and refined through an iterative process during which data extracts were examined to check that they fitted the themes within which they were placed and the themes checked against the data set. A set of final basic themes was constructed (see Appendix O). As indicated above, the epistemological position taken here was that this was a process of construction rather than discovery. In conducting this process I was aware of my own

interests, theoretical bias and a range of literature in this area. Further, these interviews were conducted following the sessions with the teacher and issues discussed influenced my thinking as I engaged in this stage of analysis. It was impossible to ignore these influences and so I acknowledge these and attempt to present the data analysis process as transparently as possible in order to leave findings open to alternative interpretation (Arruda, 2003). Following the approach of Attride-Stirling (2001) organizing and global themes were then constructed on the basis of the basic themes (see Appendix P). This led to the construction of thematic networks which provided the basis for the analysis.

### **3.4 Ethical Considerations**

As discussed in chapter one, the approach taken to ethics in this project involved more than compliance with ethical codes and guidelines. In addition to compliance with codes there is a growing recognition of the need to view ethics-as-process in social research (Cutcliffe. & Ramcharan, 2002; Guillemin & Gillam, 2004). This involves maintaining an ethical gaze throughout the course of the whole project rather than assuming that once codes have been complied with the ethical task is done. Groundwater-Smith and Mockler (2007) advocate that in conducting practitioner research both approaches are required. They suggest a set of ethical guidelines for this type of work which involves: observing ethical codes and processes; transparency and accountability to the community within which the work is conducted; collaborative approach to the work; and transformative intentions. The collaborative nature of the work and its transformative intentions have been discussed throughout this thesis. Attempts to ensure transparency will be discussed in more detail in chapter seven when some reflexive consideration is provided. The ways in which observation of ethical codes and processes was attended to will be described next.

The research complied with the British Psychological Society Code of Ethics and Conduct (2009) and was scrutinized through Newcastle University's ethical approval system. The consent of the Head Teacher was given verbally but written consent was sought from and provided by the Director of Education. Written consent was provided by the teacher who worked with me. Parents/carers were contacted in writing to request their active consent to their

children's involvement in the videoed lessons and in the interviews. An information sheet was provided (Appendix Q) in addition to a consent form (Appendix R). It was possible for parents/carers to consent to the videoed lessons and not the interviews. It was made clear in the information leaflet to parents/carers that the children's interviews would take place only if with parental and child consent. It was therefore possible for the children to override the consent of their parents/carers and refuse to be interviewed. This happened on one occasion but the child later returned and asked to be interviewed following his friend being interviewed. The parents/carers of all the children in the class gave their consent for their children to take part both in the videoed lessons and the interview. Although the children could override their parents'/carers' consent to take part in the interviews they were not able to opt out of the lesson as this was viewed as part of the school day. Before each session I checked with the class that they were happy for me to film. I explained to them that they could ask me to stop filming or tell their teacher if they did not want to be filmed. The children were told how the video would be used, who would see the contents and how the discs would be stored. It may have been difficult for an individual to express their dissent so it was important to be watchful and ensure that none of the children appeared uncomfortable during the session. I decided that should any child be reprimanded by the teacher during the course of the filming, that the camera would be switched off. There were no such incidents. At the interview stage each child was shown the information sheet (Appendix S) and then asked to sign a consent form (Appendix T) if they agreed to take part. They were made aware of their right to withdraw at any stage in the process and I was careful to observe from their behaviour any sign of discomfort or lack of ease with the process.

### **3.5 Conclusion**

This chapter has provided details of the research components and process and the ways in which data were collected and analysed in order to answer the three research questions. Chapter four will provide a detailed outline of the action research cycles. This will provide a context for the discussion of the findings from the analysis of the teacher-researcher dialogues and the children's interviews reported in chapters five and six.

## **Chapter 4. Findings and Discussion for Research Question One**

**How did the use of P4C as dialogic teaching tool to enhance participation develop in this class?**

### **4.1 Introduction**

Research questions one and two are based on the action which was central to this project. I assume the dialogue between the teacher and myself to have been a central component of the action. Analysis of this dialogue was used to address research question two which will be discussed in chapter five.

Research question one involves looking at the project through a wide angled lens. This provides information on the patterns emerging in the project, the direction it took, where it might go next, and the evaluation of the collaborative partners on its impact. Research question two involves looking at a key component of the action through a zoom lens. The focus of question two was influenced by the theoretical underpinnings of this project and will be discussed in chapter five. This chapter will address the ways in which the project developed through the five research cycles.

### **4.2 Actions: the research cycles**

The way the project developed through five research cycles or loops is summarized in tables 4.1-4.5 below. The project involved five plan, do, review cycles (Baumfield et al. 2008). The evaluation component in the tables involved shared evaluation from the collaborative dialogues. The timing of each component was influenced by a range of factors identified in chapter three. There was a considerable gap between the first and second P4C sessions due to school holidays. It is important to note that the evaluation and planning components always took place within one session. The additional component of the cycle involved meetings of local teachers which were part of the open system within which the research took place. Any reference to these in the following tables is made in red font to denote this.

### 4.3 Cycle One

The first cycle is laid out in table 4.1. The initial planning and implementation in the first research cycle was straightforward. Following joint planning, the teacher introduced guidance and vocabulary to the pupils on the process of dialogue. This involved providing rules and helpful hints for talk. Although discussion of the rules with the children emphasized skill in dialogue it also aimed to make the sessions a site for critical engagement with others (Vansielegem & Kennedy, 2011) by encouraging listening respectfully to the opinion of others. Ensuring that the children were adequately prepared for collaborative dialogue through skill development is recognised to be an important dimension of dialogic teaching (Mercer & Littleton, 2007). Explicit emphasis on the skills required for dialogic encounters does not require the focus to be removed from the need to create a site for such encounters. Barrow and Todd (2011) argue for the use of VIG as a tool to support the skill development of adults in ways which support democratic dialogue. This suggests that the need to support skill development is not linked to the age or maturity level of those involved.

Table 4.1 *Summary of research cycle one ( red text denotes additional component to planned cycle)*

Key Components	Summary of Key Issues
<p><b>PLAN (23.2.10)</b> Initial Planning meeting between teacher and EP</p> <p><b>DO (15.3.10)</b> P4C Session one</p>	<ul style="list-style-type: none"> <li>• Agreed date of P4C session using story trigger from Fisher(1996).</li> <li>• Teacher to set some ground rules for talk</li> <li>• Children to raise questions and vote on question which will guide session.</li> <li>• Teacher explained rules</li> <li>• Teacher read <i>The Black Tulip</i></li> </ul>



Key Components	Summary of Key Issues
<p data-bbox="300 405 802 488">15.3.10: Meeting two of local teachers working on P4C</p> <p data-bbox="300 555 751 589"><b>EVALUATE AND PLAN (19.3.10)</b></p> <p data-bbox="300 607 823 689">Teacher-EP collaborative dialogue and video viewing one</p> <p data-bbox="300 707 464 741"><b>EVALUATE</b></p>	<ul data-bbox="895 208 1369 1514" style="list-style-type: none"> <li>• Children identified questions raised by the story</li> <li>• Children voted to discuss: ‘why do people steal?’</li> <li>• Discussion in whole class circle</li> <li>• Discussion of the implications of children raising their hands if they wish to speak</li> <li>• No pupil-pupil exchanges. No evaluative comments from teacher and she used questioning skills to deepen responses</li> <li>• Pupils all look to teacher when speaking and not to peers</li> <li>• Teacher supported children by giving them thinking time. Session was mostly teacher mediated.</li> <li>• Disagreement on how to move forward.</li> <li>• Teacher wanted to try another form of trigger to see if would improve talk.</li> </ul>

The initial discussion about rules and guidelines for talk focussed on supporting communication and responsiveness. Kutnick and Colwell (2010) indicate that there is a need to support pupils in communication and responsiveness in order to help them cope with the demands of whole class dialogue. Several rules were established in this first session which were explicitly designed to address these issues. These included; only one person talking at a time, respecting the views of others, listening to others, trying to make a new point, and saying what you think. The teacher modelled these guidelines through the use of process language and by demonstrating use of the rules and tips in her

interactions with the pupils. During cycle one, differences between myself and the teacher became apparent at the evaluation and planning stages. We viewed three positive clips from the session and the teacher used the SETT (Walsh, 2006) to evaluate her talk. We both agreed that the session did not involve any IRF patterns (see chapter two). This was positive as we were aiming to shift this pattern of talk as we both agreed that it had been prevalent prior to the project starting. We also agreed that in the first P4C session the children's talk tended to be mediated by the teacher and that this led to very few pupil-pupil exchanges. Our disagreement was about how to move this forward. In my concern to develop a participatory agenda I was keen to extend the children's decision making powers by involving them in initial evaluation (using the video clips) about the talk. The teacher however was concerned that I was pushing the children too far for she considered them to lack the ability or skills required for such involvement. She wanted to use another trigger activity as a means to shifting the patterns of talk. I respected her experience as a classroom teacher and so agreed to have a more active trigger activity for P4C session two. The teacher made a number of explicit essentialist assumptions about the pupils during this evaluation phase. At this point, the teacher was situating the children on the passive end of Lodge's (2005) children's role dimension.

The evaluation and planning phases in cycle one involved tension between the teacher and myself. The relationship was good but there were obvious differences in our views.

#### **4.4 Cycle two**

Cycle two is summarized in table 4.2 on p 90.

Table 4.2 *Summary of research cycle two*

Key Components	Summary of Key Issues
<p><b>PLAN</b> (19.3.10)</p> <p><b>DO</b>(30.4.10) P4C Session two</p> <p><b>EVALUATE AND PLAN</b> (4.5.10) Teacher-EP collaborative dialogue and video viewing two</p> <p><b>EVALUATE</b></p>	<ul style="list-style-type: none"> <li>• Next lesson use a thinking game as trigger to remove passivity of listening to a story</li> <li>• Thinking game trigger</li> <li>• Some decision making given to small groups of pupils re who speaks</li> <li>• Teacher asks deepening questions / emphasises justification of reasons</li> <li>• No pupil conflict in choice of group membership and immediate and sustained task focus. Pupils linking with other contributions</li> <li>• Teacher flexibility v chaos issue: named as a conflict by the teacher. Anxiety over her facilitation skills</li> <li>• Video offering a more positive view of the lesson than teacher reflection alone</li> <li>• Some children dominating</li> </ul>

The second cycle started with planning and an attempt to shift talk through the use of a game trigger in order to support the children's level of activity. Some issues of note emerged in the doing phase. The children were asked during the P4C session to group themselves into threes. The teacher did not direct this

process and the children had to manage difficulties and disputes about groupings. They dealt with this process in a way which surprised the teacher. She had given them freedom to resolve the issues which emerged from the groupings (such as a friendship group of four having to split and one child join another group). It may be that the work already undertaken through the rules and guidelines for talk was important preparation for the children in this task. Kutnick and Colwell (2010) argue that relational preparation is vital if children are to work together in ways which promote dialogue. They view threats to participation, such as existing friendship patterns, as factors which need to be overcome through such preparation. In this cycle of the project, not only did the pupils manage this process well but when they began the task set they were focused and using the language modelled by the teacher to explain to her how their discussion was going (for example, 'we are having a debate about..'). Their management of the process surprised the teacher and during the evaluation phase she indicated that she saw them taking responsibility in a way she had not expected. This is consistent with Baumfield, Butterworth and Edwards (2005) who found that teachers' views of children's abilities often increased through the introduction of approaches such as P4C. The openness of the tasks allow children to show their abilities in ways which are not normally available to them in the classroom.

By cycle two the teacher recognised that the children were able to operate without conflict or chaos even when she was exercising less direct control. For her this was counter intuitive. Concern about control versus chaos, which became apparent in this cycle, continued through the project and was the focus of much discussion. This was also linked to the teacher's expression of anxiety at this stage about her facilitation skills. I consider that what could be seen here involved tension experienced by the teacher in working out her new role of facilitator while at the same time having to maintain order in the classroom to enable her to perform other required roles. Lefstein's (2010) argument that dialogic teaching needs to be worked out while negotiating other roles required of teachers is helpful here. It would be unrealistic to suggest a dichotomous positioning of traditional teacher authority as bad and dialogic facilitator good. Such a simplistic view fails to account for the for the range of roles which teachers must negotiate. The sense of conflict expressed in this project is found

in other areas of the literature where teachers adopt roles which encourage divergent thinking in the classroom. Pryor and Croussouard (2005) refer specifically to this tension with reference to the conflict of teacher roles and identities involved in the introduction of formative assessment. Hayward et al. (2004) report that some teachers find it difficult to 'give up the reins' when attempting to develop formative assessment and that they fear giving control to the children. On this basis it is reasonable to assume that the tension experienced by the teacher in this project is likely to be experienced by others attempting to shift to more facilitative styles of teaching in order to encourage children's participation in classroom talk. This assumption is made on the basis that many of the conflicts this teacher experienced are rooted in conflicting demands within the wider education system and that as a result teachers may feel that they caught on a fault line. The teacher summed this up in a later dialogue when she suggested that the citizenship agenda and the attainment agenda in schools were in conflict arguing that 'you can't really have both'.

In this cycle there was also concern about dominant children becoming powerful in the group.

#### 4.5 Cycle three

Research cycle three is described in table 4.3 below.

Table 4.3 *Summary of research cycle three*

Key Components	Summary of Key Issues
<p><b>PLAN</b> (4.5.10)</p> <p><b>DO</b> (11.5.10) P4C Session three</p>	<ul style="list-style-type: none"> <li data-bbox="858 1637 1342 1821">• Next P4C will introduce a 'no hands up' rule to improve fluidity of pupil talk as trigger not seen to change talk</li>   <li data-bbox="858 1944 1362 2022">• Teacher uses idea of football team passing a ball and that ball doesn't</li> </ul>

Key Components	Summary of Key Issues
<p><b>EVALUATE AND PLAN (11.5.10)</b> EP and teacher collaborative dialogue and video viewing three</p> <p><b>EVALUATE</b></p>	<p>always go through referee to introduce new rule. Whole class discussion in circle of the new rule.</p> <ul style="list-style-type: none"> <li>• Teacher indicating that she is making steps in the 'right direction'</li> <li>• Video seems to have shifted the teacher's felt perceptions of how the session had gone. More negative about talk quality after video viewing</li> <li>• Control v chaos: EP trying to increase pupil role. Teacher anxious about effects on behaviour</li> <li>• Inequality issues among children</li> </ul>

The control versus chaos concern continued in the third cycle. Following agreement at the planning phase, the teacher had introduced a 'no hands up' rule which was the P4C trigger for discussion. The introduction of this new rule was influenced by discussion during the local teachers' meeting where teachers had raised the issue of pupils being expected to raise their hands in order to speak. The group asked reflexively what a hands up rule signifies to children about their right to talk. Some of the teachers expressed discomfort about children being able to talk only with teacher permission. This discussion impacted on the planning phase in cycle three and led to the new rule. The rule was not universally well received by the pupils. Some were initially keen to try it while others expressed anxiety about how they would know when to speak. This new rule appeared to be a significant interruption to existing talking practices and was referred to many times during the children's interviews which will be discussed in chapter six.

During the evaluation phase of this cycle it became clear that the teacher's felt perception during the lesson was more positive than her view of it after

watching the video. In the other cycles viewing the video led to the teacher adopting a more positive view of the P4C session. This particular session led her to question the accuracy of her reflections without video. The dissonance experienced however may not have been overwhelming as this cycle was identified by the teacher as evidencing positive change. At the end of the evaluation phase of this cycle she stated that:

*'I feel that, today, I felt the last time that I hadn't said that to you that I was half way up the garden path and we hadn't moved. I felt that we've moved... ..A little bit. Not a big bit. But it's maybe moving more in the direction of good dialogic'*

The process of using video appeared to have facilitated critical reflection on the process. This suggests that the video supported dialogue. It also suggests that there was challenge through the process. This is interesting when compared with the findings of Lofthouse et al. (2010b) who found little evidence of coaches challenging coachees. The findings from this study however suggest that challenge may have been a function of the dissonance between teacher belief and the video of evidence (Cross & Kennedy, 2011). The role of video in this study appears to have been catalytic and supports the findings of Baumfield et al. (2009) who argue that tools create a dissonance leading practitioners to question their previous meanings about what is taking place within the learning context. As the video viewing was part of the collaborative dialogue between the teacher and myself, it is difficult to tease apart the relative contributions of the dialogue and the video. The process involved challenge even where I did not directly challenge the teacher. The dominance of some children was still a concern during this phase.

#### **4.6 Cycle four**

The key findings from cycle four are outlined in table 4.4 on p.95.

Table 4.4 Summary of research cycle four

Key Components	Summary of key Issues
<p><b>PLAN</b> (11.5.10)</p> <p><b>DO</b> (18.5.10) P4C Session four</p> <p>Meeting three of local teachers working on P4C (24.5.10)</p> <p><b>EVALUATION AND PLAN</b> (1.6.10) EP-teacher collaborative dialogue and video viewing session four</p> <p><b>EVALUATE</b></p>	<ul style="list-style-type: none"> <li>• Teacher to think about how to involve the children in self - evaluating their talk.</li> <li>• <i>Thinking game followed by discussion with pupils about the quality of their interactions</i></li> <li>• Child accused teacher of being unfair by one child during game. This led to interesting discussion</li> <li>• Teachers reported back on progress with their P4C work</li> <li>• Teacher becoming more flexible as she is more comfortable about the process and seeing the children not taking advantage of the greater level of freedom to talk. Teacher has more confidence in the children's ability to respond to tasks and threat of anarchy lessened. Child who challenged the teacher not viewed as cheeky but using appropriate form of challenge.</li> <li>• Some change in teacher focus from vertical (teacher controlling pupils) to horizontal ( some pupils dominating other pupils)</li> <li>• Teacher sees skills in her own questioning developing yet ultimate trust is in the power of the trigger. Teacher perplexity evidenced in interaction with</li> </ul>



Key Components	Summary of key Issues
	<p>children eg 'it's a tricky subject. I'm not saying you're wrong I just don't know that you are right'</p>

The fourth cycle began with planning and focused on how to support the children with self evaluation of their talk. The aim was to improve the quality of pupil-pupil dialogue so that pupils received and built upon each other's talk without teacher mediation. The planning process followed a Dionysian approach to action research planning in that planning flowed organically from the evaluation and reflection in cycle three to the action in cycle four. The teacher went from the planning discussion to reflect and then decide on how to build in self- evaluation of talk for the pupils. She used a thinking game as a trigger for P4C session four. The discussion then focused on the pupils' views about the quality of their interactions during the game (using the rules and hints they had been given at the start of each session as a framework). This session was particularly noteworthy given the project's aims. During the game one child accused the teacher of being unfair in the way she had communicated the rules. This led to a lively exchange of views between the children and between teacher and children. This was a critical moment in the process as it was the first time any of the children had openly challenged the teacher in this way. Children challenging teachers in this way is regarded by Lipman et al. to indicate optimal conditions within the class for philosophical inquiry. It is possible to frame this interjection as a demonstration of authoritative as opposed to authoritarian discourse becoming evident within this class (Morson, 2004; Sullivan, Smith & Matusov, 2009). In this form of discourse, authority remains but is open to question. Questioning does not lead to the de-crowning of authority synonymous with Bakhtinian notions of carnival (Sullivan et al., 2009). Sullivan et al argue on the basis of Morson's work that authoritative dialogue can lead to the development of internally persuasive discourse. Internally persuasive discourse allows individual 'authoring' of meaning as opposed to meanings which are 'handed down' by an authority (van Eersel et al., 2010). The questioning of authority which took place at this point in the

study was welcomed by both the teacher and myself and seen to be consistent with our aim to promote a more democratic and participative classroom.

The teacher viewed the exchange as an appropriate form of challenge rather than insolence on the part of the challenging pupil. She stated during the evaluation phase of this cycle that she was now more flexible in her planning of the sessions. This she suggested was because she was more comfortable about the process as the children were not taking advantage of their freedom to talk. Even in the face of one child's challenge she appeared to have more confidence in the children than was evident at the start of the process. She also indicated that her skills, particularly in questioning had improved. This perception of increased skill may have led to her feeling more able to respond to pupil challenge. This is also consistent with findings by Baumfield et al. (2005) who found that teachers in a number of studies using P4C reported an improvement in their questioning skills. This highlights the need to consider skills as well as the provision for a site for professional dialogue and reflection in work of this nature. There also appears to be a need to attend to skill in the process. In this study there was no systematic evaluation of teacher skill development however the use of frameworks to support self-evaluation along with a guiding rather than directing ethos, has been found to be an effective approach to adult learning (Trivette et al, 2009). The initial use of the SETT and the VIG attunement principles in this study provided such a framework.

Despite video evidence of her improved questioning skill the teacher continued to suggest that the trigger activity was an important factor in the success or otherwise of the session.

#### **4.7 Cycle five**

Cycle five involved an evaluation not only of the P4C session in this cycle but of the project as a whole. The summary table therefore include more detail than the previous tables as can be seen in table 4.5 on p.98.

Table 4.5 *Summary of research cycle five*

Key Components	Summary of Key Issues
<b>PLAN</b> (1.6.10)	<ul style="list-style-type: none"> <li>• Next step : support pupils to listen more actively</li> <li>• Teacher to decide exact nature of how to develop this.</li> </ul>
<p><b>DO</b> (15.6.10) P4C session 5</p>	<ul style="list-style-type: none"> <li>• Initial task: discussion on looking at each other when passing the conversation on.</li> <li>• Aim stated : to move the conversation on:</li> <li>• story trigger :Pandora's box</li> <li>• Small group discussion followed by whole class discussion</li> </ul>
<b>EVALUATE AND PLAN</b> (15.6.10)	
<b>EVALUATE</b>	<ul style="list-style-type: none"> <li>• Video has demonstrated that children are now looking at each other and not just the teacher. This is a shift since project started</li> <li>• Teacher judgement needed regarding when to be directive in supporting individual children in the dialogue. Needs support in this process</li> <li>• Teacher has given more ownership of class talk to pupils than before project</li> <li>• Children using evidence to support their arguments</li> <li>• Teacher uses less managerial</li> </ul>

Key Components	Summary of Key Issues
<p><b>PLAN</b></p>	<p>and more democratic talk: 'will we?' rather than 'we will'.</p> <ul style="list-style-type: none"> <li>• SETT helpful for first couple of sessions to enable teacher to evaluate her own talk. Not so helpful after this as she was looking at pupil talk in relation to her own talk</li> <li>• Facilitation skills difficult but crucial to process and teacher has needed for ongoing support with this</li> <li>• Some children who have previously struggled when verbally challenged by their peers are now more robust in face of peer challenge</li> <li>• Video allows a more positive view and consideration of issues not picked up during the sessions</li> <li>• Teacher feels more tuned into classroom talk and not using IRF since started seeing its impact on video</li> <li>• Teacher now genuinely wanting to know what children are going to say so no display questions (big shift since first session)</li> <li>• Immediate plan: show pupils a before and after video to support their self-evaluation of changes and to celebrate shared success of teacher and pupils</li> </ul> <p>Longer term: plans</p> <ul style="list-style-type: none"> <li>• <b>Bottom up development :</b></li> </ul>

Key Components	Summary of Key Issues
	<p data-bbox="906 206 1321 385">Teacher to work with PT in Partnership school to see if can develop the work across two schools.</p> <ul data-bbox="858 436 1300 571" style="list-style-type: none"> <li data-bbox="858 436 1300 571">• P4C to be written into School Development Plan as whole school plan</li> </ul> <p data-bbox="858 616 1332 757"><b>Top down development:</b> EP to discuss project with Quality Assurance Officers in Authority.</p>

Cycle five began with a plan to support the children increase their receptiveness to the communicative initiative of their peers by encouraging them to look at those who were speaking. The details of how to implement this were left to the teacher. The P4C session started with discussion about how the pupils could help to 'pass the discussion on'. When the video was viewed during the evaluation phase this demonstrated that the children were now looking at each other and not just at the teacher. In using these P4C sessions as a site for dialogic engagement, both pupils and teacher appear to have developed in their interaction skills. From the perspective of the contact principles (see Appendix A) the teacher developed in skills such as guiding and deepening discussion. The children's skills have been scaffolded by the teacher. In encouraging them to look at each other when talking, the teacher was focusing on developing their skills at the lower end of the contact principles involving being attentive, encouraging initiatives and receiving initiatives.

My attempts to support the teacher are paralleled in her attempts to facilitate the children's skill development. Although this was not a VIG intervention, I attempted to embed the VIG principles of guiding as opposed to directing (Kennedy, 2011). The bias towards a Dionysian model of action research planning it could be argued, reinforced this stance. The teacher identified the need for support with facilitation skills in the project. Even at the evaluation phase of the final cycle she stated that this was an issue for her ongoing

professional development for which she will need support. She indicated that she had found the SETT helpful for the first two cycles but that it was restricted in its use due to the focus on teacher talk and not on teacher-pupil and pupil-pupil interaction. The SETT allowed her to pick up that she was using less managerial talk and that her approach to the children was more 'democratic' as seen in the shift she noted in the video from the use of phrases such as 'we will' to 'will we?'. She continued to find the video useful in providing a more positive view of the sessions and also enabling a much more detailed view than she was able to have in the course of the lesson where her attention had to be divided. Overall she felt that she was more tuned in to class talk and the video demonstrated that there was little by way of IRF sequences in the sessions. She stated that by the end of the project she genuinely wanted to know what the children were going to say. The video provided evidence that she was no longer asking the display questions which had been evident before the project started. These findings indicate some changes in the teacher's practice over the course of the project which enabled her to be more facilitative and less evaluative in the P4C sessions. This was progress which she valued.

The evaluation phase in cycle five identified changes in the pupils such as an increased ability in some to stand up to their peers when challenged and increased contributions generally. The teacher identified the need to operate 'artfully' as well as skillfully (Haynes & Murriss, 2011). In particular the issue of when to support less able children who found it hard to 'find a voice' within the classroom community, required ethical/political judgement and tact. Any such intervention, when the teacher was adopting a less directive stance generally, might have highlighted some children's difficulties to their peers. This is a complex issue ignored by Kershner (2009) who presents an unproblematised view of dialogic teaching when she concludes that it can support inclusion. Having discussed this with both teacher and pupils (pupil interviews) it is my view that while dialogic teaching has potential in this direction, it is vital not to idealise it (Lefstein, 2010). Idealisation ignores the need for a reflexive and artful approach to practice. This was an issue which was raised by the teacher on watching the video and demonstrated the reflexivity of her stance in relation to her practice. Such a stance is vital in responding to 'critical moments' in the work (Haynes & Murriss, 2011; Guillemin & Gillam, 2004).

## 4.8 Summary

These findings provide an overview of the ways in which the use of P4C as a dialogic tool to support pupil participation developed in this primary classroom. The collaboration between the teacher and myself involved initial tension as we did not agree about how quickly to involve the children in the developing process. Her concern about classroom disorder was a significant factor in this tension. Initially her faith was in the trigger activities rather than in how she supported the interaction. As the project developed she gained confidence in the children's abilities to respond to the tasks responsibly. Issues of teacher skill emerged throughout the project with the teacher recognising facilitation as a difficult role requiring both skill and judgement. These findings suggest that it is necessary to address skill development as well as ensuring that there is space for dialogic encounter in the collaborative inquiry. This is relevant both to the sessions with the children and to the means of supporting the teacher in the process.

The classroom talk shifted considerably throughout the process as demonstrated in the videos. These changes were identified by both myself and the teacher. The teacher moved from the largely evaluative stance taken prior to the project starting to a more facilitative stance. More pupils contributed to the talk at the end of the process and were making links to the contributions of their peers without teacher mediation. There were some children who had difficulty entering the talk and appeared to require teacher mediation either by being given thinking time or through clarification of points being made. There were also some children who appeared to dominate the talk. Changes were therefore not uniformly positive.

The next chapter will focus specifically on one component of the research process and will examine the teacher-researcher dialogues in order to explore the ways in which the teacher positioned herself through the course of the project.

## **CHAPTER 5. Findings and Discussion for Research Question Two**

**How did the teacher's positioning, as expressed in her talk, shift during the course of the project?**

### **5.1 Overview**

This chapter will provide an overview and discussion of the findings from the analysis of the dialogues between myself and the teacher. This will allow a detailed consideration of any changes in teacher positioning over the duration of the project. This material has been included with the knowledge and consent of the teacher. The data is extremely rich and it is possible to cover only part of this. In conducting the analysis, I recognised the difficulties involved in isolating individual voices within a dialogue (Grossen, 2010). While accepting that this process has limitations, I consider that the analysis has allowed a rich consideration of the data. The approach taken to data analysis has enabled me to view the dialogues with the teacher as a site where she was able to 'author a new pedagogical self' (Greenleaf & Katz, 2004). This is important given that the research espouses a transformational purpose. Gillespie et al. (2008) argue that by analysing the voices expressed through one person's talk and the way that person then positions themselves in relation to these, then it is possible to view processes of change over time.

The four voices 'isolated' from the teacher's contribution to the dialogue were chosen because they have particular theoretical interest. I accept that this highlights the role of inquiry over action in this aspect of the research. It would be possible to extend the analysis in the future to look at the teacher's positioning in relation to voices within the dialogue which were not subjected to analysis. In particular, I would like to have explored the teacher's use of the term 'teacher' and how she positioned herself in relation to this over the course of the project. This was a rich source of data which could not be covered in the scope of this thesis.



Teacher positioning in relation to the voices of the children, the researcher, the video and external authority will be explored in turn. The summary tables referred to in this chapter are drawn from the process of analysis for which an audit trail is provided (see Appendices C-J).

## **5.2 Teacher positioning in relation to the voices of the children**

Table 5.1 below provides a summary of the positioning of the teacher in relation to the children at each mention of children or pupils, or reference to their voices in each of the five dialogues. The numbers in brackets refer to the transcript and line number referred to. Where the teacher referred to herself as 'I' and the children as 'they/them' this has been interpreted as positioning herself apart from the children. There are however four different ways in which she did this :

- Positioning herself against some children as opposed to others in the class.
- Positioning herself apart from the children and evaluating them negatively. This also includes instances involving the teacher making a negative judgement about their capacities based on her professional expertise.
- Positioning herself apart from the children and evaluating them positively
- Positioning herself apart from them in recognition of their agency or in an attempt to 'step back' from them to allow them 'space' to participate more fully

Where the teacher used 'we' to refer to herself and the children, this is assumed to indicate identification with the children (Gillespie et al. 2008). An intersubjective dimension involves instances when the teacher made reference to what the children might be thinking or feeling. These involved her reflecting on her own responses in the light of possible pupil perspectives. This is distinct from those instances in which the teacher made assumptions about the children on the basis of her professional knowledge. The intersubjective dimension involved grappling with their 'otherness' and making genuine attempts to understand from their perspective rather than her own. Finally, dialogic knots

indicate tension or ambiguous positioning. Such knots represent the complexity of the I- positions configured in any individual self (Markova, 2003).

Table 5.1 provides a summary of the teacher's positioning in relation to the children over the course of the five dialogues.

Table 5.1 *Teacher positioning in relation to voice of the children*

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
Positioned apart from children/ <b>Negative evaluation</b> (1.14; 1.20;1.34;1.40;1.46;1.56;1.72;1.74;1.124;1.136;1.138; 1.140) Positioned apart from children/ <b>/positive evaluation</b> (1.72; 1.78;1.134;1.136) Positioned apart from/ <b>recognising their rights</b> ( 1.112; 1. 162) <b>Intersubjective dimension</b> ( 1.34;1.44;1.50) <b>Dialogic knots</b> (trust 1.60;leading talk 1.112) 'muted <b>Identification</b> with children (1.36;1.112; 1.138)	Positioned apart from <b>/to increase children's participation</b> (2.2;2.14; 2.30; 2.140) Positioned apart from children/ <b>positive view of children or learning about/from them</b> (2.2;2.12;2.14-18;2.24;2.34;2.96; 2.108;2.110; 2.175) Positioned apart from/ <b>recognising their agency</b> (2.40;2.66) Positioned against group of children <b>/inequality issues</b> (2.68;2.140) <b>Dialogic knots</b> (receiving negative feedback from children2.256) (role clarity 2.124; 2.126)	Positioned apart /in order to increase children's participation (3.5-6;3.22-6) Positioned apart from/ <b>children needing adult support</b> (3.12) Positioned apart from children/ <b>recognising their agency</b> (3.8;3.77;3.129-32) <b>Teacher positioned against small group of dominant children</b> ( 3.16;3.18; 3.52) <b>Intersubject.</b> dimension ( 3.16;3.18) <b>Dialogic knot</b> Children's	Positioned apart from them/ <b>positive evaluation</b> (4.28-30;4.69; 4.76-8;4.80; 4.87;4.114) Positioned apart from them/ <b>negative evaluation</b> (4.38) <b>Dialogic knot</b> (challenging teacher 4.40-42);(ability to be involved in decisions 4.78) Positioned apart from/ <b>recognising their agency</b> (4.51) <b>Positioned against dominant group of children</b> (4.51)	<b>Dialogic knot</b> (contesting teacher authority5.18-21); (loyalty to teacher 5;362) Positioned apart from/ <b>anxiety about responding to children's challenge</b> (5.29-33;5.37; 5.105; Positioned apart from/ <b>positive evaluation</b> (5.48;5.62;5.94;5.232;5.289; 5.60) Positioned apart from/ <b>recognising their agency</b>

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
	Muted <b>Identification</b> with children ( 2.48) <b>Intersubjective</b> dimension(2.82-4)	ability (3.28) <b>Identification</b> with child/ren (3.46; 3.226) Positioned apart/ <b>positive evaluation of children</b> (3.91-3;3.129;3.196-7;3.199-201;3.213; 3.222) Positioned apart from/ <b>negative evaluation of children</b> (3.191-2)		(5.50-2;5.278;5.305; 5.309) <b>Relational dimension</b> /they identify with her (5.56) <b>Intersubject</b> . dimension (5.186;5.211; 5.212) <b>Positioning with one child</b> /potential negative impact on child (5.210;5.212; 5.218,5.226) <b>Identification with children</b> /shared journey(5.293)

### *Dialogue One*

The teacher's positioning in relation to the voice of the children in dialogue one was different to that in the other four dialogues. In dialogue one there were more instances of the teacher setting herself apart from the children and evaluating them negatively than in subsequent dialogues. The number of negative evaluations of the children as a group decreased considerably over the course of the dialogues. In dialogue one however there were a lot of negative evaluations. These tended to involve essentialist judgements of the children's lack of maturity or readiness to have greater role in decision making about the direction of the lessons:

*Researcher: I wonder if they could maybe even participate more fully by bringing in, they could maybe bring in their own triggers for the philosophy sessions ....*

*Teacher: I wonder if they are not at that stage yet*

*Researcher: Or something they could work towards?*

*Teacher: Right. I just worry that they are not there yet. They're not there yet. And the key question or the key thing they bring in doesn't give us enough meat. (1.37-40)*

*Teacher: Because children are children and whooo they are onto the next thing and they've really forgotten or what they think they've done in their head is actually totally different to what actually they've done. (1.138)*

Dialogue one contained many examples of the teacher taking an objective position and identifying the children as 'they' while exercising negative judgements about their ability or maturity. There were however some instances when the teacher positioned herself apart from them while evaluating them positively. She viewed some individuals as performing better than she might have expected or than they had in the past:

*Teacher: he responded straight away 'I agree with K' so yes I'm pleased with that. (1.74)*

*Teacher: J would say something that was totally unrelated where he now is making links building on what the others are saying (1.78)*

She also identified the children as having respectful relationships in the first dialogue:

*Teacher: And there is a lot of respect from the other children.....and there was and also there was 'I can agree or disagree' and they don't agree and disagree with their friends cos they know that. (1.136)*

There were some instances of an intersubjective dimension where the teacher made reference to what the children were thinking :

*Teacher: I just worry that they then see it as 'aw no another thing I've to say  
(1.50)*

There was also some identification with the children through the use of 'we':  
*Teacher: But it would be quite nice to say well 'look ' and use it as a teaching  
tool 'look we are trying to do this but we're going round in a circle. What could  
we have done better from that?' (1.138)*

It is interesting that this was set in the context of a 'teaching tool' and so the identification 'with' was possibly muted by a teacher led process.

Despite the concerns voiced about their maturity and ability to become involved in decisions about the process, there were examples of the teacher setting herself apart from the children and recognising their right to speak. It appears that this challenged the teacher's sense of control of the process and the following quote suggests that she found this difficult:

*Teacher: And that'll be interesting because then they get more ownership of it  
and it really does become theirs . But that will and that will give me time also to  
get back into the 'I'll lose the control' bit. That gives me one more session to  
kinna phew (1.162)*

### *Dialogue Two*

In dialogue two although the teacher continued to set herself apart from the children, the approach was very different from dialogue one. There were no negative evaluations of the children. Her stance apart from the children involved a number of positive evaluations which were generally presented as things she had learned about them in the process of the philosophical inquiry:

*Teacher: I could honestly say that children think more deeply than I ever, ever  
imagined and they have actually...they're much more astute at times than you  
give them credit for (2.96)*

In dialogue two she set herself apart from the children to give space for their 'otherness' to be expressed:

*Teacher: It might be well worth asking them what they thought. How they were shown it was their turn to speak* (2.66)

This was in contrast to dialogue one where she made negative judgements on the basis of her knowledge of this class or children in general. In dialogue two there was some acknowledgement that the children had a perspective which could inform the process. In this dialogue she also tried to set herself apart from the children in an attempt to give them participative space:

*Teacher: And I didn't intervene, I purposefully stood back and let them a minute* (2.14)

*Teacher: if I'm coming out of the circle, they then need to take control of this* (2.30)

There was some evidence of dialogic tension in this dialogue. The following example demonstrates tension or a knot around receiving feedback from the children:

*Teacher: But I think you have to hear that, and take on board, and have to learn that it's not personally me. And move on! But I'll find that hard because I'll take that personally! But I wouldn't be doing this if I didn't want to move on!* (2.56)

These knots or tensions suggested some struggle in the teacher's positioning of herself in relation to the children as the process developed. She wanted their feedback but knew that this might involve receiving negative opinions.

The final feature of note in dialogue two is that the teacher at two points identified the children not as one mass. She identified small groups of dominant children and expressed concern about the impact of their dominance on the other children.

### *Dialogue Three*

In dialogue three the teacher positioned herself apart and evaluated the children several times. In all but one of these instances the evaluation of the children was positive and indicated that her view of them had changed during this process:

*Teacher: And you never give them a chance to...actually say what they want to say or what they actually think! They just give you the right answer because you've asked the question. Whereas from this, you start to see a bigger window. Or you look at them through a bigger window rather than a smaller window.* (3.213)

She indicated that she had feared at the outset of the project that nothing would change:

*Teacher: I was never going to move these children* (3.191-2)

She was explicit about her fear that the process might have negative implications for the children's behaviour but indicated that these fears had proved fruitless;

*Teacher: A ha. They didn't, they haven't turned out to be.. I thought they might have started to take it, not a loan, but just, you know, overstep, than other children, and widen just a wee bit in how far it would be*

*Researcher: You mean because you pull the boundaries back they might [A ha] they might have no boundaries.?*

*Teacher: A ha, yes, so, but they haven't actually.* (3.199-201)

In this dialogue the teacher continued to position herself apart from the children in recognition of their agency or to give them space to participate.

*Teacher: For them to have some control over it as well.* (3.5)

Within dialogue three, as with the previous dialogue, there were instances of the teacher viewing the children not as one group. She positioned herself against

some children in the class on the basis of their dominance and suggested that there were competing interests among the children as a whole:

*Teacher: Because I think they know themselves that within that learning community and in a wee classroom maybe one or two who would talk and never stop, and I think they saw that as unfair* (3.16)

#### *Dialogue Four*

The key feature of dialogue four was the teacher's positioning of herself apart from the children yet positively evaluating their abilities and responses. This demonstrated a shift in her previous view of their ability to be involved in decision making:

*Teacher: children are much deeper thinkers at that age, than I thought they were before I started you know that I would have said "Och no. They can't make decisions like that that's ridiculous." But I really think they're actually well they're much more perceptive and astute than I first realised* (4.76-78)

This shift in teacher view was not without struggle and tension and there was evidence of dialogic knots around children challenging her and their ability to make decisions:

*Teacher: I think, some people, I don't think they can make major positions in school, but I think they need maybe now to become or have a say in the decision process. I do* (4.78)

*Teacher: "How can we believe what you say?" Did you hear that?.....and I thought, hmmm! And not that that bothered me and I was not uncomfortable with that at all because she wasn't, that was not an aggressive challenge.. it was just, genuine, "well ok, we're talking about what's real and what's not real, how can we believe what you say?" I mean, it's true! It's absolutely true! But, I'm still a wee bit of... "where am I at this point?"* (4.40-42)



The shifts in the teacher's positioning were complex and there was evidence of perplexity about her own place within this process. There was one comment indicating negative evaluation of one aspect of the talk in dialogue four:

*Teacher: they all wanted to talk at once, they had lost the kind of respect, well not the respect but they'd lost the kind of listening of... you know, the order, order is better than control* (4.38)

Here the teacher also indicated that she was worried that the process of introducing greater levels of child participation in talk would lead to the potential loss of order rather than loss of her control. Here again I suggest, the teacher was feeling uncertain about her own place within the process:

*Teacher: I also went back to the story because I said to you I was in a fork, and I really didn't know where I was, and I thought if I go back to the story it gives me a wee bit of more, where I am. Not back with me in control, because that's not... but I just felt as though, maybe I still needed that* (4.38)

#### *Dialogue Five*

There were many instances within this dialogue where the teacher positioned herself apart from the children. None of these involved stepping back from them to negatively evaluate them. This dialogue was however peppered with instances of the teacher evaluating the children positively:

*Teacher: No, there's no aggression and there's no... huffiness. When somebody says. "But that is fair", they accept that, they don't come back. When I started P for C I was worried that it would become "Yes it is no it's not, yes it is no it's not"... and it doesn't. They all naturally now try and justify what they're saying. And they're not afraid to challenge one another* (5.60)

This quote highlights a feature which ran through the dialogues involving the teacher's expression of a positive by presenting the absence of negative. There were also a number of occasions where the teacher set herself apart from the children in order to highlight their agency:

*Teacher: I tell you what else, they're not looking to me for, well "can I speak now?" When they talk, but they don't look to me and say "can I speak now?"*  
(5.278)

The sense of struggle in the process continued in this dialogue. The teacher set herself apart from the children and expressed anxiety about how to respond to their potential to challenge her:

*Teacher: I don't know what I would have done though, if they had said "No." .....*  
*Teacher: I, well, I wondered if what I was worried about was if I responded, where, and I suppose I thought would they then re-challenge that?*  
(5.29-33)

There were a number of knots within this dialogue in relation to contesting teacher authority and children's loyalty to the teacher:

*Researcher: They're contesting your authority though.*  
*Teacher: A ha. But I, and that's not what I wasn't, that wasn't the issue that I had.*  
*Researcher: Ok.*  
*Teacher: The contesting of my authority, I was a wee bit taken aback, I have to admit*  
(5.18-21)

*Teacher: I tend to see some loyalty of "she's still the teacher, I better say it was ok." Although I'm not so sure, after having seen some of the stuff. Not so sure now that they wouldn't be more critical, or more upfront.*  
(5.362)

This issue of the relationship between the teacher and the class came through this dialogue in another place suggesting it may have been important to the teacher. At one point she expressed a level of relief that having given some power to the children she had not lost her relationship with them:

*Teacher: And knowing that... they do come back to me.*  
(5.56)

There was further evidence of an intersubjective dimension in dialogue five. The teacher suggested that this was a key area of development for her. She felt she

was much more consciously aware of the need to consider how the children might perceive her words as people who are 'other' than her and who have their own constructions and that this was a result of the research process:

*Teacher: And I think they pick up on that. That's what 'a teacher just asking because they know they're supposed to be asking questions because that's what teachers do', to... 'hmmmm, maybe she doesn't know the answer to this and she genuinely thinks we, I do know the answer'* (5.186)

This links to an important moment in dialogue two when the teacher voiced the importance of intersubjectivity in the teaching context:

*Teacher: that's how children get mixed messages isn't it? That what the teacher says, and what they really think she means, can be two different things* (2.84)

The 'otherness' of the children had been acknowledged not to distance them, but to improve communication between teacher and pupils. Later discussion of these findings with the teacher highlighted the importance of this process in helping her perspective take while working with children in the classroom. This was highlighted in another issue which emerged in dialogue five. It involved the teacher's positioning in relation to one child who had difficulties communicating within the group. From dialogue two onwards the teacher more explicitly recognised that children did not participate equally in the philosophical inquiries. As seen in chapter three, this was an issue the teacher wanted to address from the outset of the project. In dialogue five she discussed with me an incident which had been video recorded and we had viewed together. This involved her supporting a child to speak through using verbal and non-verbal reception of the child's communicative initiative and giving her both encouragement and time to express herself. My focus in the dialogue was on guiding the teacher towards recognizing her skilled support of the child. On viewing the video however, the teacher expressed concern about how the other children might have perceived this visible support:

*Teacher: you know some children would think you know, "she's just giving it to me because I'm rubbish", so to speak. I don't think X thinks like that. But it's, how the other children see me, dealing with X.* (5.226)

It is interesting to note that this issue was raised by one pupil during the children's interviews. The issue of including children with difficulty in the dialogue was a knot in the process:

*Teacher: And how do you include them without ..... the token gesture of being included, but you're not really included.* (5.222)

This suggests that the teacher saw power differentials not only between teacher and children but also between children themselves. This came through the dialogues from number two onwards when the teacher positioned herself consistently against small groups of dominant children. She suggested that her behaviour towards the less powerful (particularly when supporting their participation) had the potential to disadvantage them by making their difficulties entering the discussion more visible to their peers.

Finally in dialogue five there was positive identification with the children in the form of an acknowledgment from the teacher that both she and they had been on a journey which had led to positive shifts in all of them:

*Teacher: what would be quite nice would be to show them a clip of the first one.... and then look at our journey, and look where we, not you, but we have come.* (5. 293)

This was a different position from that taken in the first dialogue where the teacher set herself apart from the children in the form of numerous negative evaluations of their ability to participate more effectively in the classroom.

#### *Discussion of key issues*

The teacher's positioning in relation to the children, as it was constructed through this process of analysis appeared to change considerably through the

course of the project. There are a number of changes worthy of note. First, there were shifts in the ways in which the teacher positioned herself in relation to the children. Between the first and second dialogue there was a shift from the teacher as separate from the children and evaluating their abilities, maturity and skill level negatively, to a position which although still standing apart from the children, she viewed them positively. By the second dialogue the teacher remained apart from the children and evaluated them positively. The teacher also set herself apart from them in recognition of their agency in dialogue two and mentioned devices such as stepping out of the circle to demonstrate to the children that they have agency in the process. Over the course of the dialogues however there was also positioning apart from the children in recognition of the potential for disorder in the classroom if too much power was given to pupils. This may account for some of the dialogic tension which was noted in the analysis whereby the teacher's talk expressed opposing positions on the same issue. An example of such a knot or tension was found in the dialogue when the teacher discussed a child's challenge. Although indicating the challenge was appropriate and not insolent, she stated that she was 'taken aback'. Tensions such as these continued through the dialogues and may reflect the differing roles the teacher had to negotiate while also trying to 're-author' herself as facilitator (Lefstein, 2010).

By the time the teacher had reached the final cycle she had positioned herself with the children in the process of learning. This is summed up in her comment about her shared journey with the children when she said '*look where we, not you, but we have come*'. This identification with the children in the process of learning, I suggest, is important and marks a change from her stance towards them at the beginning of the process. It could be taken to indicate that by the end she was willing to put her 'experience at risk' in identifying herself as co-learner with the pupils (Fitzgerald & Graham, 2010).

Overall the shift in the teacher's positioning in relation to the children demonstrates a change in how she viewed them. At the start of the process she positioned the children as immature or unskilled and therefore unable to take a role in making decisions about the project's progression. At this point her construction of the children would have been at the passive end of Lodge's

(2005) 'view of the child' dimension. The shift towards a more positive perspective of pupil ability is consistent with Baumfield and Butterworth's (2005) review which indicated that approaches such as P4C can lead to teachers raising their assessment of pupil ability. The findings from this study however go beyond a more positive evaluation of pupils and suggest some level of identification with pupils in the learning process itself. This could be taken as evidence of the re-authoring of the teacher's stance. On this basis this project could be situated within Lodge's (2005) 'dialogic' quadrant.

Not only did the teacher shift in her positioning in relation to the children as a whole but as the project developed she began to refer to particular groups of children. Initially her emphasis was upon the pupils as one mass. This changed as the project developed. She positioned herself against the dominant pupils. She also positioned herself apart from children she perceived as needing support with the process. She did not evaluate these children negatively but rather considered how she might support them. She demonstrated complex ethical and political judgement in this process. She was aware of the power relationships between the children. She also recognised that she had a role in mediating dominant children's views of those children within the class who had difficulty articulating an opinion.

Her positioning against the dominant raises issues of authority within a dialogical classroom. Gurevitch's (2000) argument against the idealisation of dialogic is relevant here. This project started in recognition of the political differences between the children and teacher, and between children. It aimed to support the participation of all. During dialogue one the teacher expressed more anxiety about the whole class and the potential for chaos if her authority was seen to be weakened through a shift to a more facilitative role. Concern about pockets of dominance or silence became explicit only from dialogue two onwards. This may demonstrate a growing awareness of Gurevitch's notion of the 'dark side' of dialogic, as the project unfolded. Arnot and Reay (2007) argue that eliciting pupil talk in itself does not shift existing power relationships between pupils. What is clear in this project is that this teacher was adopting a reflexive stance in relation to power relations among pupils and that she was questioning her own practice and how this might contribute to existing

inequalities. In doing so she identified her ongoing need to develop facilitation skills in order to support children who struggled to be recognised within the discussion (Kumpulainen & Lipponen, 2010).

### 5.3 Teacher positioning in relation to the voice of the researcher

Table 5.2 below lays out a summary of the analysis of the teacher’s positioning in relation to the researcher.

Table 5.2 *Teacher positioning in relation to voice of the researcher*

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
<p><b>Positioned against researcher</b> ( 1.56; 1.140; 1.144;1.166;) Positioned apart from researcher/ <b>teacher ownership of process</b> (1.56;1.180) <b>Dialogic knot/shifting positioning</b> (1.56;1.75-7;1.177)</p>	<p><b>Identification with researcher</b>(2.4, 2.56) Apart from/researcher <b>dialogue supporting teacher to see things from children’s perspective</b> ( 2.82-84) Positioned apart from researcher/ <b>requesting the researcher’s perspective</b> (2.26; 2.72) Apart from/ <b>requesting researcher’s advice</b> (2.130)</p>	<p>Apart from researcher/ <b>requesting researcher’s perspective</b> (3.12) Apart from/request <b>support</b>(3.29-30) Apart from/ <b>discomfort</b> (3.105)</p>	<p>Positioned apart from researcher/ <b>requesting the researcher perspective</b> (4.106-110) <b>Identification with researcher</b> (4.118-9)</p>	<p>Apart from researcher/ <b>requesting researcher perspective</b> (5.72-5;5.124) Apart from/ <b>requesting researcher support</b> (5.108-9; 5b.3)  <b>Identification with researcher/rolling work out into the school and another school in future</b> ( 5b.19; 5b.31)</p>

In outlining the findings of analysis of the teacher's positioning in relation to 'the researcher's voice' I am using the term researcher to distinguish myself in a particular role. At times in this section therefore I will refer to myself as researcher in order to make this clear. When this is not needed I will revert to using the first person.

There is evidence of shift in the positioning of the teacher in relation to the researcher through the course of the project. Each dialogue will be considered in turn.

### *Dialogue One*

During dialogue one, there were several examples of the teacher positioning herself against the researcher. Each of these instances involved the researcher suggesting a way to increase pupil involvement in the decision making about the way the P4C sessions might develop. These suggestions included asking the children for ideas about trigger activities and discussion with them about how the skills in P4C might be used in other curricular areas:

*Teacher: Right. I wonder if that's that that is just a wee bit advanced at the moment for them (Ok) cos that's quite a ..(maybe it could be an end an end point) I think so cos I'm thinking the thought processes of for these children*  
(1.140)

*Teacher: Mm Mm ..... I think at this moment that's probably, that's too difficult for them I think*  
(1.142)

It is only in Dialogue One that the teacher's sense of ownership of the process was emphasized in her talk. The teacher took control of the detailed planning at several points by positioning herself against the researcher in dialogue one. In these segments of dialogue the teacher used 'I' in relation to the planning process thus ignoring the researcher's role:

*Teacher: Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger*  
(1.56)



This quote suggests that the teacher was aware of her attempt to control the planning process. There was recognition at one point that there might be an agenda which the teacher was evading:

*Teacher: Just to get them into the way of listening ( and how to make links )  
how to make links and that's where I'm kinna hoping to take it (next)which is  
maybe not what I'm supposed to be doing (1.180)*

This quote also shows the difficulties involved in attempting to isolate the voices expressed through dialogue (Grossen, 2010). The reference to the children here suggests an instrumental and objectifying stance towards them through the use of the term 'get them into the way of..'. This may be reflective of a generally more controlling stance taken by the teacher at this particular point in the dialogue and fits with her positioning in relation to the children as discussed in the section above.

A number of dialogic knots or tensions can be identified in the way the teacher positioned herself in relation to the researcher. In this dialogue there was discussion about the type of triggers which might be used in P4C. The teacher expressed the view that the 'right' trigger was the key to a 'successful' inquiry. This led to discussion and various suggestions from the researcher about ways to involve the children in this process which the teacher disregarded:

*Teacher: I need to go away and think of a different stimulus and we can then  
see how that works and then we can maybe go and ask them (1.56)*

There is some evidence of a dialogic knot and uncertain positioning at the end of this dialogue and thus appears to be an issue of tension for the teacher and she uses 'we' closely followed by 'I':

*Teacher: uh huh we'll go, I'll go down the game line (1.177)*

This first dialogue involved a level of tension due to the differences in views about pupil involvement. This tension may well have been significant in the

process and can be viewed in dialogic terms. I suggest that in this dialogue there was what Wegerif (personal communication, 2 October 2010) refers to as a 'chiasm' between self and other. It is possible to argue that this allowed creation of a genuinely dialogic space where meaning was negotiated without resolution. The tension between us may have led to 'sparks of insight, learning and creativity' (Wegerif, 2007, p.18) which influenced later decisions in the project. The main point here is that it is possible from a theoretical perspective to argue that this tension could have contributed to change. On the basis of the design of this study however it is not possible to empirically demonstrate that this was the case.

The tension picked up in the field notes, also parallels the analysis of the first dialogue where teacher stance was most often against the researcher when the increased involvement of the children was suggested. It is possible to explain this in Akkerman and Bakker's (2011) terms of boundary crossing. Here teacher and researcher were crossing into each other's territory and confronting sociocultural difference in each other's views about how to move forward. While this was not comfortable, it may have been part of the process of change.

This experience involved dissonance and it might have been more comfortable had one of us merged into the subjective perspective of the other. From a dialogic perspective this would have been unlikely to lead to change (Markova, 2003b). This is an interesting take also on challenge in the collaboration. Lofthouse et al. (2010b) as discussed in chapter two found little evidence of challenge in coaching conversations. It may be that a dialogic theorisation allows a consideration of the otherness brought to the collaborative relationship as challenge rather than a particular form of interaction or communication.

### *Dialogue Two*

There was some evidence of shift by dialogue two and although there was only one coded instance of the teacher positioning herself in relation to the voice of the researcher this was an interesting example. In dialogue one the teacher tended either to set herself apart from or against the researcher. In dialogue two however, the teacher set herself apart from the researcher (with I/you language)

yet requested the advice on how to manage the philosophical inquiries in ways which were more facilitative than teacher led:

*Teacher: I was going to ask about that. How do you... start off without being the teacher? So to start a good dialogue off, you need some, I need a trigger, but you need to be in that kind of-*

*Researcher: Managerial role?*

*Teacher: A ha. To organise and to set the trigger going, but once you've done that, it's then, reeling yourself back in, and letting them know (2.120-122)*

*Teacher: I would like to be able to get it started, and not be in teacher mode. But I...I-*

*Researcher: But you're not sure how to?*

*Teacher: Well I don't know, how would you do that? Because somebody has to take the lead, to get the thing started (2.130-32)*

This notion of being 'the teacher' as something different to the role that was required in facilitating pupil dialogue came through a number of times in this dialogue :

*Teacher: they were looking to me back to the good old guidance of the teacher, and that I hadn't really become the facilitator (2.2)*

*Teacher: I was the teacher, dominating, and it was the "good, hmmm, yes". (2.114)*

What is clear from this dialogue is that the teacher in dialogue two positioned herself as separate from the researcher but requesting the researcher's perspective. In dialogue one she positioned herself as separate from and resisting the researcher's perspective. In dialogue two the process appears to be becoming more collaborative. The researcher 's perspective was being sought, and her 'otherness' being received. There were also indications that through the process of dialogue the researcher's perspectives had led the teacher to consider how her words might be perceived by the children:

*Teacher: Erm, so no, all I was was, really reiterating to them that I really did trust them, there wasn't a...[A hidden agenda?] but that's really interesting that you-*

*Teacher: But isn't that really interesting how... that's how children get mixed messages isn't it? That what the teacher says, and what they really think she means, can be two different things* (2.82-4)

Here again without evidence of challenge as an interactional style the otherness of the researcher may have been an effective challenge leading to shift in teacher perspective.

### *Dialogue Three*

In dialogue three the main positioning in relation to the researcher involved standing apart through the use of 'I' and 'you' yet requesting the researcher's perspective and her support:

*Teacher: And the pause at the beginning, when they didn't speak, my question to you is, is that because they were formulating in their heads what they were going to say?'* (3.12)

*Teacher: So could you help me with that?* (3.30)

In addition to the teacher positioning the researcher as other, yet requesting this otherness either for perspective or support, there was also mention of discomfort in relation to the researcher's role:

*Teacher: I know that I'm not on show it's them, but there's an element of that. And if it goes pear shaped and nobody sees it well it's another matter. If it goes pear shaped and you've got video of it* (3.105)

This comment was made with reference to the video but the phrase 'nobody sees it' suggests some performance anxiety involving the researcher. The teacher was aware that no one else would see the video. It is interesting that this anxiety was voiced in dialogue three when the teacher was responsive to the perspective of the researcher. It may be that a degree of comfort or trust in

the relationship was required before this discomfort could be named. Dialogue three was the only one dialogue however which led the teacher to a more negative view of the P4C session due to the video viewing. This may have led to general discomfort with the process in this part of the research cycle.

#### *Dialogue Four*

The positioning of the teacher in relation to the researcher was similar in dialogue four to dialogue three. She used 'you' rather than 'we' but requested the researcher's perspective. This is similar to the previous dialogue. The following excerpt involved discussion about a P4C session which the teacher thought was disorderly and chaotic. The researcher had indicated a different opinion:

*Teacher: This is the one that's got the rabble on it?*

*Researcher: I think so. \*What you call rabble!\**

*Teacher: Do you not think it was?*

*Researcher: No not at all!*

*Teacher: I suppose you see it from a different..* (4.106-110)

Following this there was also some identification with the researcher in the dialogue. What was interesting was that it the teacher took the initiative using 'we' in relation to the shared process when the researcher had positioned herself outside of it: *Researcher: that might be something you can work on*

*Teacher: Something that we can work on. Yeah. Well that could be, we could look at that as the next step.* (4.118-9)

These two examples of teacher positioning in relation to the researcher differ from what was construed as a more controlling and negative stance towards the researcher in dialogue one. Recognition of the researcher's otherness and what this might add to the process of reflection appear to mirror findings from analysis of the teacher's positioning in relation to the children. When these findings were discussed with the teacher she identified herself as having a need to control the process at its outset that was borne out of fear that the classroom

would become disorderly and that the children's learning would be compromised. She suggested that fear subsided as the process developed and she observed the way in which the children responded. It is possible that as anxiety over loss of control reduced then the 'otherness' both of children and researcher became less threatening.

#### *Dialogue Five*

This pattern continued in dialogue five where the two key stances adopted to the researcher involved the teacher positioning herself apart but seeking the researcher's perspective and seeking the researcher's support:

*Teacher: And that was just me bringing their attention to that, "Gosh, look what XXX did, wasn't that good practice?" He checks it out, before he spoke. And that's what he was doing.... But then maybe that was wrong to say, "XXX checked out with me' because then that takes me back to the fount of all knowledge, the authority. [Ok, right.] Maybe I would have been better to say, "Us".*

*Researcher: Ok, a ha, the collective*

*Teacher: A ha. Would you agree with that? (5.72-5)*

This was an interesting example highlighting the difficulties identified in chapter three in separating out the various voices which find expression in dialogue. This example was chosen to demonstrate the shift in positioning of the teacher in relation to the researcher. The teacher requested the researcher's perspective on the way she had spoken to the children. In addition to demonstrating the teacher's positioning in relation to the researcher it also suggests that by dialogue five the teacher was aware that the use of 'me' as opposed to 'us' when speaking to the children, conveyed very different messages to them about her positioning. 'Us' she suggested, would have indicated shared authority whereas 'I' may have implied the teacher as the ultimate knowledge authority within the classroom. The dialogue is richly textured. This is an example of how the 'freezing' of dialogue ( in this case by examining it in relation to one voice) for analytic purposes, as discussed in

chapter three, needs to be followed by 'unfreezing' it (Markova et al. 2007) in order to capture its richness.

In dialogue five the teacher requested the support of the researcher both with skill development in facilitation and with the development of dialogic approaches with other teachers in the school:

*Teacher: maybe need a wee bit more [support] A ha. From you (5b.3)*

Finally in this dialogue there was evidence of identification with the researcher particularly in the task of encouraging other teachers in this school and its partner school to develop dialogic approaches within the classroom:

*Teacher: But I wondered if that's another area we can look at (5b.19)*

*Teacher: So that's something we could think about too (5b.31)*

#### *Discussion of key issues*

These findings suggest that the stance of the teacher in relation to the researcher shifted through the course of the five dialogues with the most notable change happening between dialogues one and two. Teacher identification with the researcher only occurred in dialogues four and five. This is interesting as the assumption underpinning the research was that it was collaborative. The approach taken to analysis here seems to have provided rich information about the ways in which the teacher positioned herself throughout this apparently collaborative process.

In dialogue one the teacher positioned herself against the researcher. This is particularly interesting as the planning process had gone well and there was agreement about the initial details. The teacher and I had known each other in our respective roles for a number of years. This was not a new relationship. Leat et al. (2006) highlight the importance of trust and mutuality in coaching relationships. As discussed in chapter two, there are similarities between coaching and action research. The fact that the teacher was willing to be videoed indicates some level of trust between us. I have consistently found that

teachers find video recording anxiety provoking. Gavine and Forsyth (2011) link this to the levels of scrutiny that teachers are under in the current school context and suggest that teachers require 'courage' when working with video. It may be that the initial cycle was influenced by the presence of the video. It is also possible that I was attempting to push the process on more quickly than was comfortable for the teacher (or pupils).

In dialogue two the teacher positioned herself in an interesting manner when I questioned her about her reasons for telling the children she trusted them. This questioning then led the teacher to consider the perspectives of the children on this issue. This may be an example of how confronting the otherness of my perspective may have facilitated perspective taking. The teacher identified this as a critical moment in a later reflection.

From dialogue three onwards the teacher positioned herself apart from me yet sought my perspective on the process. The ownership of the process had shifted in her talk. In the early dialogues she talked about it as her process. She appeared to be protecting the process from my suggestions. Her talk in later dialogues however portrayed it as a shared process in which she actively sought my perspective. It was interesting that in the final dialogue there was identification with me in planning to develop the project beyond this classroom and into another school. The analysis of the teacher's naturally occurring talk suggests that the research dialogues were a confrontation of self and other. It is reasonable to assume that these dialogues went beyond mutuality. I suggest that the process of identification with the researcher might have been quicker and would have not have involved tension or perspective shifting had the process been one of mutuality alone. There were times as I reflected during the process when I worried that I might not be offering enough challenge. The findings from this analysis suggest to me that the confrontation between the teacher and myself provided challenge through the tension brought by the confrontation of our difference (Markova, 2003b). This has relevance to wider issues of collaborative relationship in research and practice.

Akkerman and Bakker's (2011) dialogic theorization of boundary crossing learning provides a useful way to understand what might have been taking



place in this study. They suggest a a number of mechanisms which may account for boundary crossing learning. One of these involves reflection and they argue that this is supported in cross boundary work through both perspective making (clarifying your own perspective) and perspective taking (which involves looking at yourself through the eyes of another. This is conceptually close to van der Riet’s distanciated perspective. It is clear from the analysis here that the perspective of the researcher enabled the teacher to take a different perspective on her own words (see dialogue two above). Akkerman and Bakker argue that through these processes people are enabled to enrich their identity beyond its current status. In my view these dialogues indicate a shift in the teacher from controller to co-learner in research process with myself and the children. The process of dialogue involved tension and difference but also seems to have facilitated change in the teacher’s way of viewing the pupils and her interaction with them.

Both Akkerman and Bakker, and van der Riet, argue that perspective taking is supported through the use of objects. In this study the video was a significant part of the dialogue process. The next section will consider the teacher’s positioning in relation to the video.

#### 5.4 Teacher positioning in relation to the voice of the video

In table 5.3 below, the teacher’s positioning in relation to the video is summarized. This was a less complex positioning than those discussed in the previous two sections.

Table 5.3 *Teacher positioning in relation to voice of the video over time*

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
Apart from/ <b>positive evaluation</b> (1.80)	Apart from/ <b>objective perspective</b> ( 2.24;2.127-8)	Apart from/ <b>objective perspective</b> <b>/additive</b> ( 3.12;3.111; 3.222)		Apart from/ <b>objective perspective/ surprise</b> (5.14- 17;5.39-
Apart from/ <b>additive</b>	Apart from/positive			

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
(1.180)	perspective/ <b>affirming</b> (2.177-9) Apart from <b>/distanciated</b> <b>perspective</b> <b>/unsettling</b> (2.44)	Apart from /objective perspective/ <b>affirming</b> (3.49;3.67;3.105; 3.109;3.123;3.17 8;3.190) Apart from/ <b>distanciated</b> <b>perspective/</b> <b>unsettling</b> (3.2-4;3.105)		41;5.54; 5.299) Apart from/ <b>objective</b> <b>perspective/</b> <b>confidence</b> <b>building</b> (5.52-4) Apart from/ <b>Objective</b> <b>perspective</b> <b>/additive</b> (5.77;5.88; 5.93;5.174; 5.176;5.179 -82) Apart from/ <b>Distanciated</b> <b>perspective/</b> <b>Unsettling</b> (5.160;5.16 4;5.172; 5.2)

### *Dialogue One*

There was no suggestion of dialogic tension in relation to the video in any of the dialogues. The stance of the teacher in relation to the video however changed over the course of the dialogues. Dialogue one involved two stances; apart from the video and evaluating it as objective evidence and ambivalence in terms of its helpfulness:

*Researcher: But he's actually listening you can see from the eye contact (oh yes) and also it's not that he was just listening to his friend. He was listening to A as well. You can see that. That was a lovely moment wasn't it*

*Teacher: Yes I'm pleased with that bit* (1.80)

*Teacher: it doesn't look that good or sound from the video and I'm not that chuffed with it but it's what they do with that later on and sometimes you don't see the results*

(1.180)

### *Dialogues Two and Three*

The positioning of the teacher in dialogue two was interesting. There were several instances involving the teacher setting herself apart from the video. There was no identification with the video. It was always positioned as an external voice. This positioning remained the same in dialogues two and three. The video was regarded as offering an objective perspective on the session, a positive evaluation of the session and finally a negative evaluation of the session. The number of instances of each increased considerably in dialogue three. The positioning of the video as 'objective other' runs through all the dialogues. In dialogues two and three this is seen as offering an additive dimension to the reflection of the teacher. The teacher did not appear to offer any critique of the video perspective rather it was assumed to offer a factual account. This suggests she positioned herself differently to the video than to the researcher. The researcher's voice at the early stage of the research process seemed open to teacher critique and was not viewed as an authority.

The trust in the video as truth as can be seen below when the teacher was waiting to view the video:

*Teacher: But I'll be interested to see what it really looks like* (3.12)

The teacher positioned the video as objective 'other' offering affirmative support of the process and showing that it is going well:

*Teacher: Better than I had expected. Well, because when they work in groups you don't have time to listen to every bit of dialogue that's gone on.....and that's where the video comes in* (2.175)

*Researcher: watching this on video what's your feeling about how-  
Teacher: Of my kind... of it? It's actually not as chaotic as I thought it was*  
(3.105)

Although the teacher positioned the video as objective other this was not always affirming. The video may have supported the teacher in developing a distanced perspective which enabled her critique of her own practice. This appeared to be unsettling for her:

*Teacher: There was very little talk... yet, that really surprised me Wilma because I really, honestly thought, it was quite good. And it wasn't.* (3.2-4)

#### *Dialogue Five*

The final dialogue involved looking back on the project as well as on the last session. The video was positioned during the discussion as having offered an objective voice which supported distancing through dissonance which led her to change her view on her practice:

*Teacher: when I see this? Right, well the level of... participation from them, and the quality of the dialogue, things they're saying, because at the time when you're in it, I think I get caught up with, "Maybe it's not moving on enough". And although you're listening, maybe you're not really listening that carefully. So maybe that's another thing I need to think about is that, "Am I hearing, I'm hearing, but am I listening?"*  
(5.172)

In the one instance when the video portrayal of the session was less favourable than her memory of it she reflected on a loss of trust in her own reflections:

*Teacher: you now start to self- doubt about how good your own reflective practice is. Without video*  
(5.164)

Despite having experienced this challenge, the teacher's positioning of the video as objective voice was also seen as confidence building:

*Teacher: But seeing that gives me just another wee push of confidence. To go on*  
(5.52-54)

It was also positioned as an objective voice which brought surprises:

*Teacher: It's amazing though to see how what you think is a rabble and it's not actually* (5.54)

Finally in dialogue five there were a number of times when the video was positioned as an objective voice which was able to support reflection by providing additional information which may have facilitated the shift in teacher perception of the children:

*Teacher: But that's maybe also in a busy classroom, teachers learn to kind of multi skill, that you have to tune in, and don't whereas- but then you see it on video and you realise... the quality, and the interaction between them* (5.174)

Her positioning of the video as objective observer providing something beyond her own reflections was viewed by her as having a positive impact on her practice:

*T: Well there's huge changes. It's subtle. [Very subtle, yeah.] That you don't actually notice the changes. But I have to say though I've gone away with the video, and I have thought about, and I haven't just thought "oh yeah, ok", and gaily carried on, I have [no you've kind of gone back] tried to do... to change*

(5.468)

#### *Discussion of key issues*

When these findings were discussed with the teacher she indicated that for her, the video was a very important part of the change process. The findings are similar to those of Lofthouse and Birmingham (2010) despite the fact that their research was with student teachers. In this teacher's view, the dialogue on practice was greatly supported by the use of video. Wegerif (2004) in his work on computer assisted collaborative learning argues that computers are ontologically ambivalent. Although there might be differences between

computers and videos as tools, given that video provides a 'reproduction' of experience there is something of that ambiguity here. Video is given a status which is almost that of a third voice in the dialogue. Later discussion with the teacher suggested that she indeed viewed the video as a third perspective.

These findings suggest that the teacher had a positive view of the role of the video despite initial anxiety about filming and the experience of dissonance when her own reflections were incongruent with the video recording. The importance of dissonance has already been discussed in dialogic terms. Lofthouse and Birmingham (2010) suggested that video can be both a mechanical and a psychological tool. For them, the capacity of video to support discussion enables it be regarded as a psychological tool. If it is accepted that viewing the video can lead to cognitive dissonance then video is indeed a psychological tool. The findings of this study suggest that the video led to dissonance. This ties with the findings of others working with video (Cross & Kennedy, 2011). It also supports the view that video can be regarded to be a catalytic tool (Baumfield et al., 2009) as the dissonance created encourages practitioners to question previous meanings around their practice. The critical perspective which came from watching the video may be conceptualised as distanced. van der Riet (2008) argues that visual methods illustrate an interplay between insider-outsider perspectives. Discussion around the visual artefact, she suggests, is less threatening as questions can be directed to it rather than to individual participants. In this way she argues that visualization is a catalyst for distancing. Barrow and Todd (2011) applied this argument to the use of VIG suggesting that video can support distancing processes. Akkerman and Bakker's (2011) discussion of boundary objects also supports this analysis. The bridging role of boundary objects, they argue, supports perspective taking. It is clear that in this study the video supported the development of alternative perspectives on the children and on the P4C sessions. For Akkerman and Bakker, it is the way these objects support communication between people on different sides of the boundary that is important and potentially transformative. It is clear from the dialogues that critical reflection on classroom practice was developing. The video supported this in the creation of dissonance through providing information that was at odds with the teacher's beliefs about the lesson. The findings from this study are

similar to those of Lofthouse and Birmingham (2010) whose research with student teachers indicated that video offers something beyond professional reflection. The teacher I was working with was a highly experienced and reflective practitioner and yet she considered the video to be an important component in her changed perspectives through the project. Here the video offered not just an additive component to reflection but also (in all but one of the sessions) a more positive perspective on the session. The clips I chose to show during the collaborative discussion were positive. I was applying a video modelling principle (Dowrick, 1983). Using this approach may have been important in facilitating a positive view of the process. The teacher's positive contribution through the way she received and built upon the children's contributions to the dialogue were highlighted through the choice of clips. Gavine and Forsyth (2011) suggest that research with teachers using VIG in the classroom has shown that viewing the video has been the most valued aspect of the process. Among a range of benefits they suggest it offers them increased self-awareness and the acquisition of skills. Although use of video in this project did not follow all aspects of the VIG process, it is possible that the focus on positive clips together with a frameworks for interpreting these (the contact principles and the initial use of the SETT) were helpful in supporting the process of change.

It is important to emphasise that although I came to the sessions with positive clips, the teacher often chose to look through large chunks of the video during the session some of which involved less favourable footage. It is interesting that one of the sessions led the teacher to a more negative view of the lesson due to the video footage. This also indicates that despite my focus on the positives that we were able to look at less positive aspects of practice. This process allowed the teacher to feel comfortable in raising these negative aspects of practice in dialogue with me and that the process went beyond affirmation of positive practice.

## 5.5 Teacher positioning in relation to the voice of external authority

Finally, the teacher's positioning of herself in relation to the voice of external authority (for example, management, curriculum, quality assurance) was analysed and the findings are summarised in table 5.4 below.

Table 5.4 *Teacher positioning in relation to voice of external authority over time*

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
	Positioning against external authority/ <b>Curriculum</b> (2.100;2.102) <b>Dialogic tension</b> (2.104)	<b>Identifying with external authority/peer observer</b> (3.169) <b>Objective perspective of peer observer/affirming</b> (3.175)	Positioning against/ <b>content driven curriculum</b> (4.49) Positioning against / <b>quality assurance methodology</b> (4.54;4.85-6) <b>Tension re CfE</b> /uncertain positioning (4.56;4.67) <b>Dialogic Tension /</b> demand for qualification and teaching thinking (4.67) <b>Dialogic Tension/</b> teaching curriculum and meeting individual need	<b>Positioning apart from</b> Quality assurance /but interest in their grasp of the dialogic work she has been involved with (5.439)



Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
			(4.63) <b>Positioned against</b> management ( 4.123) <b>Dialogic knot /</b> teacher ability to make changes(4.67)	

### *Dialogue Two*

In dialogue two the teacher positioned herself against the content driven curriculum and the need to ‘tick boxes’ to demonstrate progress. These demands are suggested to be in conflict with the work she is trying to do in this project and reducing her agency:

*Teacher: But yet, it's almost kind of like, an ice cube isn't it? On the outside side, there's all of this going on, and yet the walls of the ice cube are telling me I can't break out because I've got to do, tick tick tick tick! (2.102)*

There was also tension around the competing demands of the curriculum:

*Teacher: Responsible citizens, effective contributors, a ha, and successful learners. But if you can't have... you can't really have both. (2.104)*

This was interesting and suggests that the aim to increase children’s participation felt at odds with approaches to support effective learning. The teacher positioned herself at the centre of a fault line here.

### *Dialogue Three*

In dialogue three the teacher positioned herself in relation to a peer who observed her practice. The peer observer focussed on a more conventional teacher-led lesson and provided positive feedback which supported the teacher’s confidence in her teaching skills. It also positioned the teacher

ambivalently in relation to P4C as she had been finding the process of facilitating P4C sessions to be difficult:

*Teacher: So my faith in teaching, although it had taken a wee dip, and that, I don't really see that as teaching. And I think... that's terrible! But do you know what I mean?!* (3.169)

There is a level of conflict expressed here about what the peer teacher viewed as teaching and what took place in P4C. For the teacher at this particular point, P4C was not regarded to be 'teaching' and the peer observer, by pointing out her strengths as a conventional teacher raised the teacher's awareness of this conflict.

#### *Dialogue Four*

In this dialogue, the two key positionings involved the teacher against the voice of curricular authority and tension around her role and agency in this curricular context:

*Teacher: and again that's a life skill isn't it? To be able to do that. But, I don't know if that would be recognised. Because it doesn't tick the right box* (4.85-6)

*Teacher: So...it's.... it's drawing the fine line of getting children to be thinkers... but also, getting them to, teaching them to put it onto paper too because they need to be able to do that* (4.67)

*Teacher: it's not that I'm not in control, it's that I can't change it.* (4.67)

In this dialogue the teacher expressed awareness of external authority as apart from her and controlling her. The demands from curricular authorities or management appear to be in conflict thus placing her in a position of tension.

#### *Dialogue Five*

The positioning of the teacher in relation to external authority in dialogue five was less noticeable. There was an interesting example in which she considered

the role of the quality assurance officers who have an evaluation function in the local authority. She positioned herself apart from them but interested in their perspective. Her interest in their view emerged from her concern about their lack of understanding of the work she has been doing to develop classroom dialogue:

*Teacher: I'll be interested ... to get a wee bit of feedback from the XXXs just to know what their understanding is* (5.439)

There is also a positioning of herself against external authority which she merely alluded to when discussing developing this work across the school in the next session:

*Teacher: If erm... I'm allowed to do that... you know* (5.437)

This then continues some of her earlier positioning against external authority as a restriction on her agency as a teacher. The positions adopted by the teacher were either against external authority or involved tensions. These tensions involved struggle about her ability to decide what happened in her own classroom and some sense of restriction on her freedom to extend practice beyond her classroom.

#### *Discussion of key points*

In carrying out this research the aim was to change practice on the ground. Hayward et al (2004) suggest that much change in education is top down and policy driven and as a result does not lead to transformative practice. The importance of recognising the politically situated nature of the classroom was discussed in chapter two. The findings here suggest that although there was change at the level of the classroom that the teacher felt that her agency was limited. The competing demands of the project and other aspects of her role as a teacher such as supporting pupil attainment was a problem identified by the teacher. This is what Lefstein (2010) refers to when describing the need for teachers to negotiate rather than ignore these competing roles. The portrayal of external authority as scrutiniser is apparent in the teacher's description of box ticking or even just the use of the words 'tick, tick, tick' to convey this. There is a strong sense of lack of agency. This is less obvious in dialogue five and it may

be by this point that the teacher had found a way to negotiate these various roles or that she was feeling more confident in her role as facilitator. It is not possible to be definitive on this. The findings suggest however that bottom up work in this case would benefit from at least some recognition from external authorities in education. Pedder, James and MacBeath (2005) suggest the need for support from local and national government in teacher development.

It could be argued that as an EP I was offering support from the local authority. While my role may have been helpful in providing support on the ground and reflexive space to support the development of the project, I was not able to give the project managerial recognition. It is important to note that the head teacher moved during the implementation phase and a new head teacher took over who had no involvement in the project negotiation. Further, there was considerable re-structuring going on within the local authority which meant we carried this out at a time of flux and it was difficult to make links with managers and quality assurance officers within the education authority. On the one hand this might suggest that we should not have conducted the project at the point we did. On the other hand the project gave us both a sense of purpose in the work at a difficult time. Hayward et al. (2004) cite Hargreaves who states that 'without desire teaching becomes arid and empty. It loses meaning' (p.17). Although this was a difficult time particularly for the teacher, who had a new manager, a lack of formal validation and even a sense of competing agendas, the changes that were happening in the classroom as described above kept us both motivated and may have been the 'desire' that maintained our professional motivation and purpose. This is certainly something we have reflected on as we worked on and also looked back on the project. As our working situation has improved this purpose has remained. We continue to work on this as we disseminated findings and plan developments with the support of the head teacher.

This chapter has attempted to address research question two by outlining the changes in the teacher's positioning in relation to the children, the researcher, the video and external authority. The next chapter will outline and discuss the findings from the children's interviews before the final chapter offers a summary discussion of the project.

## **CHAPTER 6 Findings and Discussion for Research Question 3**

### **What was the pupils' experience of this process?**

#### **6.1 Introduction**

This chapter will examine the findings from the analysis of data gathered during the interviews with seven of the pupils involved in the project. These interviews were conducted in the final week of the project. The transcriptions have been subjected to thematic analysis and thematic networks have been constructed. This chapter will use these networks to explore the data in order to provide a 'rich picture' of the children's experiences of the process.

As this research project was underpinned by dialogic epistemology it is assumed that meaning resides neither in the mind of the interviewer nor of the interviewee but rather is negotiated between them. This had implications for the approach to analysis and interpretation of findings as well as for the way I positioned myself as a researcher in relation to the data. In consequence, it is important in presenting and interpreting the findings, that the provisional nature of meaning is recognised. For this reason I eschew the reifying notion of these findings as the 'voice/s' of the children who took part in this project. I prefer to position them as reflective of meanings negotiated between myself and a number of children within the class at a particular point in our shared history. Nevertheless, these negotiated meanings are important. The political positioning of the pupils differs from that of the teacher with whom I had a collaborative, and therefore arguably, a more symmetrical relationship. This distinction is both interesting and important and should be reflexively considered throughout the presentation and discussion of the interview findings.

#### **6.2 Construction of thematic networks**

Three thematic networks were constructed on the basis of the interview data.

Three global themes (see Appendix P) around which each network was constructed are:

- Talking rights
- Relationships
- Benefits

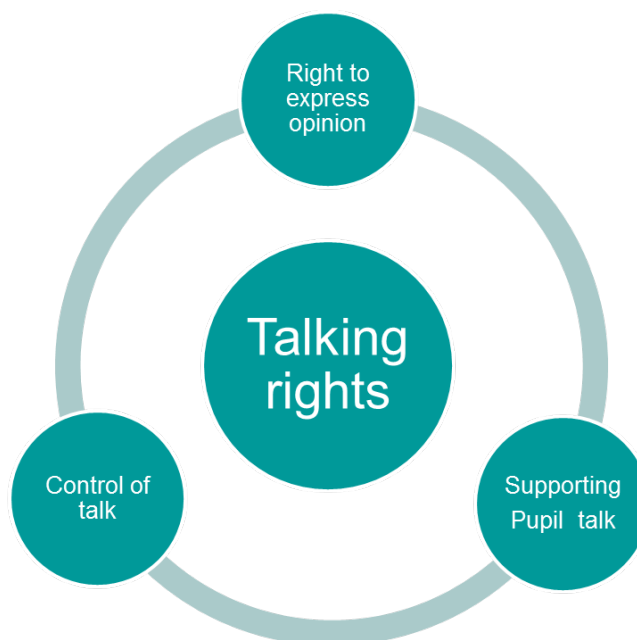
These themes are latent as opposed to semantic and are linked to theorizations about classroom talk outlined in the literature review. The data on which these themes rest will be sampled throughout to illustrate and evidence the analysis. This chapter will consider two of these networks on the basis of their relevance to the action research cycles, teacher-researcher dialogues and the wider literature. The third network revolved around the wider positive benefits the pupil attributed to P4C sessions. There is not scope within this thesis to consider all of the networks and I have focused on the two which were most relevant to the aims of the project.

### **6.3 Thematic Network One**

#### ***6.3.1 Talking Rights***

The first thematic network is based on the global theme of talking rights. Three organizing themes of supporting pupil talk, right to express opinion and control of talk, are nested within the global theme of talking. In order to explore this network, each of the organizing themes will be considered in turn. It is important at the outset to recognize that the organizing themes are linked. It is likely that there will be transactional relationships between these organizing themes and that the direction of travel taken by the analysis is an analytical convenience. This network is illustrated in figure 6.1 on p142. More detail is contained in Appendix P.

Figure 6.1 *thematic network one*



### *Right to Express Opinion*

The right to expression of opinion appeared to be understood as reciprocal. Two basic themes underpin this organizing theme of expression of opinion; the right to express one's own opinion, and responding to other people's opinions. The right to express one's own opinion was mentioned several times. There were differing emphases in the discussion of personal opinion. One emphasis involved the recognition that expressing opinion was something that did not take place in other areas of the curriculum:

*Child Six: because in the other ones you don't get to speak your opinion that much.*

*Child Two: think it's quite weird having a discussion and an argument with everybody else in the class because we wouldn't normally do that in say in a normal lesson.*

This suggests that the P4C sessions provided a new experience for these children. Expression of opinion is not necessarily easy within a class context

and this may have led to anxiety or an awareness of potential sanction and so have been challenging for the pupils:

*Child Four: not be scared to just say what I think.*

*Child Six: it's fine to just state your own opinion and it's just... fine to... bring out as long as it's... as long as it isn't cheeky.*

*Child One: other people might think you're wrong but... it doesn't matter because it's your opinion*

The role of the teacher in providing space for pupil opinion was an interesting consideration which may have given legitimacy to the expression of pupil opinion. By providing space for the pupils' opinions the teacher may have encouraged their communicative initiatives. Mention was made of the teacher coming out of the circle as noted in previous chapters. It may be that a physical act of this nature was a concrete communication to pupils that they were being given space to talk.

*Child One: I think Miss XXX has to come out of it because it's our opinion.*

This suggests that because the teacher had physically moved out of the circle the children had been provided with a site in which their opinions could be expressed. In addition to making space for pupil voices in the talk there was also recognition that the communication with the teacher was reciprocal and that when she made space for them they had to use it and speak:

*Child One: she can't mind read to see what our opinion is without us speaking.*

The children appeared to value the opportunity for the expression of their own individual opinions which came with the P4C session but they also recognised the rights of others to express their opinions. This right was also extended to the teacher:

*Child One: she has the right to state her own opinion like us.*



Not only was there a right to the expression of opinion but there was also an emphasis on receiving the opinions of others. This reciprocal conceptualization of the right of expression was linked to their involvement in P4C sessions:

*Child One: Well before you might be talking to the person next to you, instead of listening.*

The recognition of the need to receive the other however went beyond giving space for the other's opinion through listening. It also involved recognition that what was said might be different from one's own opinion and that dealing with this 'otherness' had to be learned:

*Child Two: I've got better at like... erm... well saying my own opinion and stuff like that. And erm... like, listening to all the other people, even if they've got something different to say.*

*Child Two: how to link to other people's like... other people's opinions and what think, how to link them together.*

*Child Three: I think they gained like, how to discuss things with people. And how to agree and disagree.*

*Child Six: for the last few days I feel like everybody's just understood everybody.*

This led to some tension in the accounts of the process of receiving other's opinions and led to dilemmas about how to respond. As with the teacher-researcher dialogues, these accounts appear to show the chiasm of self-other in dialogic confrontation:

*Child Two: it was quite hard because some people had one view and other people had the other view.*

*Child Seven: not every opinion is right, but you don't really want to say that.*

The expression of opinion therefore, whilst recognised as an individual right, appeared to involve social responsibilities. There was a relational framing to the expression of opinion involving the need to provide space for the other to express as well as the need to grapple with difference. This required the development of communication and thinking skills, as well as understanding and ethical judgement on the part of the children. The classroom was viewed from a democratic perspective as a place where there was a right to expression of opinion but also each had a responsibility to receive, respect and learn from the other.

### *Supporting Pupil Talk*

The second organizing theme considers the support of talk. As noted above, some of the children stated that expressing their opinions and responding to those of others involved a developmental process. This second organizing theme considers how talk was supported during that process of development in the P4C sessions. Support will be considered in relation to the second thematic network. In this network however the concept of support is bounded by its application to talk. What is of interest here are the forms of support used to develop and encourage talk within the P4C sessions. Two particular challenges to talking were highlighted in the analysis. Firstly, for some children, the task of engaging in the discussion was difficult at the level of knowing what to say:

*Child Two: it's like one of the lessons where I need... quite a bit of help to know what to say and stuff.*

*Child Five: and when he gets the answer he's not very sure if it's right.*

The second difficulty highlighted in the interviews involved a level of anxiety about speaking in front of others. Interestingly these difficulties were not always owned by the individual speakers but were presented as the concerns of other pupils in the class:

*Child Three: they were nervous to speak.*

*Child Six: sometimes when they've said the wrong thing and they think, "Oh I regret saying that."*

These difficulties did not necessarily persist as there were indications of moving on from such anxiety through help, experiencing the process itself or through a determination to develop:

*Child Two: every time I got help it taught me something else that I could like say or do.*

*Child Three: Well it shifted as a... all the lessons went on.*

*Child Six: but they always get, climb right back up.*

Several types of support for the talk were identified in the interviews. Questioning and reasoning were skills which the children employed to support discussion and it was interesting that the children appeared to have a level of metacognitive awareness of the skills which they employed in the P4C sessions:

*Child One: Then if you can get a good question you can have a good discussion.*

*Child Three: Well it was kind of you like you're kind of trying to solve a crime. And you've got to like kind of piece together.*

*Child One: I think you have to be able to... take the idea, and give a better reason why that idea should be.*

The importance of providing a reason to support opinion was not only applied to children but also to the teacher in her response to their opinions:

*Child One: And then Miss XXX will either agree with us or give us another reason for why we couldn't.*

Specific strategies which were used to support the children in developing skills in the process of the discussion were mentioned. Strategies to support talk were used both by the children and the teacher. Some general strategies employed by children involved taking the communicative initiative and clarifying what certain pupils were saying so that other pupils could understand:

*Child One: you have to move on to get the discussion going.*

*Child One: if you haven't had a turn, and before Miss XXX can move on, you can all of a sudden jump in before she can move on.*

*Child Seven: I said 'what we're saying is' that helped her.*

*Child Two: they said like, simplified it and said erm what erm, I could have said. And what like other people had said and stuff.*

Strategies employed by the teacher involved clarification of pupil utterances and the provision of thinking time to support pupils who needed time to frame a question or response:

*Child Six: she understands you and explains it even better to the class.*

*Child One: Miss XXX will just, even if they don't have anything to say she'll ask them a question to see if they do have anything to say. And if they don't, and if they can't think of anything they have thinking time where we go to some other people and then come back to them. And they normally could have an answer by then.*

The quotes indicate that these strategies were viewed as effective in enabling pupils to participate in the discussion.

The 'no-hands up' rule, discussed in chapter four, was a specific strategy employed to facilitate dialogue between the children. During the interviews all the children initiated discussion about this rule. The key positive contribution of

this rule seemed to be the freedom which it gave children to engage in discussion. This was also linked to increasing their talking rights:

*Child Six: I enjoyed the no-hands rule because... well everybody got their turn because they just said it.*

*Child Four: well with the no hands up rule we've got the freedom just to go and talk and state our own opinion.*

*Child Three: since we like learnt to pass the discussion on with the no-hands up rule, she [teacher] started to climb down and say less and less so like we could speak more.*

The introduction of a 'no hands up' rule was not straightforwardly positive however. The rule seemed to be associated by some with greater levels of classroom disorder. Freedom therefore may have come at a cost for some children:

*Child seven: when we did .. - no-hands up, and then, the next day, people would like shout out.*

*Child Two: No hands up rule lost one speak at a time.*

*Child Seven: when we had no-hands up it was just going back to her [child] constantly.*

There was however a sense that these difficulties were transient and linked to the children's lack of experience in applying this rule and even provided a problem solving opportunity:

*Child Five: Well the no hands up rule, is kind of annoying because, it's annoying because every now and then you just... put your hand up because... you can't- you've been stuck into that rule so long and then, you just suddenly have to get out of it.*

*Child Three: we had to get round the problem of like... not putting our hands up.*

Attempts to support pupil talk were not perceived by all children as equitable. This is particularly interesting given that the teacher tried to support the talk of children in a mixed ability class. In such circumstances there is a need to involve children who require a greater level of teacher facilitation to engage in verbal utterances. There is a need to consider not only what support is needed but the implications of that support on the perceptions of peers:

*Child Seven: I know they need to learn but she'll stick with them as... like a dog, as a pet, and it's like... she like constantly asks them and... stuff like that.*

Support targeted at some individual children perceived as having particular needs, seems to have been resented by some and perceived as teacher partiality.

As with the last theme, reciprocity was important as children could provide and receive support from each other in the process of talk. Support was offered in the form of strategies children adopted to support their peers. While strategies imposed at a more strategic level by the teacher, such as thinking time or 'no hands up' may have enabled the process of talk, interruption to existing talking practices may have unsettled the children initially. This links closely to the final theme within this network.

### *Control of Talk*

The theme of control of talk pertains to issues of power within the classroom in relation to talking rights. This theme encompasses control exercised by pupils, control exercised by the teacher and the resulting issue of equity of talking rights within the class. There is a sense in which the overall control of the sessions was open to the control of all the participants:

*Child Five: You didn't have to like, you didn't have to ask people "Could I do this?" and "Can I do other stuff and that ", you just, went ahead and said it.*

*Child Three: like we're on our own to like, just to move the discussion on.*

*Child One: No one's in charge it just depends who.... stops speaking, and it depends on who starts speaking. And after that we just sort of listen.*

The opening of the control to the pupils may have been linked by the children to a reduction in the central control of the teacher of the direction of the talk. The teacher had done something to interrupt previous patterns of talk within this class. This resonated with comments made about the way the introduction of the 'no-hands up' rule freed the talk allowing anyone to interject at will thus ensuring increased pupil contribution. Change in teacher positioning may be an important factor contributing to a change in pupil positioning:

*Child Four: at the start when it kept on coming back to her she was like, erm the top person.*

*Child Five: Because now..... she's.... she's letting us say more.*

*Child Five: She's less in charge.*

The voice of the teacher can be heard in one account of this shift.

*Child One: it's like Miss XXX says, she wants to come out of it.*

Teacher re-positioning appears to have been linked to a re-positioning of the children in So that their talking rights became more explicitly recognised. This may have led both to greater levels of pupil as compared to teacher talk and to greater numbers of children involved in the discussion:

*Child Six: I thought it was really good because everybody was taking part.*

*Child Three: felt like more people were involved.*

*Child Seven: it was nice for everybody to speak because normally erm... no offence to Miss xx because she's the teacher but she... normally talks a lot and we don't get enough time –chance to speak so it was nice.*

This may have shifted the pattern of talk so that different voices were now being heard. Previous patterns of talk were seen to have privileged the involvement of particular children:

*Child Five: because it was just one person after the other with the hands up. A ha it was like the same people over and over again. The ones who had their hands up.*

Rules such as 'no-hands up' introduced by the teacher were regarded to support the children to exercise their talking rights within the classroom. This rule was also considered to have reduced inequities which pupils saw to be the result of teacher partiality:

*Child One: Well, sometimes Miss XXX doesn't actually go to everyone, but with the no hands rule you can jump in at the very last minute and say what you have to say.*

*Child Five: XXX because he usually sticks his hand up and he hardly ever gets picked so now he can just like say stuff.*

Other ways in which the teacher could have re-positioned herself in relation to the children were suggested:

*Child Two: well maybe you could do it as if... like Miss XXX wasn't allowed to say anything, or she wasn't there, or she was like out of the room. So she couldn't say anything. But we could just keep the discussion going.*

There was some recognition however that the teacher should intervene to ensure equitable exercise of talking rights:



*Child seven: I think she could go round people and say that she sometimes says like "let's let so and so talk because they've not talked much.*

A change in teacher stance may not on its own have led to an equitable distribution of talking rights. The muting of one dominant voice does not guarantee that others will not take its place and this was suggested by the basic theme of dominant children, nested within the organizing theme of control. Patterns of talk may have shifted but the issue of small group dominance continued:

*Child Two: some people might keep speaking and speaking... and other people might just like not say anything.*

*Child Seven: when we had no-hands up it was just going back to her constantly.*

Some children perceived their friends as dominant which appeared to lead to discomfort and internal conflict:

Child Seven: obviously I don't tell her that I thought "You talk too much." Coz I don't want me and her to break up as friends.

### **6.3.2 Discussion of key issues**

The generation of a thematic network based around talking rights enabled the interview transcripts to be read through particular constructions of talking rights supporting an analysis of the way in which these were exercised, supported and controlled.

The right to express opinion was constructed relationally. There was recognition not only of individual right to expression but also of responsibility in relation to the rights of others to express themselves. This is consistent with Arnett and Arnesen's (1999) relational conceptualisation of democracy in which 'independent voices work together as interdependent voices' (p.14). It also sits comfortably with Lodge's (2005) notion of participation which goes beyond individual rights and aims for the development of a participative school or class

community. Receiving the opinions of others was regarded to be a responsibility which came with challenge. There was emphasis on the need to learn how to agree and disagree with the opinions of others and how to receive a range of competing views from others. This may be constructed as the tension of confronting 'otherness' (Markova, 2003b). Some of the concerns such as the difficulties of listening to others 'even if they are saying something different' may be linked to dialogic tension. The emphasis placed on the need to learn how to agree and disagree suggests that pupils recognised the need to evaluate the position of the other. This can be linked to the concept of internally persuasive discourse and self-authoring of meaning. There was recognition of that they needed to learn how to respond to the opinions of others. This suggests that they need more than a place to confront otherness. There may also be a need for some skill development.

This research was not experimental and therefore does not provide an empirical basis for arguing either that the children learned these skills through the experience of open dialogue or as a result of the scaffolding of the teacher. It is reasonable to conclude however that open dialogue was a new experience for the children, that it challenged them and that they were able to articulate their experience of challenge. In particular, the need to learn how to agree and disagree and how to link the ideas of others are identified. This involves skills of evaluation and synthesis. What is interesting is that the children themselves identified the need for these skills in order to participate in the process. The teacher in contrast was increasingly aware of the skills that children were able to bring to the dialogues and was surprised by their ability.

It is possible that the teacher's role in making 'space' for pupil talk by moving outside of the circle at key points early in the process signalled to the children that they had the right to express their own opinions. This indicates that she demonstrated the importance of a physical site for the expression of opinion. This would have signalled that the P4C session was something which was new and differed from other classroom activity. The teacher's decision to move out of the circle was not planned in our collaborative dialogue. Discussion with the teacher indicated that the decision was the result of a judgement made during a 'critical moment' in the dialogue (Haynes & Murriss, 2011). She saw it as an

instinctive response. I suggest that this is the kind of judgement which Haynes and Murriss (2011) refer to when they argue that teachers need an 'artful' approach in developing P4C in the classroom. This is may avoid instrumentalism and overly planned sessions but when considered in the light of the data from the teacher-EP dialogues, this kind of decision making provoked teacher anxiety about loss order within the class.

These findings about pupil need for support in the exercise of talking rights within the classroom are interesting. The difficulties involved in whole class dialogue are recognised in the literature (Lefstein, 2010; Topping & Trickey, 2007b). They are pertinent to the debate about whether P4C should focus on providing a site for critical engagement with others or should be used to support the development of skills (Biesta, 2011). The findings here would suggest that Biesta's (2011) argument about the need to focus on site and not skill is problematic. The analysis of the interview transcripts highlights children's expression of a need for support with skills and strategies to enable them to respond appropriately to the opinions of others. The key issue may not be whether skills are developed but rather the ways in which this is done and the overall emphasis placed on skill so that it supports children's participation rather than making skills development an end in itself. This may reduce the risk of instrumentalism (Murriss, 2008; Vansieleghem, 2005).

Topping and Trickey (2007b) argue that dialogue will develop more effectively in the absence of threat to self-worth. The findings in this study suggest that some children found it difficult to know what to say and worried in case they did not 'get the answer right.' The wider literature highlights difficulties teachers experience in shifting from convergent to divergent models of teaching (Pryor & Crossouard, 2005). It may be that pupils, like teachers, find the move from IRF sequences threatening when they are used to more 'monologic' approaches to classroom discourse in which there is clarity about correct responses. While it might be assumed that IRF patterns are threatening to pupils, open ended approaches may hold their own threats due to lack of a 'nailed down' correct answer. Topping and Trickey (2007b) argue that there is evidence to show that teachers need to ask genuinely perplexing questions if interaction between teachers and pupils is to increase. In the present study there were obvious

instances of teacher perplexity as evidenced by the following quote by the teacher in response to a pupil:

*'It's a tricky subject. I'm not saying that you're wrong I just don't know that you're right'*

The findings suggest that pupils recognised that the teacher employed support strategies which enabled the development of their skills. They identified the provision of thinking time as one important support strategy. This strategy has been found to be more readily used by teachers who have practiced P4C (Baumfield, Butterworth & Edwards, 2005). Thinking time was an important focus of the teacher-EP collaborative dialogues. In the first session the teacher employed the technique of offering thinking time but through observation of the video realised that she had not gone back to the pupil for a response. This was an important learning point and from then she consistently returned to pupils. Her use of thinking time developed in response to the quality of pupil response following thinking time. Every child given thinking time during the P4C sessions was able to make a response. She commented to me many times that she had been cynical about the efficacy of thinking time until she had used it in the project. The importance of thinking time in dialogue can be supported by Wegerif's (2007) notion of 'exploratory silence'. In his research on exploratory talk, Wegerif found that solutions to difficult puzzles often came after a period of silence. He suggests that the ground rules of dialogue (such as those established at the start of each P4C session) allow the creation of reflective space. And so, as part of dialogic engagement it may be that 'thinking time' can be a form of exploratory silence. While there has been debate about the use of ground rules (Lambirth, 2006; 2009) on socio-political grounds, it appears that pupils interviewed in this study valued the provision of thinking time.

Support with talk was also provided by pupils and teachers through the clarification or elaboration of points made in order to facilitate the understanding of others. This allowed teacher and pupils a scaffolding role. At one point a pupil scaffolded the talk for the teacher who had not followed a point. This was an interesting incident in which the teacher owned her lack of clarity about a point made by a child without evaluating the child. It was particularly interesting for the teacher to apprehend that while she had not grasped the point that a

pupil had and that pupil was then able to support the teacher. It is not possible to operate in creative tension with the other if the position of the other cannot be apprehended. Skills in clarification and elaboration were construed in these interviews as important approaches to supporting talk. This skill development was not always happening in a top down manner from teacher to pupils. In the light of the aims of this project this is interesting.

These interviews highlight the problematic nature of the support of individual children who found it difficult to articulate a point to their peers. The potential issue was initially identified by the teacher when we were analysing a video clip of teacher-pupil interaction involving a child with some communication difficulties. I had identified the clip as an example of well attuned communication. A few minutes after viewing the video, the teacher expressed concern about possible ways in which her scaffolding of the pupil might have been perceived by other pupils. This demonstrated the teacher's reflexive consideration of the impact of her actions on political relationships within the classroom. Analysis of the interview data also highlighted this as an issue. Although only one child raised the issue in the pupil interviews, the language used by this child towards their peer was disrespectful. It suggested that the support given to this particular pupil was regarded as favouritism on the teacher's part. Although this cannot be generalized and may have been a feature in this class and with this one pupil, it does emphasise the need for reflexivity in the process. The need to be alert to 'critical moments' (Hayes & Murriss, 2011) is vital. This kind of difficulty is ignored in recommendations for the use of dialogic teaching in supporting inclusive classroom practice (Kershner, 2009). It highlights the need to think beyond teacher skill. In this instance, the teacher was demonstrating skilled communication. While such skill may support talk there is also a need for the sort of judgement exercised by this teacher. It suggests that supporting talk cannot be seen to be independent from socio-political dimensions of the classroom (Lambirth, 2009; Lefstein, 2010; Gurevitch, 2000; Ellsworth, 1989). This is an important issue which, as noted above was quickly picked up by the teacher through the use of video and collaborative dialogue. The provision of reflective space offered by the teacher-EP dialogue and the video may have facilitated this kind of reflexivity. By

interviewing children however it was possible to obtain a different perspective and this supports the teachers felt concern.

The third theme within this network involves the control of talk. The children appeared to recognise that the teacher changed through the process which led to more children speaking in class and greater freedom for pupils to direct the talk. The summary of the action research data and teacher talk during teacher-researcher dialogues suggest changes in the teacher's behaviour and stance towards the children. Meanings constructed during pupil interviews suggest that they acknowledged these changes. There were also indications from the children that the skills being applied within P4C were also leading to increased pupil talk in some other lessons. This was particularly in the form of pupil initiated questions. The teacher's perspective was that in lessons such as maths, where pupils had previously not initiated discussion, they were beginning to ask open ended questions leading to lengthy exchanges. This led to tension in the teacher due to other demands made of her such as ensuring attainment of specific curricular goals. Topping and Tricky (2007b) argue that change in teacher verbal and non-verbal behaviour is required to implement effective collaborative learning approaches in classrooms. These interviews suggest that the pupils noticed changes in teacher non-verbal behaviour such as moving out of the circle and using silence. They also appear to have associated these changes with greater levels of pupil participation in the talk and less teacher control of the direction of talk. Further, they emphasised that the teacher required to provide a reasoned basis for her opinions. This suggests that pupils regarded teacher and pupils to be subject to the same rules of discourse. This is also indicated to be a change from classroom talk prior to the project starting which was teacher directed.

The analysis based on the talking rights network is 'wrinkled' particularly around the control theme. Although it is reasonably 'smooth' around the issue of reduced teacher control of talk and increased numbers of pupils talking, there are contradictions which cannot be readily smoothed by analysis. The key contradiction is around the participation of children. On the one hand the shift in teacher positioning seemed to be linked by the children to increased pupil participation in the talk. On the other hand, it appears to have been associated

by some with inequality in the exercise of talking rights. It may be that the shift in teacher positioning allowed one group of pupils to become dominant. It is also clear that some children felt positively about the P4C sessions because previously a few pupils dominated talk in class lessons. By adopting a less central role in the control of talk it is possible that the teacher enabled the extension of the talking rights across a wider group of children.

There is no guarantee however that children's talking rights were fairly exercised as some children may have become dominant in this process. The removal of the 'no hands up' rule seemed to be important in this issue. For some children, this rule provided freedom to interject at will rather than wait to be invited to talk by the teacher. They felt a new freedom to participate. For others, it was perceived to lead to the domination of one group. There are difficulties in attempting whole class dialogue. Lefstein (2011) recognises this with reference to classes of thirty or more pupils. He contends that the communicative complexity of the classroom requires pupils to take account of a wider audience which requires different skill from one to one dialogue.

In the current project the class size was twenty two and therefore slightly smaller than that identified by Lefstein as problematic. The teacher attempted to break up the whole class dialogue with a number of smaller group dialogues and activities in order to ensure that all of the pupils were able to participate in every lesson. There was also recognition of the need to support the children to receive the communicative initiatives of their peers through the use of eye contact and other non-verbal behaviours. This was done to ensure that pupil non-verbal communication was appropriate within a large group. Video was used with the children during the process on two occasions to show examples of good communication. By the end of the project the video demonstrated that the children were using non-verbal communication to include a wider audience than before. The wrinkles in the data appear to indicate that despite these measures some children saw the project leading to wider participation and more pupil talk while others saw it leading to dominance by a few. What is interesting is that the teacher and I identified some of those who talked most as pupils who had not contributed to classroom talk prior to the project. Some had engaged in low level disruptive behaviours such as whispering to their peers during talk. A

number of these were now fully engaged in the talk and were obtaining positive responses from their peers openly agreeing with their opinions and reasoning. One pupil who struggled with written work became increasingly vocal often taking a leading role through synthesizing views and offering a mediating position. He was mentioned by a number of pupils in the interviews as very skilled in P4C.

It is possible that when teachers becomes less dominant other forms of dominance emerge within the classroom (Sullivan et al., 2009). It seems that here new patterns of dominance may have been recognised by some. Those recognised as dominant at the end of the project did not appear to be the same group who dominated talk at the beginning. There is no suggestion of carnival in this classroom although some children did identify the 'no hands rule' as causing disorder. Others however saw it bringing freedom to talk. The teacher's fear at the outset had been that the process would lead to classroom disorder. The children's responses to their increased control over the talk in the sessions however encouraged the teacher to take more risks and to extend control to pupils. For some of the children however the changes were not wholly positive.

It is interesting that in our collaborative enquiry the teacher was resistant to pupil feedback until later in the process. It may be that this would have enabled these concerns to have been voiced and addressed by the class community at an earlier stage. This is one suggestion put forward by Sullivan et al. (2009) in their discussion applications of Socratic dialogue within the classroom. Such action however must be considered reflexively. Without due consideration of the implications of opening up this kind of dialogue then potential risks to relationships within the community might be glossed over. Like Hayes and Murriss (2011), Sullivan et al. (2009) argue that the skill involved in making such judgment comes from practice and from theoretical insight. In an action research project such as, involving complex ethical and political issues, theoretical insight may support a critical view on practice. This will be picked up in the final chapter.



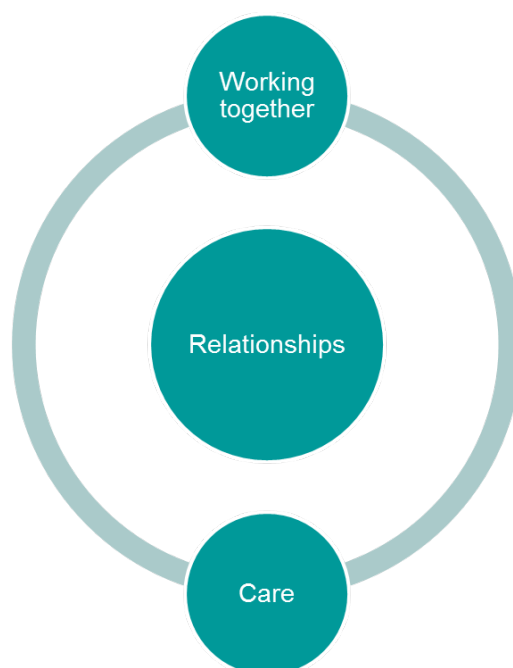
## 6.4 Network Two

### 6.4.1 Relationships

The second thematic network is constructed around the global theme of relationships. It is a smaller and less complex theme than that of talking rights. The network is built around the two organizing themes of working together and care. The organizing theme of working together is constructed from three themes: historic difficulties in working together, improvements in working together and the importance of working together. These are illustrated in figure 6.2 below. Further detail can be found in

Appendix P.

Figure 6.2 *Thematic network two*



#### *Working Together*

Historic difficulties in working together in groups was discussed by a number of children. Choosing group members was identified as problematic either due to existing coalitions between children or poor relationships between those in groups:

*Child Seven: boys would actually say "I'll have... so and so" and it's really like annoying because all you hear is chatter chatter chatter, about who's going with who. ... like, they would argue who has who.*

*Child Six: because sometimes we just don't get along whatsoever, but sometimes... it's just...really... well you see... coz sometimes we go into groups and we don't really like what we're... what, who we're with.*

The development of more cooperative relationships and improved group work appear to have been associated by these pupils with the use of P4C in the class:

*Child One: I think working in a group has changed.. in Philosophy you kind of have to work in a sort of a group with the rest of the class.*

*Child Seven: they would all go together, stick together a bit, when we did the Black Tulip and going into groups it was really good, and that's when we gained it because, erm... they didn't really... like... kind of like... do it as much as they did.*

*Child Four: I think I learnt to work well... with others a bit more.*

*Child Seven: people didn't just go off in a huff like normally people do like if they don't win.*

Not only had collaborative working improved but it was also valued. Links were made between P4C and collaboration:

*Child One: in Philosophy you kind of have to work in a sort of a group with the rest of the class.*

*Child Six: Philosophy is a part of team building in a way as well.*

*Child Seven: I don't want to be alone on it because I have this feeling that if I was alone I would do it all wrong.*

There appears to have been a link made by the children between P4C and both improved task cooperation and increased recognition of the value of collaboration in the classroom. This organising theme focused on task based features of relationship. The theme of care broadens this out to consider emotional aspects of the relationships.

### *Care*

The organizing theme of care pertains to issues of trust, respect and support underpinning relationships within the class. Trust was seen to have developed in the class since the philosophy lessons began:

*Child Six: I think we're starting to trust each other a bit more.. I think Philosophy has really helped with other people's trust.*

*Child Six: I probably gained trust with... with other people like*

Being able to trust others may be related to changes in the constructions of particular Individuals within class:

*Child Six: I could never trust them because they'd just mess around and stuff like that.*

'Messing around' by some children can lead to irritation in others and negatively influence their views of those engaging in such behaviour:

*Child Seven: I think the most annoying people in the class was probably XXX and XXX because they muck about.*

This can also be linked to the theme of talking rights. It may be that space to participate in classroom talk offered some children opportunity to engage within the class in new ways:

*Child Six: now the boys aren't being that silly on the space because they actually have something to say...but since Philosophy he's just stopped coz he... coz he thinks he can state his own opinion any time.*

It is possible that this perceived shift in some children's behaviour, linked to engagement in the talk, increased the trust that their peers place in them. There is an interesting intersubjective issue relating to the ways pupils understood the teacher's trust in these children:

*Child Six: I think she's got more confident in other pupils as I said, probably XXX maybe because erm he was messing about.*

This is a particularly rich seam which is worthy of further consideration both conceptually and empirically. It can be linked to the next basic theme of respect. This has been considered above in relation to receiving the opinions of others. The theme of respect here is wider and pertains to the wider approach to interaction with others rather the response made to their opinions. The rules at the outset of each P4C session emphasised respect and this was reflected in comments made in the interviews involved ways of speaking to and receiving others:

*Child Three: express yourself. And like not being offensive, but like saying it politely.*

*Child One: Well before you might be talking to the person next to you, instead of listening, and looking at the person who's speaking. So there's a few ways you can show respect, to people who are talking.*

Respect was required from teacher as well as from pupils:

*Child One: Miss XXX has to sort of agree with it, but she can disagree, but she has to respect it, nonetheless.*

That the rules of respectful engagement were applied to teacher as well as pupils may suggest a sense of collective or community responsibility.

Finally, the basic theme of support will be considered. This basic theme pertains to support at a socio-emotional level rather than support with the talk as discussed above in relation to talking rights, thinking time and the 'no hands – up' rule. In this network, support is considered to be the quality of a reciprocal relationship. This involved support from the teacher such as encouragement when children are finding the process difficult:

*Child Six: well if you got a bit better I think she'd just....erm... she'd just be like sitting there giving you more confidence... just trying to say "come on you can do it".*

*Child Seven: Like she'll help people. Well I know that's her job but...*

This comment was interesting as recognised that helping people is part of the teacher's professional responsibility. The 'but' however suggests that her approach to help may have been perceived to be more than the exercise of duty. There was also recognition of the importance of support from peers. The analysis has already highlighted the difficulties that pupils face in contributing to whole class talk. For some it was important to feel supported by their peers if they had not been comfortable about what they said or the way it was said:

*Child Six: Well I think it helps by just talking to each other and saying, "It's fine that moment's passed" and then you can they try and do it again.*

The supportive climate of the class as a whole prior to the P4C work was however also recognised:

*Child Six: well everybody got their turn because they just said it cos since we're in quite a small class we know everybody and we don't laugh at each other.*

The second thematic network which is constructed around relationships has framed an exploration of the data which highlights the significance of the relational climate of the classroom. It has also indicated that P4C is viewed here

as a collaborative activity in which relationships are necessary both for individual progress and support.

#### **6.4.2 Discussion of key issues**

The second network then revolves around the two themes of working together and care. The analysis suggested that the pupils enjoyed improved working relationships as a result of their experience of the P4C sessions in class. The descriptions in the transcripts indicate that they had previously experienced difficulties in group work due to arguments about group composition or task. This is consistent with evidence within the literature about children working 'in' but not 'as' groups (Mercer & Littleton, 2007). The children's ability to group themselves without conflict and to engage with the tasks immediately during the project, was identified by the teacher as an improvement in the class. Mercer and Littleton (2007) cite a range of studies which have found that setting children joint tasks is not enough to ensure productive interactions. There is also evidence that many of the tasks assigned to groups do not offer the level of cognitive challenge required to promote exploratory talk (Kutnick & Colwell, 2010). Kutnick and Colwell (2010) argue that there can be difficulties with the size and composition of groups which hinder effective exploratory talk and collaborative learning. Although attention was paid to respect and effective communication (through rules and teacher modelling) in this class, it may be that these are not sufficient explanations for the improvements in group collaboration which were demonstrated by the children and commented on by both children and teacher. It is possible that these pupils' previous experience of group work may not have involved tasks of sufficient cognitive complexity to support exploratory talk. The pupils interviewed indicated that they found the P4C sessions challenging. They stated that responding to a range of different opinions, synthesising views and evaluating opinion while not rejecting those who offered the opinions, were new challenges brought by P4C. One pupil suggested that although she normally performs well in lessons she required help in P4C from both teacher and peers in the form of simplification and clarification of the opinions expressed. These examples suggest that the P4C sessions led to cognitive challenge. The level of challenge may have motivated collaboration as a way of dealing with the difficulties of the task.

The importance of working together was also recognised by the pupils who characterised P4C as fundamentally collaborative. The pupils considered that P4C required them to work together as team. The need to collaborate was not presented as an imposition. One child indicated that she felt that she needed other people around her to keep her on track. There is a sense of interdependence here which mirrors that seen above in relation to the reciprocal right to express opinion. This is an important dimension in developing a participative classroom community (Lodge, 2005) or even a participative school. The findings from analysis of the children's interviews support the view that this class was shifting in the direction of Lodge's notion of participation which is relational. Children and adults are involved in a shared exploration of issues in this model of participation.

The second organizing theme of care pertains to issues of trust, respect and support which underpin relationships within the class. The interviews appear to support a construction of increased trust between pupils by the end of the project. This is important as the literature suggests the need to attend to relational as well as to cognitive factors in the development of dialogic approaches. The need to avoid threats to self-worth has already been noted (Topping and Trickey 2007b). Pupils need to feel that they can trust peers and teacher in order to avoid such threat. Trust suggests that pupils feel safe with one another. Blathchford et al. (2003) identify trust as a key component in collaborative learning in groups. On the basis of empirical evidence, they argue for the effectiveness of training to foster trust and support. In this project, although the rules and tips were discussed with the class there was no training in the development of relationships. The group was the whole class and talk within this large group was likely to involve greater risk to self-worth than talk in smaller groups (Topping & Trickey, 2007b). Despite this, there are suggestions that the trust levels in this class increased during this project.

Schertz (2006; 2007) claims that the process of P4C encourages empathy through the development of intersubjectivity. This may help to account for an increased sense of trust in the classroom. There were mentions in the

interviews of the class understanding each other more since they had engaged with P4C. There is a need for caution here in assuming that Schertz's findings can be generalized into this particular class. The process of P4C is not systematized and so other factors might impact on empathy and trust levels across classes. Further, within the pupil interviews in the present study, although there was mention of increased trust there was also indication that some levels of trust existed prior to the P4C sessions. One pupil illustrated this by stating that in this class they do not 'laugh at each other'. Kutnick and Colwell (2010) urge caution in drawing conclusions about the impact of dialogue on social relationships for they argue that there is evidence that good pre-existing relationships support the development of dialogue and that dialogue supports relationships. In this case therefore it is possible that trust existed before the P4C sessions but that involvement in the dialogue further enhanced this. The data derived from the teacher talk suggested that she considered there to be good levels of trust and respect within the classroom before the project started.

Despite this emphasis on trust, there were indications of intolerance towards some children perceived to have been behaving inappropriately during lessons. There is reason to suggest, from comments made in the interviews that this behaviour changed leading their peers then to view them as less 'annoying'. There were children who previously nudged each other or giggled together who became engaged in the dialogue over the course of the project. This was a key factor encouraging the teacher to reduce her control of the talk in the P4C sessions. There are a number of possible reasons for these changes. These are not mutually exclusive. First, the facilitation of the sessions may have involved an approach to interacting with the pupils as a whole group which suggested that the teacher trusted or had confidence in each member of the group. Second, it may have been that the teacher had more confidence in certain individuals as result of the reduction in their disruptive behaviour as they began to participate in talk. Third, their participation in the talk may have led to the teacher viewing them in a different light and so interacting differently with them thus modelling new ways of construing these children to the rest of the class. This is an important issue in terms of the potential value of whole class dialogue due to opportunities to encourage the participation of previously



disengaged children. It is something I have observed in other P4C projects where children previously prohibited from joining the group in 'carpet time' have become engaged in the dialogue with the rest of the class. There is therefore the possibility that dialogic practice provides the opportunity for children as well as for the teacher to 're-author' themselves. It would be interesting to explore this further as this was beyond the scope of this project. For an educational psychologist working with children who have been explicit about their desire to change other's perceptions of them, this is an interesting area.

Finally the relationships were supported by care and respect. The teacher was construed as subject to the same rules as the children. Respect therefore had to be shown between children and between teacher and children. The construction of rules as applying equally to all, including the teacher, suggests a democratic ethos. Respect is largely constructed here as involving responses to views that are 'other' in ways that allow disagreement with the view but not rejection of the other. van Eersel et al. (2008) in the context of religious education found that children and teachers had some difficulty expressing religious 'otherness'. They recognize the difficulty of making space for otherness within the classroom. It is reasonable to conclude on the basis of the findings from the current study that there was some recognition of the need to receive otherness respectfully and through P4C sessions the opportunity to practice this. This takes us back to Lipman and Dewey and the need to change practice as well as thinking. It would be useful to explore further how the children felt about expressing opinions which differed from those of their peers. There are some grounds for tentatively concluding that given a sense of increased trust and respect for otherness in the class there was less threat to the self-worth of pupils disagreeing with peers than might have been the case prior to the P4C sessions. There are no grounds to offer a conclusive position on this. Findings in relation to threats to self-worth remained real for a few children perceived as vulnerable by some of their peers.

Having outlined and discussed the findings for each of the research questions the task of the final chapter is to consider these in relation to the central purpose of the research. Chapter seven will therefore address this and will also

consider the limits of the research, its implications for practice and future research and some reflexive considerations.

## **Chapter 7. Summary Discussion and Conclusions**

### **7.1 Introduction**

This research project set out to encourage pupil participation in a primary school classroom. The work was underpinned by dialogic theoretical assumptions which provided a lens through which most aspects of the project were explored. The role of theory in this project, was influenced by Markova et al. (2007) who advocate the method of discovery which involves a creative and exploratory use of theory. It was hoped that this would provide a basis for critical engagement with practice. Ball's (2007) notion of theory as a 'vehicle for 'thinking otherwise' was important to my involvement in this project at every level.

The project employed a collaborative action research design to explore the process of using P4C as a dialogic tool to increase the participation of children in a primary school class. Chapter two provided a rationale based on the literature. It also provided a conceptual framework for pupil participation which views participation relationally rather than as individual privilege. This justified the approach taken to enhancing participation within the classroom community in this study. The literature review also provided a rationale for using teacher-EP collaborative research as a means of supporting the teacher's skills development and providing space for critical reflection of practice. Chapters four to six outlined the study's findings providing an overview of the action research cycles, analysis of data collected from the teacher-researcher dialogues and analysis of the children's interviews. Each set of findings was discussed in relation to the relevant research question. This chapter will therefore consider the validity of the research given its purpose, issues arising from my role as practitioner-researcher, limitations of this research, implications for classroom practice and for my practice as an EP and implications for future research.

## 7.2 Assessing the validity of the research

The main purpose of the research, as explained in chapter three, was transformational. Research with a transformational purpose must meet particular validity criteria such as re-definition of the status quo and member checking as reflexive (Cho & Trent, 2006). These require deconstruction of the taken for granted by those who participate in the research. In discussing the findings it is important to consider the extent to which it is valid to describe this research as transformative. The project also explored the children's experiences of the P4C sessions. This data provided thick description constructed through interviews. This section will consider the validity of the findings in relation to the research questions and will consider the extent to which the research fulfilled its purpose.

Findings from both the action research cycles and the teacher –researcher dialogues, suggest that the teacher's stance in relation to the children changed during the project. Initially she saw them as unskilled, vulnerable or immature and resisted extending their participation in decisions about the P4C sessions. Chapters four, five and six provide evidence to support the conclusion that she shifted her position and relaxed her control of classroom talk. There is also some indication that dialogue with an EP supported greater levels of teacher intersubjective awareness of pupils and that viewing the video supported shifts in the teacher's views of the children. Overall her views of their contribution to talk and their response to the loosening of teacher control of the P4C sessions led to her expressing more positive views about the children throughout the course of the sessions.

Analysis of the children's interviews suggest that pupils detected a change in teacher stance which provided space for them to engage with and initiate talk within the class. The findings from this study however suggest that not only did the teacher develop a more positive view of these pupils but by the end of the project she was identifying with them as fellow learners in the process. I suggest that on this basis these changes situated the work of the project within Lodge's (2005) 'dialogic' quadrant. These shifts in teacher positioning go beyond behavioural change and suggest a shift in teacher identity. It might be

suggested that she was developing a 'new pedagogical self' (Greenleaf & Katz, 2004).

The findings also show that the teacher adopted a critically reflexive stance in relation to her own practice. The collaborative dialogues did not merely involve assessment of the children's progression in whole class talk. The teacher questioned and identified areas of her practice which she considered was having a negative impact on the process. Examples have already been provided in chapters four and five, such as her concern about how she might have contributed to the perpetuation of negative views of some less able children through her overt scaffolding of their talk. The teacher used the space provided in the teacher-researcher dialogues for critically reflexive thinking. It is therefore my contention that the reflexivity demonstrated by the teacher here meets Cho and Trent's (2006) criterion of critical reflexivity of the self.

It may be argued, that as far as children's participative rights are concerned, that change is minimal. It is my view however that in this aspect the project had a transformative effect. The analysis of the teacher's positioning in relation to the children suggests that she has deconstructed the essentialist views of the pupils she held at the outset of the project. For this reason I consider that there has been a re-definition of the status quo. Further, given that the purpose of the research was to facilitate pupil participation, a change in the way in which pupils are construed is important. Prout (2003) contends that the underlying model held of the child is crucial and that "for children's voice to be truly heard, even when the institutional arrangements create a notional space for it, requires change in the way that children are seen." (p.22). Such change was evident in this project and it is on this basis that I consider this project to have demonstrated transformation.

It is important to recognise that this is small scale change in one classroom. The rationale for this work was to support change from the bottom-up. Hayward et al. (2004) describe top down policy agendas as operating like hurricanes which whip up waves but hardly touch the 'calm ocean floor' of the classroom. This project was small scale, but I contend that this was necessary to ensure a genuinely collaborative approach. The project attempted to make space for

dialogic encounter both in the classroom during the P4C sessions and in the teacher-EP dialogues supported by video. Despite the small scale of this project it is possible to argue that the ocean floor was ruffled and not only within the classroom which was the focus of this work. As noted in chapter three, a small group of local teachers expressed interest in developing similar approaches in their own classes. One of these teachers was a colleague of the teacher who collaborated with me in the research. Her interest had developed through informal staff room discussions where my research partner was sharing her experience of the work and the ways in which the pupils were responding. This led the other teacher to request supporting materials to enable her to begin sessions in her class. Discussion I had with this particular teacher in an interview at the end of the project (which was not included as data for this thesis) indicated that she was attempting to develop dialogic approaches with the youngest children in the school. This was a marked shift in practice. The principal teacher in the other school in the two school partnership (see chapter one for research context) joined with my research partner and myself for a collaborative dialogue around the video of a P4C session as she had expressed some interest in the work. The development of the project beyond this classroom was also written into the school development plan by the Head Teacher. We have been asked to disseminate our work in a local school and at a national conference.

There was evidence of interest therefore among teachers within and beyond this school. From the perspective of the teacher involved it would have been encouraging to have had some opportunity to discuss the work more widely within the local authority. Interest from those in management beyond head teacher level was limited despite positive evaluations of the work by HMIE inspectors. Work of this nature, if it is to be sustained, requires such endorsement through for example, supporting the use of time for teachers to meet and plan interventions of this nature (Pedder, James & Macbeath, 2005). Leat et al. (2006) have found in their work on coaching in schools that that obtaining endorsement from managers for time to meet can be difficult. What I would suggest has happened in this project is that there have been 'rufflings on the ocean floor' but that extending these requires recognition and endorsement from those closer to the policy making 'waves'.

This leads to the question of the extent to which the findings from this research have any validity beyond the particular class and school which were the focus of the research. Difficulties with the concept of generalisability have been discussed in chapter three. The concepts of comparability and transferability will be employed here instead (Cohen, Manion & Morrison, 2007). In terms of comparability, I recognise that the relationship which developed between myself and the teacher and the negotiations of meaning which took place were built on factors unique to the actors involved in this process. Having recognised that this like any other research context and relationship is unique, it is possible to argue that there are numerous factors enabling comparison with other primary schools and classes. All teachers in Scotland are required to implement Curriculum for Excellence and to demonstrate work which supports the development of the four capacities. This led to an invitation to the teacher and myself to present at a recent Scottish Conference on the relevance of our work to Curriculum for Excellence. There is also evidence that this work has generated interest in other teachers such as those who joined us in our local meetings. Dissemination of this project has also led to interest from other EP's in Scotland who have requested information and advice about the work. All of these factors suggest that the research findings have some transferrable potential.

### **7.3 Methodological critique**

There were several issues with the methodology which need to be considered more fully. These involve the limited scope of the data analysis, difficulties with the approach taken to data analysis, limitations of the approach taken to the design of the children's interviews and the scope of the data collection. This section will consider each of these issues in more detail.

The scope of the project limited the range of data analysed and only the teacher contribution to our dialogues was subjected to analysis. Although some of my talk has been included in the excerpts selected for analysis, this was done only to provide context and support the interpretation of teacher talk. The word limit of the thesis did not allow me to analyse my part in the talk. This data remains available in the transcripts and so my contribution to the dialogues

could be subjected to the same analysis at a later stage. This would allow plotting of any shifts in my positioning against those of the teacher. There are two difficulties involved in focusing on the teacher alone. One is political and relates to the mismatch between the espoused value of partnership and data analysis practice which led to my adopting a distanced and 'expert' stance in relation to the teacher through my analysis of her talk. We discussed the findings in great detail and she was happy for these to be written up. The teacher's contribution to the dialogues was particularly relevant to the research purpose as it enables an analysis of the change in her stance, particularly towards the children over time. This was important and it suggested that her constructions of the children had shifted over the course of the project. As she has a significant role in the education of the children, and within the school and community of local teachers, changes in her positioning in relation to these children were important in relation to the overall purpose of the research. Shifts in this teacher could impact on future classes she teaches and on the stance of other teachers within this school and beyond. It therefore possible to justify this emphasis on the teacher's contribution to the dialogue. There remains a degree of discomfort however even in the process of writing this thesis, that in the conducting the analysis I stepped outside of the collaborative relationship. This will be discussed further in the next section which focuses on the issues arising for me as a practitioner researcher.

The second difficulty arising from the analytical focus on the teacher is philosophical. The project rests upon relational ontological assumptions. Focusing on the utterances of only one party in the dialogue appears to ignore the interdependence of the teacher and myself in the meaning making process. Further, I used a method drawn from Gillespie et al. (2008) which was based on the diary writing of one woman. Their source avoids the need to separate one voice from a two person dialogue. This is not to ignore the dialogic assumptions of multi-voiced nature of the diary writer rather to make the point that interpersonal dialogue is a richer and therefore more challenging source to analyse. Wegerif (2007) argues that we cannot understand utterances out of their context within a dialogue. Dialogue is difficult to dissect as each utterance is situated within a history of meanings and future utterances (Bakhtin, 1986).



Grossen (2010) drawing on Markova, distinguishes between factorial and dialogical conceptions of interaction. Factorial conceptions are based on the premise that the individual is the ontological basis for empirical study. Dialogical conceptions of interaction rest on interdependence between individuals and their social and physical environments. The unit of analysis requires to be the interaction as a whole and not the individual who is interacting. Markova et al. (2007) however argue that it is the philosophical assumptions of the researcher rather than forms of analysis which render an analytic approach dialogic. Further, they recognize that the richness of dialogue cannot be captured by any one form of analysis.

There were difficulties however in the process of isolating the many voices in the teacher talk. Grossen (2010) argues that there is a need to develop analytic tools which can account for multi-voicedness. She also cautions that it is impossible to capture all the possible voices contained within a discourse. The task of isolating voices she suggests involves reduction of the living text to units of analysis which risks the analysis becoming the monologic words of the researcher. I faced a number of difficulties in conducting the analysis of the teacher-EP dialogue and I accept that these required my own interpretation. The following difficulties arose in the process of analysis:

- Voices bleeding into one another: this made isolating individual voices such as children or the researcher difficult. Judgement was exercised about when and which voice to isolate.
- Deciding on the size of each unit of analysis: voice was isolated from one line or from a number of exchanges between the teacher and myself. This was a matter of my own judgment determined by how much context was required to justify the isolation of any particular voice
- Awareness that my interpretations were influenced by theoretical perspective.

All forms of data analysis involve researcher construction (Arruda, 2003). By making some of the difficulties and biases impacting on my construction of the data explicit, I attempted to increase transparency. An attempt to provide an audit trail has also been made to ensure that alternative interpretations are

possible (see Appendices C-L). In addition I was able to discuss my interpretation with the teacher. Unlike Gillespie et al. (2008) I did not need to read secondary historical sources to check my interpretations. I could test these out with the teacher, whose 'voice' I was analysing. I suggest that doing this requires consideration of power relationships in order to ensure that the relationships can support honesty and critique. The findings from dialogue suggest that the teacher felt able to critique my suggestions in the research process. While this does not guarantee that she felt the same freedom to critique my analysis of her words, it does indicate that the working relationship was strong enough to deal with criticism from one partner. I consider the strength of the working relationship to have been particularly important at this stage in the research process. Sharing my interpretations required honesty about the provisional nature of my findings.

Despite Grossen's (2010) caution about the difficulties of dialogic analysis she does however argue that there is a need for a grain of analysis which captures the complexity of dialogue. It is my contention that the approach employed here allowed consideration of one person's talk over time in a way which enabled tensions to be contained within the analysis. The centrality of tension is fundamental to dialogic theorization. Bakhtin viewed all utterances as reflective of the tension of internal dialogue (Bakhtin, 1986). Rather than seeing tension as a methodological inconvenience or wrinkles in an otherwise smooth landscape, the approach taken to data analysis here allowed it to be central. I found that this approach allowed a rich consideration of the dynamic nature of one person's voice within dialogue. There was much more which could have been explored using this analytic method. In particular I would have liked to consider the positioning of the teacher in relation to what she referred to as the 'good old teacher' who exerted control over every aspect of the classroom. This would have been a useful addition to this study and would have been an interesting consideration of teacher identity shifts during a boundary crossing learning experience such as this project (Akkerman & Bakker, 2011). This data remains available for future analysis along with my contributions to the dialogue.

Overall I found that this approach to the analysis of talk added something beyond what could have been constructed using an approach such as thematic

analysis. Markova et al. (2007) argue that having conducted analysis on dialogue it is important to 'unfreeze' and contextualize the analysis within the wider complexity of dialogue. Ongoing reflective discussion with the teacher as we have jointly planned dissemination of our work has emphasized to me that these findings capture a small part of the dialogues which took place and the range of cognitive, affective and political dimensions involved in these. Further, given Markova et al's (2007) theorization of four threads to analysis of dialogue, it is important to note that this approach to analysis has only accounted for a small part of one of these threads. Dialogic analysis is a relatively new field academically as evidenced in the communications I had with researchers working in this field. I approached the application of Gillespie et al.'s analytic approach in an exploratory manner keeping a reflective log of my experience. This highlighted the limitations noted above. I consider that the findings from the analysis add depth when viewed alongside the overview of the action research cycles. They provide sharper focus on the nature of change in this project. They represent a construction on key aspects of the process which were negotiated in dialogue between myself and the teacher.

A further methodological issue to be considered is that of the design of the children's interviews. The interviews were held at the final stage of the process. I have already discussed concerns about this in chapter three and explained the reason for this. Having analysed the teacher data and considered the shifts over time, I was left with a degree of frustration about the static nature of the data obtained from the children. The interviews were a rich source of data. Their purpose was to provide 'thick description' (Geertz, as cited in Denscombe, 1998). The analysis is interesting and as has been discussed in chapter six raises a number of issues relevant to literature in this area. The methodology however could have been improved by collecting data at more than one point during the process. It might then have been possible to consider whether there were changes over time. Further had this approach been chosen the nature of the data analysis could have mirrored that used with the teacher to allow some cross referencing of the changes over time. Given the constraints of my EP practitioner researcher role, it would not have been possible to commit time to further interviews and so this approach, as I have indicated in chapter three was a methodological compromise.

The final methodological area which could have been developed involves obtaining data on the impact of the project on teachers inside and beyond the school. Again this was beyond the scope of this project. Two teachers, the head teacher and a quality improvement officer were interviewed and this data is available for analysis at a later stage. It may be able to provide further rich description about the ways in which the project was viewed beyond this particular classroom and the reasons for the interest expressed by other teachers in this work. This data which is beyond the scope of my thesis may provide further insights into the process. The process of interview in itself may have been helpful in offering these individuals some space to reflect on the issues discussed.

#### **7.4 Researching as a Practitioner**

The project was practitioner based research and so had particular implications for decisions taken during both planning and implementation phases. Campbell and McNamara (2010) argue that the ethical guidelines for practitioner research provided by Groundwater-Smith and Mockler (2006) help to provide the criteria for judging quality in this form of research. These guidelines, as noted in chapter three, involve ethical protocol, transparent processes, collaboration, justification to a community of practice and transformability in terms of intent and action. The distinctions between these criteria are not altogether clear. Groundwater Smith and Mockler for example include accountability to the researcher's community under transparency but they also include justification to the community of practice as a separate criterion. It is difficult to isolate issues of transparency from those involving collaboration for without transparency those who are not made fully aware of the processes and of its potential implications might be disempowered. Collaboration therefore requires transparency. While recognising this conceptual fluidity, this section will use Groundwater Smith and Mockler's criteria to frame reflexive considerations on this practitioner-research project. This section will consider each of the criteria providing examples of issues arising from my role as practitioner-researcher. These are illustrative and not comprehensive. It is not be possible to do justice

to the range of issues which had to be attended to throughout and beyond the duration of this project.

The first of Groundwater-Smith and Mockler's criteria involves the observation of ethical protocols. This has been covered in chapter three where there is an outline of the protocols followed and reference to the consent and information sheets which can be found in the appendices. The second criteria involves the transparency of the research processes. Groundwater-Smith and Mockler argue that the research should be conducted in a transparent manner. My attempts to operate transparently involved clarity about my role in this research and its boundaries, transparency about research purpose and processes and transparency about concerns I had regarding the implications of the project for the teacher. From the outset I was clear with the teacher that this research was contributing to my completion of the DEdPsy programme. She was aware therefore that it was being written up as an academic thesis. I had misgivings about positioning this work as collaborative given the particular approach I was taking to data analysis. I acknowledge that the choice of both data collection and data analysis chosen to address the second research question was driven by my theoretical interests. This excluded the teacher's involvement in this area of the research. I openly shared this concern with the teacher. Transparency was difficult as I did not want to explain the full details of the analysis during the data collection phase as I was concerned that this would impact on the nature of the data obtained. This concern however betrays my prioritising of findings over collaboration. I was transparent about the fact that my data analysis involved listening to the teacher's contributions to our dialogues and looking for shifts over the course of the project. When I finished data collection I explained the details of the analytic process to her. The material in appendices C-J and the tables presented in chapter five were shared. There were two considerations in sharing the findings. One involved ensuring that I explained the provisional and constructed nature of knowledge and avoided presenting the findings as monologic truth. I have outlined in chapter three and above, some of the limits of the data analysis approach employed here. Transparency involved ensuring an adequate audit trail so that the data was open to other interpretation. The provisional nature of my knowledge, based on the analysis, had to be shared with the teacher. Transparency of this nature is not always

easy as a practitioner because owning uncertainty can lead to questions of competence and professional authority especially within a context where other professionals may take a less tentative approach to their knowledge base. In my view however such openness is vital to professional integrity. This is an issue which is important for my wider practice and so I attempted to ensure that my stance in this project was consistent with this. The second issue regarding transparency involved sharing with the teacher my findings from analysis of her voice. I was willing to remove anything which she did not believe reflected her position. This took a considerable amount of time as the data had to be looked at in detail and required dialogue about its interpretation. The teacher did not wish any material to be removed and accepted the analysis as a record of her position at each stage in the process. I have also been involved in disseminating the project finding with the teacher. This has given us the opportunity to openly share our views about the research process more fully. Finally I attempted to ensure transparency by providing a copy of the thesis prior to submission. It was important that the teacher was able to read what was written about her and the project before I handed the thesis over to others. Again she endorsed the work as reflective of her understanding of what took place. She confirmed that she was happy for me to submit this in its present form.

This thesis was based upon the principle of epistemic responsibility (see chapter one). It was important for me to ensure that I was transparent about the ways in which the teacher was being constructed in the write up. In addition to ensuring transparency in the ways I have illustrated it was important to ensure a relationship of trust between myself and the teacher so that she felt free to question me about any aspect of the process about which she either disagreed or was unclear. The importance of trust in such research relationships is recognised by those working on coaching relationships (Leat et al., 2006). The teacher-researcher dialogues provide evidence that the relationship was robust enough to manage challenge from either partner. This is evidenced in chapter five.

This leads to the third of Groundwater-Smith and Mockler's criteria requiring research to be collaborative in nature. There was potential for conflict between

my role as collaborative research partner and as author of an academic thesis reporting upon the work. In the writing I constructed my research partner in the process. In Shotter's terms I could be perceived to be moving between a 3<sup>rd</sup> and 2<sup>nd</sup> person stance. The writing process could be viewed as an objectification of the teacher. This is a difficult issue for anyone using collaborative practitioner research in pursuing an academic qualification. One way around this might have been to involve the teacher in the process of analysis however this would have significantly increased her workload. As noted above I dealt with this through discussion on the findings. It was important to ensure in that in this joint inquiry I positioned myself as co-inquirer and learner rather than expert. The relationship between researchers and teachers involved in inquiry based research has come under increased scrutiny (Broadhead, 2010; Hedges, 2010). The distinctive role of the practitioner EP as researcher with a classroom teacher offers unique opportunities and challenges. These differ from those of university based researchers working collaboratively with teachers. Much of the literature around collaborative research in the classroom focuses on teacher-university based collaborations (see for example, Edwards, 2002; Hedges, 2010). In this research my involvement as EP with the school continued beyond the duration of the project. This allowed the collaborative relationship with the teacher to continue to develop beyond the duration of the project. I had to relate to the teacher around other issues which arose within the school and it was important to be aware of the potential influence which the research relationship might have upon other aspects of our professional relationship.

The Dionysian approach to planning enabled collaboration. I went into the project influenced by the theory and research literature. Theory was an important lens through which this research was viewed. In planning the research I recognised this and this encouraged me to take a Dionysian approach to planning. This ensured space for my collaborative partner to take decisions based on her own expertise within the classroom. Baumfield, et al., (2008) focus on three key aspects of action research inquiry; intention, process and audience. Intention involves the control of practitioner- researcher over the focus, methods and dissemination of the findings. It also involves what Baumfield et al. refer to as the impetus for the research and this will vary, from research emerging directly from practitioner – researcher's experience in the

classroom, through to issues emerging from discussion with managers. I consider theory to have formed part of the intentional aspect of this research. This may have been privileged over other aspects of the research such as audience. The Dionysian emphasis in planning however prevented me from controlling the process with theory. I view this as a 'safety valve' in this project. Even without an explicit theoretical position I would have brought bias and implicit theory and assumptions into negotiation with the teacher. My concern about being theory driven encouraged me to attempt to ensure joint ownership of the planning process. This allowed space for the teacher to investigate issues which I would have ignored such as whether changing the trigger would improve the talk.

The planning approach employed in this research was helpful in sustaining the collaborative nature of the work. The Dionysian approach gave me confidence to engage in dialogue without a clear action plan and to view the silence after dialogue as ongoing dialogic space for reflection. Ongoing discussion with the teacher has indicated that this was an important aspect of the process for her. She considers that it enabled her to build trust in the collaborative relationship as she saw that she was not being forced into making decisions to change her practice before she was ready to do this. In planning and jointly delivering presentations about this project, the teacher emphasised the importance she placed in the trust in our collaborative relationship. She believed this was supported through being given space to reflect further on the dialogue before planning each P4C session. My willingness to engage in this approach to planning suggests that I trusted the teacher's judgement and that trust was reciprocal. Taylor (2009) argues that authentic relationship is a core element of transformative learning. He contends that this involves building trusting relationships which can support critical dialogue. The collaboration within this project was based on a strong and trusting relationship.

The fourth of Groundwater-Smith's criteria requires that practitioner research has transformative intentions and actions. The transformative intentions of the research were highlighted in chapter one and the first section of the current chapter has argued that the findings demonstrate transformation. As this issue has received coverage it will not be discussed further in this section. The final



issue to be considered is the requirement that practitioner research must justify itself to its community of practice. Groundwater-Smith and Mockler in considering this criterion suggest that it refers to issues of use of professional time and resources.

The community to which the teacher belonged was clearly delineated. It was the school although also involved the local group of teachers who met with us and the informal network of teachers in the locality within which we both work. Determining my community of practice as an EP is complex. As the work of EPs is located at professional boundaries (Akkerman & Bakker, 2011) the concept of professional community is messier. As EP to this school I was an insider/outsider (discussed more fully in chapter one). I was not member of school staff but was not an outsider as some of my work took place within the school. I regarded accountability to the school to be important. Research is only one of five functions of EPs in Scotland (Scottish Executive, 2002). For the duration of the project I was engaged with staff in the school on other issue often relating to individual children. This included one particularly contentious issue regarding a school placement. My role in this project was therefore only one factor influencing my relationship with the teachers and manager of the school. There were many potential conflicts of interest throughout and beyond the duration of this project. I had to ensure that decisions I made were open to scrutiny and could not be viewed as benefiting this project. It was important that I did not use all my allocated time for work in this school on the research project. This had to be negotiated with the head teacher. As the research would lead to furthering my academic qualifications it was also important to divide that my time equitably between the various requirements for EP time. I was also aware that my decisions could impact on my EP colleagues trying to develop a research role in schools. If I were seen to skew my workload in favour of this project then this may have affected the perception of the EP role in research more generally within the LA. In order to ensure that I was operating fairly and transparently I used annual leave to collect data and was open about this. This avoided other schools expressing the view that I was giving an inappropriate amount of time to the project school.

The role of EP practitioner-researcher brought particular challenges. Groundwater-Smith and Mockler's criteria provide a way of assessing rigour in such research. This section has outlined my attempts to operate with rigour however I recognise that operating with rigour in the context of action research can be messy (Cook, 2009).

### **7.5 Implications for classroom practice**

Projects such as this if developed in an exploratory fashion might operate as a catalyst for shifts in classroom practice. A Curriculum for Excellence in Scotland offers greater levels of curricular flexibility and the opportunity to develop such work within primary and secondary schools. As this work developed within a primary school consideration might be given to how the receiving secondary school could continue and develop the work. It is important however to attend to the social and relational dimension of the classroom before developing approaches which attempt to increase dialogue between pupils and between teachers and pupils (Kutnick & Colwell, 2010). The need to avoid threats to self-worth may be greater in a school in which the pupils are taught by a larger number of teachers. In this context the teachers are unlikely to be able to develop such work on a daily basis with the same group of pupils. Following up the pupils who were involved in this project during their first year in secondary school may provide useful insights from their experiences which could inform practice in both primary and secondary school.

This action research project involved two practitioners in critical engagement with practice. The findings from the teacher-EP dialogues suggest that the time spent in dialogue around the video was important in supporting change. This requires an approach to professional dialogue which allows exploratory talk to develop. The teacher who collaborated in this research suggested that the video had been significant in supporting the dialogue. She argued that video should be used in teacher peer-observations as a means to greater levels of critical reflection on classroom practice. This is consistent with other literature which has found the use of video to be effective in teacher development (Fukkink, et al., 2011; Fukkink & Tavecchio, 2010; Lofthouse & Birmingham, 2010). It is important to recognize that the purpose of this study was not to test

the effectiveness of video as an intervention in a professional development setting. Given the similarity of the findings reported here to those of Lofthouse and Birmingham (2010) however this is worthy of further exploration in practice.

Video as a form of intervention requires time to obtain consents, to film, to review and to evaluate footage. In this project both myself and the teacher were willing to use some of our own time to do this work. Were this approach to be used more widely there would be a requirement for management endorsement of the time involved. Such endorsement is an important signal to teaching staff that the work is valued. On the basis of the experience of this research project video is a tool whose use could be extended. This approach also requires a level of trust between collaborative partners and should therefore not be imposed upon reluctant teachers. The work conducted in this project supports Hayes and Murriss's (2011) notion that the support of teachers should mirror the P4C process itself. It requires more than supporting teachers to develop facilitation skills. There is also need for a site for critical engagement and ethical wrestling with the kind of issues which arise when working in this way. The time required in providing a site for critical engagement can be difficult to justify in a performance culture. For this reason it is important for educational managers to understand the basis of the work. In the current financial climate where there is a high level of resource scrutiny this can be challenging. An understanding of the potential impact on long term practice may help support time investment in the shorter term.

There is also a need to develop such work beyond the classroom in order to ensure that shifts in practice impact within the wider school or a local community of schools. School (and where relevant local authority management) need to support the work and to endorse its aims. During the lifetime of this project there was a change of school manager which may have impacted on the development of the work beyond this classroom. The new manager needed time to become familiar with the school. To develop the work beyond this classroom requires a commitment to spending time on professional dialogue and reflection between teachers, managers and professionals such as EPs who might facilitate the work. Planning work like this therefore needs to involve school management from the earliest stage.

## 7.6 Implications for EP practice

This section will examine the implications of this project for the role of EPs in supporting participative practices. This will be followed by a wider consideration of the implications of my learning in this project and its application to my work as an EP. Chapter one opened with concerns about my role in consulting with children in order to access their views in order to support their participation. My concern about the impotence of this work was outlined and this research project was presented as an alternative approach to supporting children's participation. This project allowed me to shift from practice focused on listening to children's voice to dialogue with children. My focus turned to creating dialogic space within schools which enables children to communicate with adults and peers in ways which offer transformative possibilities. The literature review provided a rationale explaining the transformative potential of such work. Having engaged with this project and retaining my role as participation lead within my EPS and a locality integrated children's services team, I must now consider what impact this research will have on my future work on participation.

The theoretical position which informed my involvement in this project enabled me to view my practice through a new lens. On the basis of the work conducted within this class it has been suggested that using an approaches to learning and teaching which encourage greater levels of exploratory talk can lead to shifts in teacher stance and to greater levels of participation by pupils in classroom talk. Not only did teacher practice shift but teacher construction of the pupils shifted during this project and it is this shift in particular which interests me. This implies that change went beyond teacher behaviour. Chapter one provides a rationale for my work with the teacher rather than directly with pupils. The findings are encouraging. By working as an EP in this way there is opportunity to work with schools in ways which support the development of a more participative climate. This allows an extension of the EP role beyond work with targeted pupils allowing a contribution to participation practices through key teaching and learning processes. By directing my work as an EP to projects such as this I consider that I am engaged in a role which is pragmatically more effective than consulting with children prior to decision making meetings. Philosophical

understanding is important here as it is not just more pupil talk which is required but engagement of adults and pupils in dialogues which allow space to reflect on the contribution of otherness. This offers potential for those trying to embed the participation agenda in and beyond schools. The approach to dialogue taken here fits the recent emphasis in the children's rights literature on dialogue and participation. The current project appears to have led to changes within this classroom as evidenced by changes in the teacher talk and the children's interviews.

As an EP I continue to work with individual children and young people with a range of needs. It is important to continue to consider my role in relation to the participation of these children and young people in the many multi-agency meetings tabled to discuss their needs (Scottish Government, 2012). My experience of working within this project has implications for the process of such meetings and for the ways in which children and young people are expected to engage within the meetings. It may be more helpful to focus on how children and young people can be more meaningfully engaged within these meetings. By looking at the ways in which adults question and respond to children in these contexts. There is potential to develop skill and encourage reflection on practice through the use of video. This has ethical implications and would need careful consideration but could be a useful task for an EP or team of EPs. It is important to be realistic here. In my experience these meetings are often contested and tense and involve considerations of risk to children. To explicitly discuss questions of 'dialogic engagement with otherness' is likely to be regarded as less than helpful by those involved in the decision making process. The use of video in this way however may provide space for professional reflection on how adults communicate with children and young people in these settings. As with work in the classroom, this would require management endorsement.

The experience of working in this way has informed my practice in training and in consultation. I have recently been involved in training on analysis in report writing with a co-located team of children's services workers. The experience from this research project influenced the form of delivery which was largely through supporting dialogue between workers who know each other and

questioning by myself and a colleague. This was a sensitive topic and the threat to self-worth was high. Feedback from staff indicated it had been helpful and that they would like to pursue the issues further in the same context. I therefore consider that as my work as an EP requires effective collaboration that this research process has allowed me to reflect on what it is that makes collaboration effective. The emphasis on collaboration as involving space for self and other/s in dialogic confrontation has been helpful to all aspects of my practice. My involvement in this process has allowed me to scrutinise this work more closely.

Finally consultation is one of the five EP roles in Scotland and a form of service delivery (Wagner, 2000). Leadbetter (2007) argues for the need to conceptualise consultation in order to understand the mechanisms operating within a consultation meeting. She uses activity theory to develop a model of the mechanisms at work within such meetings. My work on this research project encouraged me to consider a dialogic understanding of consultation. I have previously suggested (see section 2.8.2 above) that the boundaries between action research, coaching and consultation are blurred. Some of the concerns I had during this process, and the ways in which these were resolved, therefore are relevant to other areas of my work and notably to my role in consultation

I positioned myself as an insider-outsider. This was made explicit to the teacher when we discussed my role. This is a stance I adopt in all my work as an EP. In my view, the teacher offered expertise about teaching and this class. I had expertise about the process of research, theoretical issues and use of the video to support our dialogue. Despite this espoused role division I had some anxieties throughout the process about my contribution. I used the contact sheets (Appendix B) to ask reflexive questions during the research process and this enabled me to stop at critical moments and consider the implications of my role within this project. Questions such as 'am I offering a distanced perspective' or 'am I passively accepting her perspectives?' or 'should I be more involved in the final decisions about the plans for each P4C session?' run through my records. I felt anxious that my contribution was not visible and that I was adopting a *laissez faire* approach to the process. There were indications from two sources that the stance I was taking was indeed helpful to the process

and that I was offering suggestions in the process. Reading the transcripts of my dialogues with the teacher and ongoing discussion with her have helped dismiss my fears of professional impotence in the process.

This project has allowed me a unique opportunity to scrutinise my own practice. The transcripts have demonstrated that on a number of occasions change in teacher perspective happened following an open ended question from me which challenged the teacher's perspective. At times the changes did not follow immediately but were detected in the way in which teacher chose to plan the next lesson following a dialogue. The Dionysian approach taken to action research in this project enabled me to engage in dialogue and to walk away viewing the silence after dialogue as ongoing dialogic space for reflection. This has been a significant learning opportunity for me not only in this research but for my wider practice in consultation where my role mirrors the role taken in this project. At times the need to complete a record of the consultation can lead to an immediate pressure to request or make recommendations for action. On the basis of my experience in this project I need to consider how to build reflective space into the process, for myself and for consultees.

### **7.7 Implications for research**

The potential of dialogic theory is enormous given the central place of dialogue in human experience and culture. I would like to focus in this section on two specific areas relevant to this research. The first involves use of an approach to data analysis which claims to rest upon dialogic philosophical assumptions. This was not straightforward and the difficulties have been outlined in the previous section. This approach however enabled a dynamic construction of the process and on the changes in teacher positioning in relation to others. This is an approach which may offer further potential to other areas of research. This action research project claimed to be a boundary crossing learning process through the collaboration of two professionals who operated from different sociocultural positions. It was also boundary crossing to the extent that the teacher was in dialogue with the pupils in a way which 'put her experience at risk' as she engaged with them as co-learner and facilitator of a new approach to classroom discourse.

The experience of working at professional boundaries is now becoming common for many professionals working in co-located integrated teams of professionals. This new context offers fresh territory for researchers to explore and has largely been examined by researchers working from the perspective of Cultural Historical Activity Theory (CHAT) (Edwards, 2007). CHAT has been applied specifically to research on the implications for EPs of working within co-located integrated teams (Leadbetter, 2006). CHAT, like dialogic theory, holds that systems and individuals within them operate a transactional influence upon one another. CHAT is a relatively new academic field. Edwards (2007) however argues that despite its assumptions about active agency CHAT has had difficulties at the level of the subject and as a result change at the micro level has not been well researched or theorized. Edwards suggests that micro level negotiations which impact on structures need to be further researched.

It is possible that dialogism can offer ways of developing understanding in these areas. In this project I contend that the process of analysis drawn from Gillespie et al. (2008) facilitated an understanding of micro level negotiations between the teacher and myself. In Greenleaf and Katz's (2004) terms it has supported an understanding of how the teacher re-authored her pedagogical self through the process of the action research project. Akkerman and Bakker's (2011) exploration of boundary crossing learning led them towards dialogic theory in an attempt to explain transformation at boundaries which maintains sociocultural difference. Their suggestions for future research in this area also emphasize work at the micro level. While I recognize the limits in my attempts to apply a dialogical approach to analysis, I consider that this approach might have some use in supporting research which looks at agency within systems as opposed to the ways in which systems operate on those within them. There is scope for applying this approach more widely. There is however a need for caution to ensure that this approach does not become monologised. Working together with researchers using CHAT may allow an interesting dialogic encounter within the research community which pursues understanding of boundary crossing learning at both the micro and macro levels.

One further research consideration is the use of dialogic theory and approaches to analysis of dialogue which rest upon dialogic theoretical assumptions to



investigate the extent to which classroom dialogue supports dialogue with 'otherness'. This is fundamental to the notion of participation as a community, where through dialogue pupils and teachers are able to contribute to developing the community as a learning environment (Lodge, 2005). This has been attempted in the Netherlands, as discussed in chapter two (van Eersel, Hermans & Slegers, 2010; van Eersel, Hermans & Slegers, 2008). These researchers based their research on Bakhtinian dialogism and the assumption of dialogue as a confrontation between self and other which does not erase difference. They relied upon the Taxonomy of Verbal Response Modes (Stiles, 1992). This research tool has been criticized as it is built on assumptions about interaction which are not consistent with dialogical theory (Grossen, 2010). This tool ignores the multi-voiced complexity of dialogue. It may be that the approach to analysis used in this research might be adapted to allow an exploration of pupil and teacher positioning in dialogue as an encounter with otherness in an increasingly diverse population.

## **7.8 Conclusion**

This action research project focused on the use of P4C as a dialogic tool within a classroom in an attempt to shift the patterns of talk and support pupil participation. The rationale emerged from recent literature emphasizing the importance of dialogue in participation. The project had an overtly transformative agenda. It involved an exploration influenced by dialogic theory and considered the way the project developed, the changes in teacher positioning through her talk over the course of the work, and the experiences of the pupils. The work attempted to demonstrate epistemic responsibility in ensuring that the theoretical basis was consistent with its political aim. The theoretical component was one aspect of my contribution to the collaborative partnership. Sullivan et al. (2009) argue that in dealing with the complexities involved in shifting rights within the classroom there is a need to rely on classroom experience and insights from theory. This contextualises the role of theory. The project also considered how to support a teacher attempting to change their talking practices in the classroom. The collaborative action research process employed in this project attempted to mirror the process of philosophical inquiry in the classroom. The findings suggest that there were

changes in the ways in which the teacher positioned herself in relation to the pupils. Pupil interview data suggests that children experienced an increased opportunity to express their opinions within the classroom. Their understanding of the right of expression however was relational as they emphasized their responsibility to receive the views of others even where these differed from their own. Although the findings in the classroom suggested that the approach taken may have led to shifts in the form of talk and the patterns of control of talk, there were issues around small group dominance which require ongoing consideration. The multiple demands upon teachers attempting to implement such changes were considered together with approaches to supporting teacher development in this area.

This research project involved the application of a theoretical perspective based on a relational ontology. In pursuing this project I attempted to demonstrate epistemic responsibility by working with a philosophical perspective which was consistent with the political aims of my work. The use of theory as a lens, may at times have been in tension with my position as a collaborative researcher. I contend however that theory provided a 'language for challenge' (Ball, 2007) and that this was part of what I contributed to the collaborative relationship. The relationship appears to have stood the test of challenge and our work together has enabled me to understand some of the issues we were dealing with from the grounded experience of a teacher managing talk and relationships with a whole class.

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## APPENDIX A

### CONTACT PRINCIPLES

#### Attunement Principles

<b>Yes-series ATTUNED</b>	<b>Positive responses to child's initiatives</b>	<b>Negative responses to child's initiatives</b>	<b>No-series DISCOR DANT</b>
Being attentive	turn in response return eye contact	turning away looking away	not attentive
"yes" giving (body)	respond with: smile nod friendly intonation friendly posture	not smiling shaking the head unfriendly intonation unpleasant facial expression	"no" giving (body)
"yes" giving (verbal)	talking labelling saying yes <u>each</u> making initiatives saying what you feel asking what you want to know	remaining silent correcting saying no	"no" giving (verbal)
Co-operation	receiving giving help	not receiving help not giving help not joining in not cooperating	

<b>Yes-series ATTUNED</b>	<b>Positive responses to child's initiatives</b>	<b>Negative responses to child's initiatives</b>	<b>No-series DISCOR DANT</b>
Attuned guiding, leading	not taking initiatives ignoring opinions not checking understanding not distracting not making suggestions not making choices not making plans not problem-solving	Discordant guiding leading	

## APPENDIX B

### SAMPLE CONTACT SHEETS

Contact Summary Form

Nature of contact: video of P4C session number 2

Date of event : 30.4.10

Video/audio; **Video**

Content of session: discussion of rules ( emphasis on helpful hints to move discussion on)

**Warm up game** :memory game: five children go out and change their appearance and others to identify the changes

Teacher asks children to discuss game and fact that they hadn't been given much information about it before started

**Trigger game.** children to arrange themselves in groups of three to pick up envelope with cards. Children to put in order a number of scenarios which children have to place in order from worst to least bad.( children sorted their own disputes about this leading to agreed groupings of children without teacher intervention)

**Discussion:** teacher stays in circle, groups in turn stand at front with their rankings on the board and discuss with group their reasons. Teacher emphasises justification of reasons at start. Groups rather than teacher choose who will speak from those who put hands up to indicate their willingness to speak

#### 1.What were the main issues of themes that struck you in this contact?

- Children at outside able to sort themselves into groups without dispute or intervention by the teacher. This may indicate that the relationship aspect of classroom might be positive climate for dialogic work
- The trigger was not story but a thinking game this time. ( sorting scenarios from worst to least bad)
- The children were very task focussed both in small groups and in the circle

- Some adjustment made in that when each group presented teacher allowed children from presenting group to choose which child would speak ( usually chosen from children who had hand up)
- Discussion did not seem very fluid and although children made links between each other's points very few instances of spontaneous child to child talk. On the one when this happened teacher intervened with a deepening question. This may have helped the thinking but may also have undermined process of child-child talk
- Eye contact from speaker to teacher not so much this session as group of children at front during discussion and teacher in the circle.
- Gut feeling of disappointment as session felt 'managed' by the teacher although children given role at front of class

**2. Summarise the information you got or failed to get in this contact?**

- Still don't think I'm seeing what children could do with more freedom to take direction of discussion
- Eye contact seemed more focussed to whole group and maybe way group at front and teacher in circle helped this

**3. Anything else that struck you as salient, interesting, illuminating or important in this contact?**

- Children focussed on the discussion completely all the way through and during any waiting period discussion was carrying on in small groups
- Children were able to arrange themselves in groups without intervention even when this meant some children having to go away from their friends ( eg C boy joins two girls) no fuss

**4. What new questions do you have as a result of this viewing ?**

- I am disappointed with this progress as it feels very teacher led despite involving lots of pupil talk. How will the teacher view this lesson?

## Contact Summary Form

Nature of contact: video collaborative feedback session with teacher number 2

Date of event : 4.5.10

Video/audio: **audio recording**

### **1. What were the main issues or themes that struck you in this contact?**

- Children's interactions regarded generally to be going well -as evidenced by ability to arrange conflict over group membership and task focus and talk in small groups eg 'we're having a debate' seen by teacher as an issue that has improved over time
- Teacher flexibility v chaos issue: her named anxiety of handing control over to the children
- Teacher anxiety over her own facilitation skills: how can she start the thing off, scan the responses and support the talk
- WB is not challenging the fact that the teacher is changing terms re progression . Last time agreed that we would do P4C on P4C for next session. Although P4C on P4C still mentioned as a future plan by the teacher this is not for next session. Next session will involve adding new rule of no hands up.
- Children enthusiastic and better at linking in teacher's view but talk quality not regarded to be great
- Teacher through the dialogue realised that what she has in mind may not be what children have in mind or what i have in mind. Major intersubjective leap in this dialogue
- Teacher recognised dominating first part of task so chose to physically move out of circle to signal her retreat to the children and also asked the leading group to choose speakers so that she did not mediate that process and interrupt child talk

### **2. Summarise the information you got or failed to get in this contact?**

- Did not see if level of talk between children changed after teacher moved out of circle

- Teacher had not viewed video prior to session due to time constraints and this was a problem. Difficulties of trying to conduct robust research in real world of practice . Also as EP for school which has very limited time allocation WB anxious re HT and other teachers' views of time given to this project despite top sliced time for project work. Feel people will be concerned if don't pick up next request for good psychological reasons and feel may want to justify myself and show I am willing to do casework too.

**3. Anything else that struck you as salient, interesting., illuminating or important in this contact?**

- Continued dance between teacher and WB when WB suggests handing more back to the children eg them bringing in triggers or asking children what they think when talk not going well, underpinned by difference of view

**4. What new questions do you have as a result of this viewing ?**

- Am I being collaborative or am I letting her control me. Is it me that is doing all the adjustment to the other or is she shifting through the dialogue with me too ?

## APPENDIX C

### VOICE CODINGS (FOR STAGE ONE OF ANALYSIS)

Final colour coding for voices:

Teacher

Researcher

Children

Generalised otherteachers

External authority(mangers, curricular, inspections)

Research process

Next year's class

video



## APPENDIX D

### SAMPLE TRANSCRIPT CODED FOR VOICES (STAGE ONE OF ANALYSIS)

		<b>Teacher-researcher dialogue coded for voice</b>
1	R.	Your self perception after you looked the video...
2	T	My perception had totally shifted because I thought, during the... when you were videoing afterwards my initial reaction was it went really well because I was taken up probably more with the enthusiasm of the children and I thought that they were participating. Then I went back to the video, and I thought I had done quite well as being the facilitator, *and it wasn't until I went back, and looked at it several times*, and started to micro analyse all the bits to see if I really had that actually, there was very little talk at all. There was very little talk-
3	R	When you say little talk do you mean little talk-
4	T	Pupil-pupil... but there was actually I can honestly say there was only two or three examples of pupil-pupil. there was, there wasn't a huge deal of pupil-teacher talk either. There just was... <i>nothing</i> . And yet, that really surprised me Wilma because I really, honestly thought, it was quite good. And it wasn't. And I will admit after I had looked at it I thought "this is rubbish!" However, I've kind of refocused myself and it has made me refocus. And that's what's good about it, that's why I came straight in this morning, and decided, I was coming right out of it altogether. And if there was chaos there was chaos but I also asked them what they would do if there was chaos because I needed the security to know that <i>they</i> knew, what would happen, that I wasn't just going to leave them.

5	R	But it was...You were allowing them the possibility of chaos and you allowed them to participate in the decision making, but what would happen if there was chaos, so you weren't...that meant it wasn't in your ability, you're actually opened that up for them-
6	T	A ha. For them to have some control over it as well.
7	R	A ha. And that struck me as being a new part of your management of the classroom.
8	T.	A ha. I can't say that I was, I tell you what was really and actually more was not chaos because that's what I was expecting, what threw me was, the first few minutes of nobody spoke, of who's confused and... and I'm not used to that. And that actually, not having control of that, actually, I thought was more scary in inverted commas than they all spoke at once and brbrbrbrbrbrbrbr.
9	R	Because you feel you've got to fill the silence?
10	T	A ha. The pregnant pause has to be filled, a ha.
11	R	And yet I guess what's happening is you've got existing practices they've been used to since primary one, they put their hands up and there's the interesting question they said, when they put their hands up is a signal, who's it a signal to, they're used to responding to you, this has gone on till Primary 5, suddenly one day you stop it and in order to shift things presumably an interruption to practice is going to be a little bit less comfortable?
12	T	Well there has to be, there has to be some...but I wonder if that's then like weaning the baby from the bottle, and maybe I didn't wean them, maybe I've just taken the bottle away... maybe it should have been a slower... and that's again reflecting on what I did today, it will be interesting to see it, and maybe I'll... maybe that was a mistake, and maybe it should have been a

		<p>more gradual process rather than just WHEWWWWW! Whip it away! But I, kind of in my own head, if I had made it a gradual process, was it ever going to get there? And I just felt with, me being me, I was just never going to do it, so I just decided... But I'll be interested to see what it really looks like. And the pause at the beginning, when they didn't speak, my question to you is, is that because they were formulating in their heads what they were going to say? So, and you're much more aware of a silence, rather than one or two, because if you put hands up, there are one or two that (clicks fingers twice) so you ask them, so that it doesn't... but maybe that may be a bigger sense of "were they thinking, or were they just not speaking?" Do you... Does that make sense?</p>
13	R	It makes a lot of sense.
14	T	And I don't know.
15	R	I was interested because some of the initial reactions were almost quite - itially actually when you asked them initially there was a kind of, erm, "Woo!" I could hear the words cool, I could hear that, then when you actually started to talk it was almost like there was a reaction and a resistance to the idea that you would move away from that pattern of hands.
16	T	But I think they saw it as not being fair. Because I think they know themselves that within that learning community and in a wee classroom maybe one or two who... would talk and never stop, and I think they saw that as an unfair... whereas it's much more controlled, and I think they looked, it looked-
17	R.	You were in control?
18	T	I, well to be, not that (XXX) the fairness of it, to make sure that everybody, and I think that some of them didn't like that, that that was taking away most of (XXX)

19	R.	That's a really interesting thing to pursue, in terms then in terms of increasing -how did you as a group, how do you-
20	T.	How do you ensure there is fairness? But that's what I tried, that's kind of waived a wee bit and got bogged down into them (maybe past them), with the rolling, we would just go round the circle, round the circle that's when I challenged and said, but what if you're the last person (XXX) and then it started to get into complicated patterns, but somebody would still be the last...and I just don't know if I saw, I don't know. It would be interesting to put it back to that.
21	R	I wonder if you could see a control session and then could see a little segment of this session to see what the discussion... I mean presumably you want to look at that first?
22	T	And that's why I tried to use the analogy of the football game, passed about [I thought that was good] sometimes it came in with the referee. I don't know whether that... I don't know.
23	R.	From just a visual perspective I think it's quite hard to, it still looked as if the pupils were still putting their hands up were still looking to you...
24	T	They do.
25	R	But that's going to be there for...
26	T	A ha. The physical presence of me being, it doesn't matter if I'm in the circle the circle, physically as well as in the last time, I'm obviously the security blanket. But I don't know you I break that. The only way you could ever do that is to set them off and then just disappear.
27	R	I'm just wondering if that's how you, if those are some issues that could be explored with them,[with them?] with your P for C, but I think them having access on

		video to you is quite useful to let them see what they...because you've had a chance to reflect on it but I wonder if they've had a chance to reflect on it as well.
28	T.	I, right [long pause] I just wonder what, whether they will be able to make, you know I think they'll be able to see the difference... between the two... but I don't know whether they would be, I was going to say the ability but that's not right... to then apply what they've seen to the actual lesson. Do you know what I mean, I don't know if they'll be able to do that.
29	R	I wonder if they could break it down, I mean as in the same way as for you, you've seen the video, and it's kind of changed your take on how teaching...and using the Steve Walsh stuff it sorts of breaks it down so you've got a sense of maybe what you're doing too much or too little of. I wonder if we help them with some very simple self-evaluation tool we could look at it and look at it for example which of these two clips shows more of the Pupil-Pupil talk, and that kind of very simple stuff. (A ha. We could.) So that they've got a frame - because I think you can't really expect them to go to it without any frame for their...
30	T.	So could you help me with that?
31	R.	I could help you with that, yeah. (XXX)
32	T	Right, coz that might be then-
33	R	I mean we could even adapt - I mean that's obviously far too difficult for them, but we could adapt it into, bits of it, using it.
34	9 min	
35	T.	Well that's now going off onto something else isn't it? then, making us have a self evaluation sheet, or self reflection sheet for them to do.
36	R	I just thought, yeah, it's just about how we
37	T	And that's kind of gone off "pheeeww"-

38	R	Yeah. Ok.
39	T.	I know. not that I disagree with that and that's brilliant... but i wonder before we take that step of actually, doing you know that the recording or looking at, you know, in child speak terms... I think maybe for them it will be enough just to do it orally. To begin with. And then we could start and think about doing another one.
40	R	I suppose I wasn't even thinking about logging numbers, I was just thinking about saying look at that one, look at that one, and see was there more pupil-pupil talk, and explain what pupil pupil talk is, because some of them wouldn't...
41	T	No no, they'll know that erm.. a ha even if they had a big, something on the board, so they could maybe see.... just so they've got something visual, you know it's hard for some children to "oh right, ok video one had lots of that but video two, no no, it was better" whereas if we had it video one video two [XXX] a ha yes, to something more simple, [XXX] to help them visually, they could see it too.
42		10.13m
43	R	I suppose I'm just thinking a tool to help them to use the video. [Right]. One thing that struck me in watching it today was when you were discussing the hands up thing, the level of, erm, kind of engagement, just sort of visual, you know their face, every single one was like on the edge of their seat at one point and they were discussing that issue which might be quite good to have a look at that maybe.
44	T.	Well...
45	R	I don't know if you'd be interested in that?

46	R	Well that's interesting because we pick that up, from the last video the video we watched because somebody said, "look at so and so" and it was a negative thing unfortunately, someone said "they're not even looking", and I said no, "that's right they're not, but they might be listening, because, just because you're not looking doesn't mean you're not listening." And, then we laughed because C at one point, he's sitting, the new boy next to him is talking and C was kind of sitting like this and he's kind of like this, and then slowly [he turns round?] yeah but he's listening on... so we talked about the rule of looking so they've obviously taken that on board.
47		(Playing of DVD)
48		13.27m
49	R.	Just picking up there what I said, which is a shifting to, we need to have some sort of discussion, if you take the very first one, it was, "WE ARE GOING TO HAVE", "WE NEED TO HAVE", so there is a, subtle....(A:Yeah)
50		(Resume DVD)
51	T	Have you noticed when you said about thinking, these two immediately go into the thinking pose, (A:Yeah) a ha, no it's quite sweet actually. Two of the monkeys?
52	R	They could be quite challenging as they get up the school.
53		(Resume DVD)
54	T.	It was XXX beside me who was saying "I've got an idea, I've got an idea!"
55		(Resume DVD)
56	R	I actually thought, I thought X it was a really good attempt to come up with a solution that's fair.
57	A.	Yes, and that's what he was trying to do was have some kind of, a ha.
58	R	It was really, I was actually really impressed that it was

		a group problem solving.
59		(Resume DVD)
60	R	Does she normally speak up in class (XXX)
61	T	Er... no. Very inconsistent. Very very.
62		(Resume DVD)
63		(21.40m)
64	R.	So that's what I was saying-
65	T	I'm a wee bit off.
66	R	(XXX) And it's not awful.
67	T.	There's quite a wee bit there....This wee guy, if you watch all the other videos, N has never even opened his mouth and all of a sudden: "It would be better if we said our names." And I was stilled. And he spoke at the end as well.
68	R	So you're beginning to see some children coming in to this, what's that about do you think?
69	T.	Do you think that's because of the no hands?
70	R	interesting, it is interesting.
71		(Resume DVD)
72		
73		23.20m
74	R	I'm wondering, so I'm just thinking, would it be helpful for them to see some clips with where dialogue was actually working well? And, you know, kind of get their take on that?
75	T	Yes, and I think wee bits like that so they can, a ha, so they can see it and hear it being bounced.
76	R.	Yep, challenging XXX. (A:Yeah) So you're not the authority in this discussion. [No no, no.] They're actually taking responsibility for taking your questions.
77	T	A ha and they've actually come away from looking to me-
78	R	I mean look at that! he's looking at him, he's, I mean, that's actually, I take that back, that's dead interesting.



79		(Resume DVD)
80		26m
81	T	You see, he would quite like to speak, but he never says.
82	R.	Which one, this one...yeah i've noticed that.
83	T.	Quite often he's doing this, but he never, ever
84	R.	A ha, it's always as if he needs the kind of function of the...Is it your permission he needs before?...
85	T	I don't know.
86		(Resume DVD)
87		
88		27m
89	R.	Do you think there's another bit that-
90	T.	A ha. And she said, 'we could have a time limit..but people would rush it' she said. So she was really saying a there would be thinking time.
91	R.	This is way beyond a kind of IRF because this is actually a genuinely challenging conversation.
92	T	A ha.
93		(Resume DVD)
94		
95		29.42m
96	T.	You know when you said you wondered... if we should throw it back to them, why do you think that it so there was a wee bit there I'd forgotten about that wee bit coming up when I asked them who they did it for.
97	R	I suppose another way forward with this would be to help them to set some, you know to vote on what they think they should do next, and then maybe sum up some criteria that they could use to establish how to decide whether it's worked or not so they get introduced into this up plan review bit. That would be another possibility I don't know. (A:Yeah). I'm not sure how easy it would be for them to do that without the

		support of thinking through erm, as a group, what criteria they would use to determine whether they think it's been helpful or not, we could agree on our way forwards and then have a vote at the end to see if [it was helpful or not] and that way they are involved in that stuff.
98	T	And that's actually, when I got them back at the end but we ran out of time, I was hoping that we might, that was where I was going, "what did you think, did you think it worked, what could we have changed?" But of course we didn't.
99	R.	But maybe that could be the trigger for the next one? Looking at this first is maybe another little (XXX)
100	T	A ha. right.
101	R	And I'm throwing that into it as not kind of there's, you know there's a fixed way of doing it.
102		(Resume DVD)
103	31m	
104	R.	How, I mean you were really anxious this was going to be chaos, and there was that wee look at the beginning where you look (mimics face, laughter)... watching this on video what's your feeling about how-
105	T	Of my kind... of it? It's actually not as (XXX) chaotic as I thought it was. Because when you're immersed in it [You feel alert?] yes, and maybe you wouldn't feel like that if it wasn't being videoed as well, and... not that, I know that I'm not on show it's them, but there's an element of that. And if it goes pear shaped and nobody sees it well it's another matter. If it goes pear shaped and you've got video of it...
106	R.	Hmm mmm. there's a performance aspect to it
107	T	Aye, it probably matters to me. But, it's not nearly as chaotic, and it is much more controlled than I actually thought it would be.

108	R.	By them? They've managed to keep it?
109	T.	Well yes, maybe it controls their own, it's just calmer, and it's more organised than I thought it would be, because when i was immersed in it, I kind of thought, "oooooh, it's a bit kind of" .... and the conversation going on here ... however, it's not actually, and they're much more- all of them are more engaged than I thought they were.
110	R	That's what I picked up from the observations (XXX) they all seemed extremely enthusiastic about the topic.
111	T	And it's funny because, it just shows you how wrong you can be with a snapshot initial judgement of a lesson, because if I had had to compare the two on initial, you know, "what do you think, give me your feedback straightaway", I would have said that before watching the video of the last one, the last one was better, and it's not at all. This is much better, because of the pupil-pupil, bounce bounce bounce, and me. And yet, when I was IN it, [didn't feel that way?] it didn't feel that way.
112	R	So do you reckon if you went back and did the analytical tool do you think it would be different this time from the last time?
113	T.	Yes. Very different. Absolutely. Because they would be much more, well there's much more pupil-pupil, and there's, and because all the previous ones I've been very aware that they've been very stilted. You know, I agree because I disagree. But, you have to have some...[starting point?] A ha. Children need some framework to look on and then, once they're comfortable with that framework they then find they're own way of doing it. And I think that maybe now is starting to show through. But, the trigger, I still firmly believe, is the key.

114	R.	Ok, so you still have a lot of faith in the trigger. And what is it, because the trigger-I've noticed the last time the trigger's been action based, the children seem much more..
115	T.	Well I took the actions because we did a discussion about, and it always worries me slightly that it's quite passive for children. And children are now into active learning. And there's a lot - it's not all active learning but there's a lot of active learning, to then sit passively. Was against kind what they were used to. And I was very aware that it was too passive and I took on board some (XXX) gave me things. But even if I didn't start with a game I started with the no hands as a rule, and it's... I truly believe that if the trigger gets them within the first, two three seconds, woosh, you're away.
116		35m
117	R	I wonder if it's the active/passive or whether it's the engagement or non engagement of the children because (part of) the active triggers tend to involve the children at the very beginning. It's not just that they're active but they're also engaged, in the process. (XXX) rather than just sitting and listening.
118	T.	I think that, yes i do, but I [you still think there's something about this?] there's still something about the trigger that if it's... it's almost like the first couple of lines, well for me, of a book. [You either know whether it's going to work or it's not?] I know I'm either going to read it and enjoy the whole thing, or I'm going to read it because I hate to put a book down and not finish it, but I'll plough my way through. And it's almost like that within - and it's not within minutes- it's within seconds of, here it is...
119	R.	But yet last time you were really comfortable with the trigger, and you felt it worked better. And yet you've

		come back and said "oh my goodness I feel really unsettled!"
120	T	I know, I know! And that does not work that, there's something not right. I know, well I don't know what it is then. I don't know.
121	R	I think it might be interesting to analyze your talk, (XXX) to do this so quickly after having done that with - I think if you can do that, I'm wondering if that might be helpful. Do you, I don't know what you think?
122		36.36m
123	T	A ha, yeah. It will though and I can see straight away... that it's much better.
124	R	I mean if you look at that shot even that still, erm, there's children who looked as if they were just sitting thinking, they didn't look bored - no that's not right (laughter). There's a little earlier clip there where they were, erm...
125		(Resume DVD)
126		37.27m
127	R.	There's just something, it just feels you're more engaged with the group but they're not necessary all staring at you, hanging on your every word, in that way that some, I think some of the discussions have been that way inclined?
128	T	I feel that, today, I felt the last time that I hadn't said that to you that I was half way up the garden path and we hadn't moved. I felt that we've moved... [a little bit?] A little bit. Not a big bit. But it's maybe moving more in the direction of (good dialogic).
129	R	And how would you define that if you're looking for success criteria for yourself what would you be wanting to see?

130	T	Just, the pupil-pupil thing, just what we've talked about, about the ideas are being bounced and children not just stating "I agree because", justifying it, end of story and ends on like... but they were challenging, and they were asking questions about "what if somebody doesn't, well, blah blah blah", so they challenged one another.
131	R.	And you?
132	T.	Well ok, and me. But when they challenged one another they didn't look to me [to mediate?] to see if that's ok. And that's why I think it has moved on.
133	R	That's quite a significant move then isn't it?
134	T.	And I would really agree with that
135	R	I think it has absolutely without doubt, I mean that was the thing that struck me watching it today. These kids are actually challenging, it's moved, it can feel a little bit artificial [yes, and it was] but that's like a rule you've learnt.
136	T	It was a wee parrot fashion with this is what I say, to you when somebody says something I have to say... but that takes it back to the frame work that they needed, something to hang onto.
137	R	So where do you think from here, what would you...
138	T	Right, erm...well I think I agree with you that if we take, if it's possible...
139	R	If I give you back the DVD's and you can take, you can show them, the children...
140	T.	Do you want me to sh...and-
141	R	It's entirely up to you. You do what you think's best.
142		39.43m
143	T.	So we can show... the good practice bit of the bounce bounce bounce bounce. I'm actually trying to think of the timescale, because I know you're in next Tuesday...

144	R.	Is that going to be too soon?
145	T.	And it's trying to fit... that in as well, do you know what I mean.
146	R	Well unless you want to make that the next - if that's the next session.
147	T	Just to look at it?
148	R	Hmm mmm.
149	T	What do you think about if we...if I kind of, if we kind of, except my... it doesn't play well on my laptop for some reason, and I have a terrible job trying to get it to work... but it maybe just my laptop.
150	R.	We had problems with it before.
151	T.	A ha.
152	R.	Could we use it in the resources room with the TV?
153	T.	Through the video? A ha. That's harder to find... is it harder to find the bits that...you know when-
154	R.	Oh right. I see what you mean in terms of finding the clips. Does it come up digitally with numbers?
155	T.	Yes it does on a laptop and it's easier to find it and I can run it through, whereas you can't really... Leave it with me. And I'll see what I can do. And I plan, the plan will be then on next Tuesday, we'll watch a wee bit, of pupil to pupil and I'll just throw it to them and ask them...
156	R	So will that be your trigger?
157	T.	A ha. What they think? And then that might actually lead on because we did say we were going to do a P for C on P for C, so that then might then lead, so there's going to be no kind of, it will be less active then it will not be an active thing. Erm... so then we could, I could go on to do well ok, what right, no. Do you want-
158	R.	I could leave you to think about it?

159	T	Yes, because I was going to say we talked about the hands up thing and we need to come to some agreement about... I know what we'll do. We'll watch that, and then I'll link it to the hands up, did it work? How do we... how successful was it? And we'll see how that goes. And then we might have time to move it on to, well what do you think, P for C? And I might do a wee graffiti wall. Just to give a wee bit of something active. But it might not be as long as it normally is. I'm very aware of... time as well. I mean I don't know, sometimes in the past it's maybe (XXX) started because I felt *to get your moneys worth!*. Do you know what I mean? Whereas if you hadn't been there I might have just said "Right! Ok!"
160	R	Because it's the process that's more important than product. Process is really important, not that I'm.. I'm not interested in the product.
161	T	Right so if it's only 15 minutes, that we've got 15 minutes-
162	R	What I'm interested in is what, what this process is doing with the class in terms of relationships between children who the power balance is-
163	T.	Well there's no doubt that there's a shift. And I think there is a shift! Of... balance. Definitely.
164	R.	Right, I will give you back. Have a quick look at this one. So I've put it into there. So that's the session today. That is...This one should be the session from last week which has got the date there.
165	T	That, could that not just sit on top of the (XXX)
166	R.	A ha because we know it's which is which. Well you'll know which is which.
167	T	Well I'll know when I open them up I'll know it's that one. I just don't want them getting scratched.
168	R.	Are you comfortable with where this is going at the



		minute? [Yes I'm] Are you comfortable rather than filled with uncertainty?
169	T.	A ha! And I think it's been great in that... I'm going to say I was disappointed but I wasn't at the so despondent that I thought [giving it up?] "I'm just not doing this, this is just rubbish". No, I didn't mean, I meant I was rubbish, I'm not doing that, and I found a way what helped to, was, that, on the Tuesday we did it I think and on the Wednesday I had a teacher in doing an observation lesson, [do you want me to switch off the...] no, it doesn't matter to me. And what she said what she saw, and it wasn't P for C, it was something totally different, she really really liked. So my faith in teaching, although it had taken a wee dip, and that, I don't really see that as teaching. And I think... that's terrible! But do you know what I mean?! [It's interesting.] But I don't-
170	R.	Is it because it's facilitative [Yes!] and you're giving-power to the children?
171	T.	A ha. And although the thing I did for the observation was a lot of dialogic stuff too, I maybe was slightly more in control.
172	R.	That was maybe what I was going to wonder, [*It all comes back to the control!]* so although you're shifting, there's still a sense in which you've got this notion in your head of what a real teacher is. And is it not that though? [No, I, well...] This is a wee experiment, but you know what real teaching is still?
173	T.	No, no, and that sounds as though I'm devaluing, and it's not at all because I'm totally and utterly, 110% committed and convinced because I see children in other areas for example the language thing I did for Jane was a speech mark thing, and the dialogue between children was great. Now I don't think that dialogue would have been there had we not done this.

		So, it does filter in to other areas. But maybe because I was teaching them a new skill... Oh we used the speech marks now I'm getting myself into-
174	R.	Because it's a right and wrong.
175	T.	Right ok. And it went well and 98% of them managed something, and Jane said what she liked she saw was (XXX) and it kind of restored my confidence.
176		46.30m
177	R	in yourself?
178	T.	In myself. So... Although the video of the P for C, I thought "ohhhh" I kind of took another wee step back up again.
179	R	That's kind of, that's the bit the bit about... is it about your own sense of effort getting you through the process?
180	T.	Yes, I think it probably is. But then as a very natural human...
181	R.	Absolutely. And I think acknowledging that as a, you know in my role as a researcher in this process I'll be going through similar things when I'm thinking "I'm quite clear where this is going in life because this is really ok" and on other days it will be....
182	T.	It's not! And that's right, but then I suppose you can think, "that's part of the learning process" because if you don't do that then you're not going to move forward.
183	R.	And is that not part of most professional jobs anyway that your (XXX) has to take a dive every time you learn something new so..
184	T.	Absolutely. And it's not, and I'm coping with that better than I thought I would actually.
185	R.	And that's back to this thing about using, I mean we obviously said at the beginning, that P for C was a tool,

		and the tool was to shift existing practices. That's not going to happen without it feeling like an interruption and a discomfort.
186	T	Exactly! Exactly. But it has...
187	R	But you need to feel you can do it?!
188	T.	Yes! A ha. But maybe that's just me.
189	R	Well I hope this one...
190	T.	No, I'm quite pleased, because I actually can see the shift. Because I began to wonder if we'd reached a kind of plateau.
191	R	You've gone as far as you can with this?
192	T.	A ha. And... I was never going to move these children. However, I just...
193	R	Yeah, yeah. So that was that bit about taking a little bit more risk.
194		48.19m
195	T.	A ha, and maybe just do a bit more reading. And [And reflecting?] A ha, and taking a bit more stuff on and applying stuff and trying stuff out.
196	R.	Being willing to sort of take a risk and see what happens
197	T	A ha. I mean it wasn't a huge risk because I mean they're not riotous!
198	R	I was about to say that, that's an interesting point you make, has your view... Obviously in taking risks you've got a considered view of yourself that you can cope with it, "it's going to be ok and if it's chaos I can still manage". Has your view then shifted through the process of extending the risks you were taking with them?
199	T.	A ha. They didn't, they haven't turned out to be.. I thought they might have started to take it, not a loan, but just, you know, over step, than other children, and widen just a wee bit in how far it would be

200	R.	You mean because you pull the boundaries back they might [A ha] (they might have no boundaries).
201	T.	A ha, yes, so, but they haven't actually. Or not at this moment. Er... no and they're very contained actually. And have remained respectful. To <i>each other</i> , and to me. And I think maybe that was the worry, not necessarily that they were going to be disrespectful to me, more... but they haven't. They've stayed quiet.
202	R	I would agree, I mean that's something I certainly pick up, there's no kind of erm... the action of another kids to comment on children in a negative kind of way, or no sense of "he's spoken and I wanted to speak".
203	T.	No, and there's none of them that will say "Oh but that's not what I said!!!" No, they're quite..
204	R	But yet they're actually, maybe one thing we didn't look at, we haven't looked at whether children challenge each other. We looked at the children's willingness to be challenged but it would be quite interesting to see the responses and faces of the children who were challenged themselves. (A:YEah) And that's back to the respect climate.
205	T	Yes, it would be. But then that respect climate doesn't happen overnight.
206	R	No, no. And it was around before we started this process.
207	T	A ha. And I'm not saying that with a different class of children or in a different school-
208	R	A ha, it would be different.
209	T	It would be different. But that's, and it leads also back to kind of... the expectation of what is expected. Without ruling with an iron rod but it's just a wee [But is that just] We're all valued!
210	R.	Is this process,... is there any chance you think this process will shift your expectation? Of them?

211	T	In what sense, expectation of...?
212	R.	Well initially you came into this, the biggest issue you had was "aaaagh! This is going to be out of control!" Is there any chance that as a result of this your trust in them would kind of increase?
213	T	Yes, and I think I can probably trust them- a ha YES I think because I now probably know that they will not take a (loan) of each other or be disrespectful. Yes, I do, and another thing that actually amazes me is, how astute they actually are! Because I don't think people give children a clear enough (XXX) and that goes, well it goes back to the old initiate, respond, feedback, you ask a question, you get your answer great, off you go. And you never give them a chance to...actually say what they want to say or what they actually think! They just give you the right answer because you've asked the question. Whereas from <i>this</i> , you start to see a bigger window. Or you look at them through a bigger window rather than a smaller window. Does that make sense?
214	R	No it makes sense. So there's a possibility then that expectations and them may shift a little bit?
215	T	Yes I think so.
216	R.	I mean for example today when you kind of threw it open to them, what struck me from them was that they were almost as anxious about what happens when the teacher moves back (XXX).
217		52m
218	T.	Yes i think they were.
219	R	It wasn't where... "we're going to run the show"
220	T.	And nobody saw that as "ok, here's our opportunity let's take over!". No not at all. Quite the <i>opposite</i> , that they didn't... "hmmmmmm...not too sure here". And isn't that funny? Because most people would think, "give

		<p>them the opportunity and they'll take it", and they didn't.</p> <p>Which is something else I'll come back, I'll take time to reflect on that</p>
221	R	<p>This is quite a, I mean I was watching that and thinking this is quite a little bit of participation, these children aren't necessarily going to feel comfortable just jumping in and taking over. They're looking for, there's a need for a, quite a slow process of shifting the (literature) of what you've got there.</p>
222	T	<p>But there's also a process of you said, which child will jump in, there's also still the, and to me that was very interesting on the video, they look to each other for support to help each other.</p>
223	R.	<p>And is that friendships or is it pupil to pupil that they think [No] are going to give the same views, or similar ability level to them, and they might understand where they're coming from?</p>
224	T	<p>I don't think it matters. I think they just look to see...</p>
225	R	<p>They just test the water?</p>
226	T.	<p>A ha. But they definitely need that, that somebody else will support me. But that will link to, to the whole point of you don't learn on your own, you learn when somebody helps somebody else.</p>
227	R	<p>And it's also, it's the idea of the community thing, and if you're in a teachers you wouldn't, the first thing you do when you say something is check out that somebody agrees with you, that you're not alone you've not pushed yourself out there.</p>
228	T.	<p>No, that's right, a ha, yes you're right.</p>
229	R	<p>I think that was a really really productive session, and I think my kind of, what I'm going to take away from this is seeing your face, with that kind of, wee twist kind of "oh my goodness!" and then actually seeing the video and seeing those kids challenging, and something</p>

		happened there, that was a sort of move on. I was kind of on the edge of my seat watching it, that for me was kind of the most
230	(End).	

## APPENDIX E

### COLLATED CODED VOICES FROM ALL DIALOGUES

Coded Voices Dialogue 1	<b>Transcript Support</b>
<b>Research Process</b>	<ul style="list-style-type: none"><li>• The reason for that was because time had elapsed since the last time we'd done a videoing so therefore I still maybe..I went back to the more controlling .. and I had in my head that i wanted the discussion to go the more stealing..and that's the way i wanted it to go and I..in that session, if we compared it to previous sessions, that would go back to maybe the being in control (1.2)</li><li>• And the key question or the key thing they bring in doesn't give us <i>enough</i> meat. (1.40)</li><li>• Well I think I need to change, I think we need to look at ,that, that's material stuff, and I do, I think I maybe need to look at something(1.42)</li><li>• Because it's not cos it didn't move on, it went round and it it wasn't going anywhere (Mm) But it what I'll need though think about is whether it's because the two, the dynamics are different so the trust of the community..is is not there. So I need to look at that (1.44)</li></ul>



	<ul style="list-style-type: none"> <li>• . I'll need to think about that. I , I What I might do first of all is I might change the trigger.(1.50)</li> <li>• Ah ha Well it's all part of the... that actually itself could be a session.(that's what I'm wondering)that could just be , that would be interesting and that's totally out the control box but it would be.. (1.52)</li> <li>• But I actually wonder too if it would be worth, and I don't know where this sits , if I did it from a completely lesson you know a maths lesson or an environmental studies lesson so there was the dialogic teaching <i>in</i> that or do you want it to be specifically ..(1.66)</li> <li>• Right . Let me do another, let me do one more with a different stimulus and then we'll take it from there and then we'll can think about asking them. I think that's a step too far(that's fine) at this moment (1.68)</li> <li>• And this is the point where I felt it was not moving on(1.86)</li> <li>• And that's the part of the.. we maybe need to work on. We need to move the conversation on because it's going round and round. But that maybe the topic we got onto (1.92)</li> <li>• So do you think then? Is the aim so I've got it clear in my head is it when we do the next one are we</li> </ul>
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	<p>looking then to see evidence of the others or does it not matter(1.102)</p> <ul style="list-style-type: none"> <li>• And there's no and it didn't flow I just felt I felt we got into a rut and we went round and round and round and round and round on the same thing (1.124)</li> <li>• I also think we need to think , and I think maybe just asking them , as we talked about earlier, maybe asking them 'what would make it better for them ?' to move it on. But I don't know how you would feel about maybe <i>them</i> seeing the video so that <i>they</i> could see that the conversation just went round in a circle(1.138)</li> <li>• when we've used another stimulus then we might then I might use that as my next my third one(1.146)</li> <li>• T:Yes the next one will be a yes I'm going to try uh huh not a story I'm going to try something different</li> <li>• T: Right I wonder if we need, I wonder , if we'll go down the visual route just for something (different ) <i>different</i> cos it's always been a story or it's always been a poem or a statement or a something</li> </ul> <p>R: It could even be something out a video a clip out a video or something couldn't it?</p> <p>T: Now I'll need to see what i can(1.150-54)</p>
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**Researcher**

- Whereas in normal circumstances that would not have worried me that if we only got the first bit done and that's all you saw cos I know that you know that there are other bits to it.(1.16)
- R: And then see out of that, and and in some ways that kind of forces you to move(forward) towards a , you know how you were concerned about going round in circles, you are kind of having as a class to come to some kind of collaborative decision about where it goes  
T: Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger.....  
I think you're asking children to be quite open and they're maybe and although they *are* it's different in that situation and the two groups have not come together and maybe they need another session of and I need to go away and think of a different stimulus and we can then see how that works and *then* we can maybe *go* and ask them. But I think to go and ask them Wilma on the second one is maybe (1.56)
- R: That's one way. Or the other way would be to say ..I'm trying to think.. 'what could make these P4C sessions. what could do in these

	<p>p4C sessions that would help you take the skills into other bits of school?' That would be another way forward.' Is what we're doing helpful or are we just talking and talking ?'</p> <p>T: Right. I wonder if that's that <i>that</i> is just a wee bit advanced at the moment for them</p> <p>R: That might be a nice. That could be an ending activity for this</p> <p>T: Mm Mm Uh huh just to finish it off. I think at this moment that's probably, that's too difficult for them I think</p> <p>Mm Mm Uh huh just to finish it off. I think at this moment that's probably, that's too difficult for them I think (1.140-44)</p> <ul style="list-style-type: none"> <li>• Well right that's and forgetting that you're there and letting it go (1.166)</li> <li>• R: The stimulus for that I wonder, the video would be the stimulus for that wouldn't it?</li> </ul> <p>T: Just a wee ah a bit uh huh we'll need, the P4C on top of the P4C we need some stimulus because you can't just go in with children and say</p> <p>R: We'll need to think about that quite carefully</p> <p>T: We could wait and see what's on the next set video to see if we could use it rather than use that one . i wonder though, sometimes, i wonder if we could use some of the</p>
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	<p>games.....</p> <p>T: Could I borrow that and I might use <i>that</i> this time, or the next time as a different stimulus and think maybe the novelty of the story and the talk has worn so you need something uh huh we'll go I'll go down the game line I'll see if there's something ( 1.169-1.177)</p> <ul style="list-style-type: none"> <li>• Just to get them into the way of listening ( and how to make links ) how to make links and that's where I'm kina hoping to take it (next)which is maybe not what I'm supposed to be doing (1.182)</li> </ul>
<p><b>Children</b></p>	<ul style="list-style-type: none"> <li>• I don't think the children had the same amount of freedom and I don't think they were as natural. It didn't flow( 1.14)</li> <li>• There's also the fact that these children or 50% of these children haven't been videoed before because they were a new group of children and also it maybe didn't go so well because that's the first time i've brought both these groups together to do it. Because normally I've been doing it when the sixes go to French. And also because the two groups then came together and that's the first time these two groups have had a philosophy session together(1.20)</li> <li>• So the feeling of these fives had</li> </ul>

	<p>never had a philosophy session with the sixes. So there could be the feeling of the feeling of trust in that group. I just thought I it was very stilted and was not a good example of some of the good dialogic teaching that's(1.22)</p> <ul style="list-style-type: none"> <li>• Do you know something else Do you know what else is maybe different? I wonder if, don't know if this will sound wrong but I wonder if <i>my</i> children, because I'm starting to use it, the dialogic teaching, and <i>I am</i> starting to use it, it s naturally flowing into other areas, I wonder then if the situation of using the story and the circle becomes a <i>false</i> situation to <i>them</i> because they are now used to , I mean the maths and so is the environmental studies whereas they are now using that language and I wonder now because we, because I'm, using it in other areas when we do then come to do a narrower kinna thing then that becomes stilted then to them <i>too</i> because that's now what we actually do because I'm so used to (1.34)</li> <li>• I wonder if they are not at that stage yet(1.40)</li> <li>• . I also need to look at the materials I'm now using cos I wonder if, as you say, if the story, if it's a false situation to <i>them</i> now (1.44)</li> </ul>
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	<ul style="list-style-type: none"> <li>• But I genuinely wonder if it's because it <i>is</i> now becoming embedded so therefore when you start to sit them down,.. it's that's not natural to them now(1.46)</li> <li>• That actually would be quite interesting their own self evaluation because, they're used to self evaluating work that's (formative assessment ) uh huh that's fairly embedded in there that would not be new to them. I just <i>worry</i> that they then see it as ' aw no another thing I've to say how I'm.. that actually I don't know (1.50)</li> <li>• so that gives <i>them</i> a chance for the trust to be built up because I think to be able to do that 'what you know would make it better blah blah blah (1.56)</li> <li>• So they've got some feeling of trust ...built up again not that I think there isn't but I wonder(1.60)</li> <li>• Phwh. It could be it could because they're quite friendly so there could be a bit of trust there anyway right. But I think, if you look at his body language too he definitely had but I think there's gonna be 'I'll have a bit of caper ' and then the switch was suddenly was triggered no 'I want to' . Now I don't know whether he was going to agree or disagree because I didn't go back to XXX and</li> </ul>
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	<p>I wish I had (Ok) so we could have known I would like to have known whether he was going to. But he then, once the initial bit of this could be a good giggle. He doesn't he focuses (Watch video) He's thinking you can see him can't you(1.72)</p> <ul style="list-style-type: none"> <li>• I made a conscious effort to do that because I knew that A is very immature. He's fairly new to it but I knew I didn't want him to.. well its building up the trust. I wanted him to know that it was alright .he's obviously lost his train of thought so I made sure that if I reassured him that I went back to K she spoke then that gave him thinking time without saying to him(thinking time) 'you've got thinking time'. (yeah yeah) which would add to his pressure go to K and it gave him another chance to hear them both and he responded straight away 'I agree with K' so yes I'm pleased with that.(1.74)</li> <li>• And here's something else that's really nice He now is starting to link (right) because when we first started if <i>you</i> remember the conversation the dialogue J would say something that was totally unrelated where he now is making links building on what the <i>others</i> are saying( 1.78)</li> <li>• to let children feel as though they have a right to express themselves</li> </ul>
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	<p>and that people will listen to them. That's was ..because we haven't done you know it altogether for a while then that was kinna I was back to re-establishing the kina ground rules. And it that wasn't me that was leading the group although I did a fair amount of leading I think(1.112)</p> <ul style="list-style-type: none"> <li>• none of them had the ability to take it and move one step forward (1.124)</li> <li>• Oh aye they've come a long way (1.134)</li> <li>• And there is a lot of respect from the other children because none of the others, no, and there was and also there was 'I can agree or disagree' and they don't agree and disagree with their friends cos they know that. So yes they've come a long way if you are looking at them rather than me. But I just ..I didn't think they showed themselves..I just didn't think it was a very good example. And yeah there's good things but..(1.136)</li> <li>• . Because I don't think there's any point in doing that unless the children themselves can hear and see. Because children are children and whoo they are onto the next thing and they've really forgotten or what <i>they</i> think they've done in their</li> </ul>
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	<p>head is actually totally different to what actually they've done. But it would be quite nice to say well 'look ' and use it as a teaching tool 'look we are trying to do this but we're going round in a circle. What could we have done better from that?' (1.138)</p> <ul style="list-style-type: none"> <li>• cos that's quite a ..(maybe it could be an end an end point) I think so cos I'm thinking the thought processes of of for these children who .. there's a double thing there. What A.we've got to think about taking it into other areas. And B. 'What could we do so that we can improve it '...you know there's quite a lot of(1.140)</li> <li>• And that'll be interesting because then they get more ownership of it and it really does become <i>theirs</i>(1.162)  , these children heard that story and the minute I said 'the housekeeper left an onion on the mantelpiece' they'd all made the connection. Did you not notice that? (there was a bit of a) there was 'pheeew ' I <i>knew</i> that straightaway they'd all made ..well 90% of them had made 'oh I know it's a bulb' so yes I'll go down the game (Mm Mm) I also wonder if it's too passive for this group of children (MmMm).The story, And it's a long, long piece isn't</li> </ul>
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	<p>it they sit for ages and then they have to sit for even longer to discuss and I think for this group of children it's too passive.(1.180)</p> <ul style="list-style-type: none"> <li>• Do we want to put hands up or do they want it ( 1.84)</li> </ul>
<p><b>External Authority</b></p>	<p>And I just pwah..cos I was very aware of who was there. ( 1.4)</p> <ul style="list-style-type: none"> <li>• But I.. and I know he wasn't there to do with anything to do with me but I think that had some impact.(1.8)</li> <li>• I was very aware that he was listening to what the children were saying and I just wanted the children, I just wanted it to be good.(1.10)</li> <li>• Uh huh. I wanted it to be able..him to be able to see the dialogic.. that there was stuff going on and the children that it wasn't a false situation and that the children naturally do that and they do do that. And that didn't come across(1.12)</li> <li>• Uh huh..and I wanted to get through it all so that the Inspector could have seen in from beginning to end (1.16)</li> <li>• And <i>also</i> knowing they don't have a visitor watching(1.62)</li> <li>• And a clipboard ....with a pen ticking off things (**). But I just didn't think that was as.. my <i>body language</i> is</li> </ul>

	<p>not relaxed as it was maybe in previous. I don't think the, I don't think the delivery of the whole thing was terribly natural(1.120)</p> <ul style="list-style-type: none"> <li>• I wanted the <i>guy</i> to see ( uh hu)the process (1.181)</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Well the questions. I definitely controlled the questions and I definitely controlled the way(1.14)</li> <li>• And I think I was <i>much</i> more controlling in bringing it back. I was also, the other thing i was very aware of was time and I felt there was a time constraint On that the last, on Monday.( 1.14)</li> <li>• Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger(1.56)</li> <li>• But then maybe the review of that of <i>my</i> self evaluation of that is that I maybe need to be more aware of that that of J is desperate to participate and there's three or four occasions where I kinna bypassed him. But maybe that's again that maybe that was me controlling (1.76)</li> <li>• I know but d'you know I just kinna feel in a way that my <i>own</i> what would I say.. <i>I feel</i> that it's almost like <i>my own</i> teaching, the dialogic bit of it, has taken a step back</li> </ul>

	<p>because I don't think that was as nearly a good as an example as some of the stuff that was going on ...but maybe I'm maybe it's not me, maybe it's the dynamics maybe there was lots of other contributing factors(1.116)</p> <ul style="list-style-type: none"> <li>• So maybe, maybe I'm being hard on myself (1.118)</li> <li>• That may have been but it shouldn't really because that really didn't impact on(ok) what i was doing there because that was a different part of it and I'd shut that off. No I don't think so .Maybe you. No i was in the here and now. I just don't .. Yeah there's some good examples of stuff going on but I just it didn't flow. It wasn't free(1.122)</li> <li>• So do you see where I (that's a dilemma) Do you see where I was? I was between a rock and a hard place really)(1.126)</li> <li>• But that will and that will give me time also to get back into the 'I'll lose the control' bit. That gives me one more session to kinna phew and then...(1.62)</li> </ul>
Video	<ul style="list-style-type: none"> <li>• Yes I'm pleased with <i>that</i> bit (1.80)</li> <li>• Course there's also the point of that ok it doesn't look that good or sound from the video and I'm not that chuffed with it but it's what they do with that later on and sometimes</li> </ul>

	<p>you don't see the results because you don't see the results of it in a session that like but you see the results of it in some other(1.182)</p>
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<p>Coded Voices Dialogue 2</p>	<p><b>Transcript Support</b></p>
<p><b>Research Process</b></p>	<ul style="list-style-type: none"> <li>• The reason for that was because time had elapsed since the last time we'd done a videoing so therefore I still maybe..I went back to the more controlling .. and I had in my head that i wanted the discussion to go the more stealing..and that's the way i wanted it to go and I..in that session, if we compared it to previous sessions, that would go back to maybe the being in control (1.2)</li> <li>• And the key question or the key thing they bring in doesn't give us <i>enough</i> meat. (1.40)</li> <li>• Well I think I need to change, I think we need to look at ,that, that's material stuff, and I do, I think I maybe need to look at something(1.42)</li> <li>• Because it's not cos it didn't move on, it went round and it it wasn't going anywhere (Mm) But it what I'll need though think about is whether it's because the two, the dynamics are different so the trust of the community..is is not there. So I need</li> </ul>

	<p>to look at that (1.44)</p> <ul style="list-style-type: none"> <li>• . I'll need to think about that. I , I What I might do first of all is I might change the trigger.(1.50)</li> <li>• Ah ha Well it's all part of the... that actually itself could be a session.(that's what I'm wondering)that could just be , that would be interesting and that's totally out the control box but it would be.. (1.52)</li> <li>• But I actually wonder too if it would be worth, and I don't know where this sits , if I did it from a completely lesson you know a maths lesson or an environmental studies lesson so there was the dialogic teaching <i>in</i> that or do you want it to be specifically ..(1.66)</li> <li>• Right . Let me do another, let me do one more with a different stimulus and then we'll take it from there and then we'll can think about asking them. I think that's a step too far(that's fine) at this moment (1.68)</li> <li>• And this is the point where I felt it was not moving on(1.86)</li> <li>• And that's the part of the.. we maybe need to work on. We need to move the conversation on because it's going round and round. But that maybe the topic we got onto (1.92)</li> <li>• So do you think then? Is the aim so I've got it clear in my head is it</li> </ul>
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	<p>when we do the next one are we looking then to see evidence of the others or does it not matter(1.102)</p> <ul style="list-style-type: none"> <li>• And there's no and it didn't flow I just felt I felt we got into a rut and we went round and round and round and round and round on the same thing (1.124)</li> <li>• I also think we need to think , and I think maybe just asking them , as we talked about earlier, maybe asking them 'what would make it better for them ?' to move it on. But I don't know how you would feel about maybe <i>them</i> seeing the video so that <i>they</i> could see that the conversation just went round in a circle(1.138)</li> <li>• when we've used another stimulus then we might then I might use that as my next my third one(1.146)</li> <li>• T:Yes the next one will be a yes I'm going to try uh huh not a story I'm going to try something differen</li> <li>• T: Right I wonder if we need, I wonder , if we'll go down the visual route just for something (different ) <i>different</i> cos it's always been a story or it's always been a poem or a statement or a something</li> </ul> <p>R: It could even be something out a video a clip out a video or something couldn't it?</p> <p>T: Now I'll need to see what i</p>
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<p><b>Researcher</b></p>	<p>can(1.150-54)</p> <ul style="list-style-type: none"> <li>Whereas in normal circumstances that would not have worried me that if we only got the first bit done and that's all you saw cos I know that you know that there are other bits to it.(1.16)</li> <li>R: And then see out of that, and and in some ways that kind of forces you to move(forward) towards a , you know how you were concerned about going round in circles, you are kind of having as a class to come to some kind of collaborative decision about where it goes  T: Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger.....  I think you're asking children to be quite open and they're maybe and although they <i>are</i> it's different in that situation and the two groups have not come together and maybe they need another session of and I need to go away and think of a different stimulus and we can then see how that works and <i>then</i> we can maybe <i>go</i> and ask them. But I think to go and ask them Wilma on the second one is maybe (1.56)</li> <li>R: That's one way. Or the other way would be to say ..I'm trying to think.. 'what could make these P4C</li> </ul>
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	<p>sessions. what could do in these p4C sessions that would help you take the skills into other bits of school?' That would be another way forward.' Is what we're doing helpful or are we just talking and talking ?'</p> <p>T: Right. I wonder if that's that <i>that</i> is just a wee bit advanced at the moment for them</p> <p>R: That might be a nice. That could be an ending activity for this</p> <p>T: Mm Mm Uh huh just to finish it off. I think at this moment that's probably, that's too difficult for them I think</p> <p>Mm Mm Uh huh just to finish it off. I think at this moment that's probably, that's too difficult for them I think (1.140-44)</p> <ul style="list-style-type: none"> <li>• Well right that's and forgetting that you're there and letting it go (1.166)</li> <li>• R: The stimulus for that I wonder, the video would be the stimulus for that wouldn't it?</li> </ul> <p>T: Just a wee ah a bit uh huh we'll need, the P4C on top of the P4C we need some stimulus because you can't just go in with children and say</p> <p>R: We'll need to think about that quite carefully</p> <p>T: We could wait and see what's on the next set video to see if we could use it rather than use that one i i wonder though, sometimes, i</p>
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	<p>wonder if we could use some of the games.....</p> <p>T: Could I borrow that and I might use <i>that</i> this time, or the next time as a different stimulus and think maybe the novelty of the story and the talk has worn so you need something uh huh we'll go I'll go down the game line I'll see if there's something ( 1.169-1.177)</p> <ul style="list-style-type: none"> <li>• Just to get them into the way of listening ( and how to make links ) how to make links and that's where I'm kina hoping to take it (next)which is maybe not what i'm supposed to be doing (1.182)</li> </ul>
<p><b>Children</b></p>	<ul style="list-style-type: none"> <li>• I don't think the children had the same amount of freedom and I don't think they were as natural. It didn't flow( 1.14)</li> <li>• There's also the fact that these children or 50% of these children haven't been videoed before because they were a new group of children and also it maybe didn't go so well because that's the first time i've brought both these groups together to do it. Because normally I've been doing it when the sixes go to French. And also because the two groups then came together and that's the first time these two groups have had a philosophy session together(1.20)</li> </ul>

	<ul style="list-style-type: none"> <li>• So the feeling of these fives had never had a philosophy session with the sixes. So there could be the feeling of the feeling of trust in that group. I just thought I it was very stilted and was not a good example of some of the good dialogic teaching that's(1.22)</li> <li>• Do you know something else Do you know what else is maybe different? I wonder if, don't know if this will sound wrong but I wonder if <i>my</i> children, because I'm starting to use it, the dialogic teaching, and <i>I am</i> starting to use it, it s naturally flowing into other areas, I wonder then if the situation of using the story and the circle becomes a <i>false</i> situation to <i>them</i> because they are now used to , I mean the maths and so is the environmental studies whereas they are now using that language and I wonder now because we, because I'm, using it in other areas when we do then come to do a narrower kinna thing then that becomes stilted then to them <i>too</i> because that's now what we actually do because I'm so used to (1.34)</li> <li>• I wonder if they are not at that stage yet(1.40)</li> <li>• . I also need to look at the materials I'm now using cos I wonder if, as</li> </ul>
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	<p>you say, if the story, if it's a false situation to <i>them</i> now (1.44)</p> <ul style="list-style-type: none"> <li>• But I genuinely wonder if it's because it <i>is</i> now becoming embedded so therefore when you start to sit them down,.. it's that's not natural to them now(1.46)</li> <li>• That actually would be quite interesting their own self evaluation because, they're used to self evaluating work that's (formative assessment ) uh huh that's fairly embedded in there that would not be new to them. I just <i>worry</i> that they then see it as ' aw no another thing I've to say how I'm.. that actually I don't know (1.50)</li> <li>• so that gives <i>them</i> a chance for the trust to be built up because I think to be able to do that 'what you know would make it better blah blah blah (1.56)</li> <li>• So they've got some feeling of trust ...built up again not that I think there isn't but I wonder(1.60)</li> <li>• Phwh. It could be it could because they're quite friendly so there could be a bit of trust there anyway right. But I think, if you look at his body language too he definitely had but I think there's gonna be 'I'll have a bit of caper ' and then the switch was suddenly was triggered no 'I want to' . Now I don't know whether</li> </ul>
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	<p>he was going to agree or disagree because I didn't go back to XXX and I wish I had (Ok) so we could have known I would like to have known whether he was going to. But he then, once the initial bit of this could be a good giggle. He doesn't he focuses (Watch video) He's thinking you can see him can't you(1.72)</p> <ul style="list-style-type: none"> <li>• I made a conscious effort to do that because I knew that A is very immature. He's fairly new to it but I knew I didn't want him to.. well its building up the trust. I wanted him to know that it was alright .he's obviously lost his train of thought so I made sure that if I reassured him that I went back to K she spoke then that gave him thinking time without saying to him(thinking time) 'you've got thinking time'. (yeah yeah) which would add to his pressure go to K and it gave him another chance to hear them both and he responded straight away 'I agree with K' so yes I'm pleased with that.(1.74)</li> <li>• And here's something else that's really nice He now is starting to link (right) because when we first started if <i>you</i> remember the conversation the dialogue J would say something that was totally unrelated where he now is making links building on what the <i>others</i> are saying( 1.78)</li> </ul>
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	<p>thing and they've really forgotten or what <i>they</i> think they've done in their head is actually totally different to what actually they've done. But it would be quite nice to say well 'look ' and use it as a teaching tool 'look we are trying to do this but we're going round in a circle. What could we have done better from that?' (1.138)</p> <ul style="list-style-type: none"> <li>• cos that's quite a ..(maybe it could be an end an end point) I think so cos I'm thinking the thought processes of of for these children who .. there's a double thing there. What A.we've got to think about taking it into other areas. And B. 'What could we do so that we can improve it '...you know there's quite a lot of(1.140)</li> <li>• And that'll be interesting because then they get more ownership of it and it really does become <i>theirs</i>(1.162)</li> </ul> <p>these children heard that story and the minute I said 'the housekeeper left an onion on the mantelpiece' they'd all made the connection. Did you not notice that? (there was a bit of a) there was 'pheeew ' I <i>knew</i> that straightaway they'd all made ..well 90% of them had made 'oh I know it's a bulb' so yes I'll go down the game (Mm Mm) I also wonder if it's too passive for this group of children (MmMm).The story, And it's</p>
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	<p>a long, long piece isn't it they sit for ages and then they have to sit for even longer to discuss and I think for this group of children it's too passive.(1.180)</p> <ul style="list-style-type: none"> <li>• Do we want to put hands up or do they want it ( 1.84)</li> </ul>
<p><b>External Authority</b></p>	<ul style="list-style-type: none"> <li>• And I just pwah.cos I was very aware of who was there. ( 1.4)</li> <li>• But I.. and I know he wasn't there to do with anything to do with me but I think that had some impact.(1.8)</li> <li>• I was very aware that he was listening to what the children were saying and I just wanted the children, I just wanted it to be good.(1.10)</li> <li>• Uh huh. I wanted it to be able..him to be able to see the dialogic.. that there was stuff going on and the children that it wasn't a false situation and that the children naturally do that and they do do that. And that didn't come across(1.12)</li> <li>• Uh huh..and I wanted to get through it all so that the Inspector could have seen in from beginning to end (1.16)</li> <li>• And <i>also</i> knowing they don't have a visitor watching(1.62)</li> <li>• And a clipboard ....with a pen ticking off things (**). But I just didn't think that was as.. my <i>body language</i> is</li> </ul>

	<p>not relaxed as it was maybe in previous. I don't think the, I don't think the delivery of the whole thing was terribly natural(1.120)</p> <ul style="list-style-type: none"> <li>• I wanted the <i>guy</i> to see ( uh hu)the process (1.181)</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Well the questions. I definitely controlled the questions and I definitely controlled the way(1.14)</li> <li>• And I think I was <i>much</i> more controlling in bringing it back. I was also, the other thing i was very aware of was time and I felt there was a time constraint On that the last, on Monday.( 1.14)</li> <li>• Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger(1.56)</li> <li>• But then maybe the review of that of <i>my</i> self evaluation of that is that I maybe need to be more aware of that that of J is desperate to participate and there's three or four occasions where I kinna bypassed him. But maybe that's again that maybe that was me controlling (1.76)</li> <li>• I know but d'you know I just kinna feel in a way that my <i>own</i> what would I say.. <i>I feel</i> that it's almost like <i>my own</i> teaching, the dialogic bit of it, has taken a step back</li> </ul>

	<p>because I don't think that was as nearly a good as an example as some of the stuff that was going on ...but maybe I'm maybe it's not me, maybe it's the dynamics maybe there was lots of other contributing factors(1.116)</p> <ul style="list-style-type: none"> <li>• So maybe, maybe I'm being hard on myself (1.118)</li> <li>• That may have been but it shouldn't really because that really didn't impact on(ok) what i was doing there because that was a different part of it and I'd shut that off. No I don't think so .Maybe you. No i was in the here and now. I just don't .. Yeah there's some good examples of stuff going on but I just it didn't flow. It wasn't free(1.122)</li> <li>• So do you see where I (that's a dilemma) Do you see where I was? I was between a rock and a hard place really)(1.126)</li> <li>• But that will and that will give me time also to get back into the 'I'll lose the control' bit. That gives me one more session to kinna phew and then...(1.62)</li> </ul>
Video	<ul style="list-style-type: none"> <li>• Yes I'm pleased with <i>that</i> bit (1.80)</li> <li>• Course there's also the point of that ok it doesn't look that good or sound from the video and I'm not that chuffed with it but it's what they do with that later on and sometimes</li> </ul>

	<p>you don't see the results because you don't see the results of it in a session that like but you see the results of it in some other(1.182)</p>
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Dialogue Three Collated Voices

<b>Coded Voices</b>	<b>Transcript Support</b>
<b>Dialogue 3</b>	
<b>Video</b>	<ul style="list-style-type: none"> <li>• T: My perception had totally shifted because I thought, during the... when you were videoing afterwards my initial reaction was it went really well because I was taken up probably more with the enthusiasm of the children and I thought that they were participating. Then I went back to the video, and I thought I had done quite well as being the facilitator, *and it wasn't until I went back, and looked at it several times*, and started to micro analyse all the bits to see if I really had that actually, there was very little talk at all. There was very little talk R; When you say little talk do you mean little talk?</li> </ul> <p>T: Pupil-pupil... but there was actually I can honestly say there was only two or three examples of pupil-pupil. there was, there wasn't a huge deal of pupil-teacher talk either. There just was... <i>nothing</i>. And yet, that really surprised me</p>

	<p>Wilma because I really, honestly thought, it was quite good. And it <i>wasn't</i>. And I will admit after I had looked at it I thought "this is rubbish!" However, I've kind of refocused myself and it has made me refocus.(3.2-4)</p> <ul style="list-style-type: none"> <li>• <i>But</i> I'll be interested to see what it really looks like. (3.12)</li> <li>• whereas it's much more controlled, and I think they looked, it looked- (3.16)</li> <li>• Well that's interesting because we pick that up, from the last video the video we watched,(3.46)</li> <li>• Just picking up there what I said, which is a shifting to, we need to have some sort of discussion, if you take the very first one, it was, "WE ARE GOING TO HAVE", "WE NEED TO HAVE", so there is a, subtle....(3.49)</li> <li>• There's quite a wee bit there....This wee guy, if you watch all the other videos, N has never even opened his mouth and all of a sudden: "It would be better if we said our names." And I was stilled. And he spoke at the end as well.(3.67)</li> <li>• R; watching this on video what's your feeling about how- T: Of my kind... of it? It's actually not as (XXX) chaotic as I thought it was. Because when you're</li> </ul>
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	<p>immersed in it [You feel alert?] yes, and maybe you wouldn't feel like that if it wasn't being videoed as well, and... not that , I know that I'm not on show it's them, but there's an element of that. And if it goes pear shaped and nobody sees it well it's another matter. If it goes pear shaped and you've got video of it...</p> <p>R: Hmm mmm. there's a performance aspect to it</p> <p>T: Aye, it probably matters to me. But, it's not nearly as chaotic, and it is much more controlled than I actually thought it would be.</p> <p>R: By them? They've managed to keep it...</p> <p>T: Well yes, maybe it controls their own, it's just calmer, and it's more organised than I thought it would be, because when i was immersed in it, I kind of thought, "oooooh, it's a bit kind of" .... and the conversation going on here ... however, it's not actually, and they're much more- all of them are more engaged than I thought they were(3.104-109)</p> <ul style="list-style-type: none"> <li>• T:And it's funny because, it just shows you how wrong you can be with a snapshot initial judgement of a lesson, because if I had had to compare the two on initial, you know, "what do you think, give me your feedback straightaway", I would have said that before</li> </ul>
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	<p>watching the video of the last one, the last one was better, and it's not at all. This is much better, because of the pupil-pupil, bounce bounce bounce, and me. And yet, when I was IN it, [didn't feel that way?] it didn't feel that way</p> <p>R.: So do you reckon if you went back and did the analytical tool do you think it would be different this time from the last time?</p> <p>T: Yes. Very different. Absolutely. Because they would be much more, well there's much more pupil-pupil, and there's, and because all the previous ones I've been very aware that they've been very stilted.(3.111-113)</p> <ul style="list-style-type: none"> <li>• I can see straight away... that it's much better.(3.123)</li> <li>• ... Although the video of the P for C, I thought "ohhhhh" I kind of took another wee step back up again. (3.178)</li> <li>• No, I'm quite pleased, because I actually can see the shift. Because I began to wonder if we'd reached a kind of plateau. (3.190)</li> <li>• But there's also a process of you said, which child will jump in, there's also still the, and to me that was very interesting on the video, they look to each other for support to</li> </ul>
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<p><b>Children</b></p>	<p>help each other.(3.222)</p> <ul style="list-style-type: none"> <li>R: But it was...You were allowing them the possibility of chaos and you allowed them to participate in the decision making, but what would happen if there was chaos, so you weren't...that meant it wasn't in your ability, you're actually opened that up for them</li> </ul> <p>T: A ha. For them to have some control over it as well.</p> <p>R: A ha. And that struck me as being a new part of your management of the classroom.</p> <p>T: A ha. I can't say that I was, I tell you what was really and actually more was not chaos because that's what I was expecting, what threw me was, the first few minutes of nobody spoke, of who's confused and... and I'm not used to that. And that actually, not having control of that, actually, I thought was more scary in inverted commas than they all spoke at once and brbrbrbrbrbrbrbr,(3.5-8)</p> <ul style="list-style-type: none"> <li>is that because they were formulating in their heads what they were going to say? So, and you're much more aware of a silence, rather than one or two, because if you put hands up, there are one or two that (clicks fingers twice) so you ask them, so that it doesn't... but maybe that may be a bigger sense</li> </ul>
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	<p>of “were they thinking, or were they just not speaking?” (3.12)</p> <ul style="list-style-type: none"> <li>• But I think they saw it as not being fair. Because I think they know themselves that within that learning community and in a wee classroom maybe one or two who... would talk and never stop, and I think they saw that as an unfair(3.16)</li> <li>• the fairness of it, to make sure that <i>everybody</i>, and I think that some of them didn't like that,(3.18)</li> <li>• T;And that's why I tried to use the analogy of the football game, passed about [I thought that was good] sometimes it came in with the referee. I don't know whether that... I don't know.</li> </ul> <p>R: From just a visual perspective I think it's quite hard to, it still looked as if the pupils were still putting their hands up were still looking to you...</p> <p>T: They do.</p> <p>R: But that's going to be there for...</p> <p>T: A ha. The physical presence of me being, it doesn't matter if I'm in the circle the circle, physically as well as in the last time, I'm obviously the security blanket. But I don't know you I break that. The only way you could ever do that is to set them off and then just disappear. (3.22-26)</p>
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	<ul style="list-style-type: none"> <li>• I, right [long pause] I just wonder what, whether they will be able to make, you know I think they'll be able to see the difference... between the two... but / don't know whether they would be, I was going to say the ability but that's not right... to then apply what they've seen to the actual lesson. Do you know what I mean, I don't know if they'll be able to do that.(3.28)</li> <li>• , "look at so and so" and it was a negative thing unfortunately, someone said "they're not even looking", and I said no, "that's right they're not, but they might be listening, because, just because you're not looking doesn't mean you're not listening." And, then we laughed because C at one point, he's sitting, the new boy next to him is talking and C was kind of sitting like this and he's kind of like this, and then slowly [he turns round?] yeah but he's listening on... so we talked about the rule of looking so they've obviously taken that on board. (3.46)</li> <li>• They could be quite challenging as they get up the school.(3.52)</li> <li>• A ha and they've actually come away from looking to me-(3.77)</li> <li>• A ha. And she said, 'we could have a time limit..but people would rush it'</li> </ul>
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	<p>she said. So she was really saying a there would be thinking time.(3.91)</p> <ul style="list-style-type: none"> <li>• Children need some framework to look on and then, once they're comfortable with that framework they then find they're own way of doing it. And I think that maybe now is starting to show through(3.113)</li> <li>• R: And how would you define that if you're looking for success criteria for yourself what would you be wanting to see?</li> </ul> <p>T:Just, the pupil-pupil thing, just what we've talked about, about the ideas are being bounced and children not just stating "I agree because", justifying it, end of story and ends on like... but they were challenging, and they were asking questions about "what if somebody doesn't, well, blah blah blah", so they challenged one another.</p> <p>R: And you?</p> <p>T: Well ok, and me. But when they challenged one another they didn't look to me [to mediate?] to see if that's ok. And that's why I think it has moved on.(3.129-132)</p> <p>T: It's not! And that's right, but then I suppose you can think, "that's part of the learning process" because if you don't do that then you're not going to move forward.</p> <p>R: And is that not part of most</p>
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	<p>professional jobs anyway that your confidence has to take a dive every time you learn something new so...</p> <p>T: Absolutely. And it's not, and I'm coping with that better than I thought I would actually.(3.181-3)</p> <ul style="list-style-type: none"> <li>• R; You've gone as far as you can with this? T: A ha. And... I was never going to move these children. However, I just... (3.191-2)</li> <li>• R; Being willing to sort of take a risk and see what happens. T: A ha. I mean it wasn't a huge risk because I mean they're not riotous! R: I was about to say that, that's an interesting point you make, has your view... Obviously in taking risks you've got a considered view of yourself that you can cope with it, "it's going to be ok and if it's chaos I can still manage". Has your view then shifted through the process of extending the risks you were taking with them? T: A ha. They didn't, they haven't turned out to be.. I thought they might have started to take it, not a loan, but just, you know, over step, than other children, and widen just a wee bit in how far it would be R: You mean because you pull the boundaries back they might [A ha] (they might have no boundaries).?</li> </ul>
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	<p>T: A ha, yes, so, but they haven't actually. Or not at this moment. Er.... no and they're very contained actually. And have remained respectful. To <i>each other</i>, and to me. And I think maybe that was the worry, not necessarily that they were going to be disrespectful to me, more... but they haven't. They've stayed quiet. .</p> <p>R: I would agree, I mean that's something I certainly pick up, there's no kind of erm... the action of another kids to comment on children in a negative kind of way, or no sense of "he's spoken and I wanted to speak".</p> <p>T: No, and there's none of them that will say "Oh but that's not what I said!!!" No, they're quite...(3.196-201)</p> <ul style="list-style-type: none"> <li>• Yes, and I think I can probably trust them- a ha YES I think because I now probably know that they will not take a (loan) of each other or be disrespectful. Yes, I do, and another thing that actually amazes me is, how astute they actually are(3.213)</li> <li>• And nobody saw that as "ok, here's our opportunity let's take over!". No not at all. Quite the <i>opposite</i>, that they didn't... "hmmmmmm...not too sure here". And isn't that funny?(3.220)thinking in opposites</li> </ul>
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	<ul style="list-style-type: none"> <li>• A ha. But they definitely need that, that somebody else will support me. But that will link to, to the whole point of you don't learn on your own, you learn when somebody helps somebody else. (3.226)</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• And yet, that really surprised me Wilma because I really, honestly thought, it was quite good. .... that's why I came straight in this morning, and decided, I was coming right out of it altogether. And if there was chaos there was chaos but I also asked them what they would do if there was chaos because I needed the security to know that <i>they</i> knew, what would happen, that I wasn't just going to leave them.(3.4)</li> <li>• R; Because you feel you've got to fill the silence? T: A ha. The pregnant pause has to be filled, a ha.(3.9-10)</li> <li>• Well there has to be, there has to be some...but I wonder if that's then like weaning the baby from the bottle, and maybe I didn't wean them, maybe I've just taken the bottle away... maybe it should have been a slower... and that's again reflecting on what I did today, it will be interesting to see it, and maybe I'll... maybe that was a mistake, and maybe it should have been a more</li> </ul>

	<p>gradual process rather than just WHEWWWW! Whip it away! But I, kind of in my own head, if I had made it a gradual process, was it ever going to get there? And I just felt with, me being me, I was just never going to do it, so I just decided.(3.12)</p> <ul style="list-style-type: none"> <li>• But, the trigger, I still firmly believe, is the <i>key</i>.(3.113)</li> <li>• But even if I didn't start with a game I started with the no hands as a rule, and it's... I truly believe that if the trigger gets them within the first, two three seconds, woosh, you're away.(3.115)</li> <li>• R: I wonder if it's the active/passive or whether it's the engagement or non engagement of the children because (part of) the active triggers tend to involve the children at the very beginning. It's not just that they're active but they're also engaged, in the process. (XXX) rather than just sitting and listening. T: I think that, yes i do, but I [you still think there's something about this?] there's still something about the trigger that if it's... it's almost like the first couple of lines, well for me, of a book. [You either know whether it's going to work or it's not?] I know I'm either going to read it and enjoy the whole thing, or I'm going to read it because I hate to put a book down</li> </ul>
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	<p>and not finish it, but I'll plough my way through. And it's almost like that within - and it's not within minutes- it's within <i>seconds</i> of, here it is...</p> <p>R: But yet last time you were really comfortable with the trigger, and you felt it worked better. And yet you've come back and said "oh my goodness I feel really unsettled!"</p> <p>T; I know, I know! And that does not work that, there's something not right. I know, well I don't know what it is then. I don't know. (3.117-120)</p> <ul style="list-style-type: none"> <li>• R:Is it because it's facilitative [Yes!] and you're giving- power to the children?</li> </ul> <p>T: A ha. And although the thing I did for the observation was a lot of dialogic stuff too, I maybe was slightly more in control.</p> <p>R; That was maybe what I was going to wonder, [*It all comes back to the control!*] so although you're shifting, there's still a sense in which you've got this notion in your head of what a real teacher is. And is it not that though? [No, I, well...] This is a wee experiment, but you know what real teaching is still?</p> <p>T: No, no, and that sounds as though I'm devaluing, and it's not at all because I'm totally and utterly, 110% committed and convinced because I see children in other</p>
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	<p>areas for example the language thing I did for Jane was a speech mark thing, and the dialogue between children was great. Now I don't think that dialogue would have been there had we not done this. So, it does filter in to other areas. But maybe because I was teaching them a new skill...(170-173)</p> <ul style="list-style-type: none"> <li>• R: That's kind of, that's the bit the bit about... is it about your own sense of effort getting you through the process? T: Yes, I think it probably is. But then as a very natural human...(3.179-180)</li> <li>• R: And that's back to this thing about using, I mean we obviously said at the beginning, that P for C was a tool, and the tool was to shift existing practices. That's not going to happen without it feeling like an interruption and a discomfort. T: Exactly! Exactly. But it has... R: But you need to feel you can do it?! T: Yes! A ha. But maybe that's just me.(3.185-188)</li> <li>• T:But then that respect climate doesn't happen overnight. R: No, no. And it was around before we started this process. T: A ha. And I'm not saying that with a different class of children or in a different school(3.204-207)</li> </ul>
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	<ul style="list-style-type: none"> <li>• And you never give them a chance to...actually say what they want to say or what they actually think! They just give you the right answer because you've asked the question. Whereas from <i>this</i>, you start to see a bigger window. Or you look at them through a bigger window rather than a smaller window. Does that make sense? (3.213)</li> </ul>
<p><b>Research Process</b></p>	<ul style="list-style-type: none"> <li>• R:I wonder if we help them with some very simple self-evaluation tool we could look at it and look at it for example which of these two clips shows more of the Pupil-Pupil talk, and that kind of very simple stuff. (A ha. We could.) So that they've got a frame - because I think you can't really expect them to go to it without any frame for their... T: So could you help me with that? T: Right, coz that might be then- R I mean we could even adapt - I mean that's obviously far too difficult for them, but we could adapt it into, bits of it, using it. T Well that's now going off onto something else isn't it? then, making us have a self evaluation sheet, or self reflection sheet for them to do. R:: I just thought, yeah, it's just about how we T; And that's kind of gone off</li> </ul>

	<p>"pheeeww"-</p> <p>R: Yeah. Ok.</p> <p>T: I know. not that I disagree with that and that's brilliant... but i wonder before we take that step of actually, doing you know that the recording or looking at, you know, in child speak terms... I think maybe for them it will be enough just to do it orally. To begin with. And then we could start and think about doing another one.(3.29-39)</p> <p>R: So you're beginning to see some children coming in to this, what's that about do you think?</p> <p>T: Yes, and I think wee bits like that so they can, a ha, so they can see it and hear it being bounced.(3.68-69)</p> <ul style="list-style-type: none"> <li>• R:I'm wondering, so I'm just thinking, would it be helpful for them to see some clips with where dialogue was actually working well? And, you know, kind of get their take on that?</li> </ul> <p>T: Yes, and I think wee bits like that so they can, a ha, so they can see it and hear it being bounced.(3.74-5)</p> <ul style="list-style-type: none"> <li>• T: You know when you said you wondered... if we should throw it back to them, why do you think that it so there was a wee bit there I'd forgotten about that wee bit coming up when I asked them who they did it for. (3.96)</li> <li>• T: I feel that, today, I felt the last</li> </ul>
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	<p>time that I hadn't said that to you that I was half way up the garden path and we hadn't moved. I felt that we've moved... [a little bit?] A little bit. Not a big bit. But it's maybe moving more in the direction of (good dialogic).(3.128)</p> <ul style="list-style-type: none"> <li>• T: so they challenged one another.</li> <li>• R: And you?</li> <li>• T; Well ok, and me. But when they challenged one another they didn't look to me [to mediate?] to see if that's ok. And that's why I think it has moved on.</li> </ul> <p>R: That's quite a significant move then isn't it?</p> <p>T: And I would really agree with that.(3.130-134)</p> <ul style="list-style-type: none"> <li>• R: So will that be your trigger?</li> </ul> <p>T: A ha. What they think? And then that might actually lead on because we did say we were going to do a P for C on P for C, so that then might then lead, so there's going to be no kind of, it will be less active then it will not be an active thing. Erm... so then we could, I could go on to do well ok, what right, no. Do you want-</p> <p>R: I could leave you to think about it?</p> <p>T: Yes, because I was going to say we talked about the hands up thing and we need to come to some</p>
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	<p>agreement about... I know what we'll do. We'll watch that, and then I'll link it to the hands up, did it work? How do we... how successful was it? And we'll see how that goes. And then we might have time to move it on to, well what do you think, P for C? And I might do a wee graffiti wall. Just to give a wee bit of something active. But it might not be as long as it normally is. I'm very aware of... time as well. I mean I don't know, sometimes in the past it's maybe (XXX) started because I felt *to get your moneys worth!*. Do you know what I mean? Whereas if you hadn't been there I might have just said "Right! Ok!" (3.156-159)</p> <ul style="list-style-type: none"> <li>• R:What I'm interested in is what, what this process is doing with the class in terms of relationships between children who the power balance is-</li> <li>• T: Well there's no doubt that there's a shift. And I think there is a shift! Of... balance. Definitely. (3.162-163)</li> <li>• R: Are you comfortable with where this is going at the minute? [Yes I'm] Are you comfortable rather than filled with uncertainty? T: A ha! And I think it's been great in that... I'm going to say I was disappointed but I wasn't at the so</li> </ul>
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	<p>despondent that I thought [giving it up?] "I'm just not doing this, this is just rubbish". No, I didn't mean, I meant I was rubbish, I'm not doing that, and I found a way what helped (3.168-9)</p>
<p><b>External Authority</b></p>	<ul style="list-style-type: none"> <li>• it always worries me slightly that it's quite passive for children. And children are now into active learning. And there's a lot - it's not all active learning but there's a lot of active learning, to then sit. (3.115)</li> <li>• I had a teacher in doing an observation lesson, [do you want me to switch off the...] no, it doesn't matter to me. And what she said what she saw, and it wasn't P for C, it was something totally different, she really really liked. So my faith in teaching, although it had taken a wee dip, and that, I don't really see that as teaching. And I think... that's terrible! But do you know what I mean?!(3.169)</li> <li>• And it went well and 98% of them managed some she liked what she saw was (XXX) and it kind of restored my confidence (3.175)</li> <li>• But that's, and it leads also back to kind of... the expectation of what is expected. Without ruling with an iron rod but it's just a wee [But is that just] We're all valued!(3.209)</li> </ul>

Coded Voices Dialogue 4	Transcript Support
Children	<ul style="list-style-type: none"> <li>• T: I just thought though... there was a lot more you know, of XXX) of challenging each other... And it was all accepted. There was not any... erm, and it wasn't as stilted. It was a much more natural process this morning(4.28-30)</li> <li>• Right, {I just felt they listened well to one another, they all wanted to talk. At once, they had lost the kind of respect, well not the <i>respect</i> but they'd lost the kind of <i>listening of..</i>}. you know, the <i>order</i>, order is better than control(4.38)</li> </ul> <p>T;And it was interesting that XXX this morning said, "How can we believe what you say?" Did you hear that?</p> <p>R: I did actually, and I was really pleased to hear that, a little challenge.</p> <p>T: And I thought, hmmm! And not that that bothered me and I was not uncomfortable with that at all because she wasn't, that was not an aggressive challenge it was just, genuine, "well ok, we're talking about what's real and what's not real, how can we believe what you say?" I mean, it's true! It's</p>

	<p>absolutely true! But, I'm still a wee bit of... "where am I at this point?"(4.40-42)</p> <ul style="list-style-type: none"> <li>• Oh the control was an issue at the beginning but certainly not now because{ I know that these children, although they can be kind of, a rabble as I explained last week, but [they've settled down] A ha! And they did this morning "right we'll finish this let's go get a (roll and reel those things out)", and they do. If they hadn't, if that was going to break down, it would have broken down. So I'm fairly confident, no that is, so the control is not the issue -} it was at the beginning, it's not, but, it's the... I think I'm a bit worried that in the kind of picture of last week of the kind of disorder of... that there are children who switched off because they didn't feel as though they were... well, big enough, and shout loud enough to be heard. So that kind of worried me slightly, so that's why I went back to the more ordered... story. Because I didn't want them to become disaffected with it. (A:Yeah). "Oh well, it's always just...you know, Tommy, because he shouts the loudest, and he gets heard" And I don't want that ethos to creep into the - other areas of the classroom "Well I suppose I should shout loudest".(4.51)</li> </ul>
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	<ul style="list-style-type: none"> <li>• R:Have you noticed anything changing in terms of the quality of their work?</li> <li>• T:Well I've always said and I've said right from the beginning when I started P for C that <i>definitely</i> the quality of, not <i>all</i> of them but <i>some</i> of them, their answers, their written work, their story writing is probably better. Because there are more depths to it, because... they're better thinkers. So therefore it's not just the bare bones of the story they take it to a different - so yes, absolutely, there's that. I also see them starting to... because I always talk about linking their learning. (4.68-9)</li> <li>• . I also see them starting to... because I always talk about linking their learning(4.69)</li> <li>• T;that children are much deeper thinkers at that age, than I thought they were. }</li> </ul> <p>R: Did that shift your view of... their role in school or how they might be perceived to participate in things.</p> <p>T: A ha. A ha.{ I was always, before I started you know that I would have said "Och no. They can't make decisions like that that's ridiculous." But I really think they're actually.. well their much more perceptive with and astute than I</p>
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	<p>first realised. And that has come through P for C discussion no doubt about it, children say things, well like XXX, if something doesn't exist how can you say... you know, just subtle things. Erm, and yes, I think, some people, I don't think they can make <i>major</i> positions in school, but <i>i</i> think they need maybe now to become or have an (agree to say) in the decision process. I do. }</p> <p>R: And do you feel that what your view of what their contribution would be different from what you thought before?</p> <p>T: Absolutely. No doubt about it because as I said I think children, and I think they're very honest about things, children. Because they don't have the baggage that adults have. Therefore if they don't like it, they'll say... and they genuinely have a reason for... or not doing something. They'll have a good reason for it.( 4.76-80)</p> <ul style="list-style-type: none"> <li>• T;No, they weren't frightened to say "Yes I like it" or "No I don't". Even though half of them said "Yes I like it" the other half of them weren't afraid to say "Well no I don't because..."(4.82)</li> <li>• So to me that would be the evidence of the balance, because not many children would say to the teacher... in that kind of way, "how can we</li> </ul>
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	<p>believe" there's some that will say, because they want to <i>challenge</i>, in a different sort of challenging way. But I genuinely believe that that was a way of raising the question of what's real (4.87)</p> <ul style="list-style-type: none"> <li>• It came out of, I think probably, them not listening to one another came out from their enthusiasm... <i>to say something</i>. I don't think it was genuinely," We're just not listening. Because I'm not interested." I think they genuinely were interested, (4.114)</li> </ul>
<p><b>External Authority</b></p>	<ul style="list-style-type: none"> <li>• R: Ok so it's not the control; is it about the fact that you maybe have to teach them maths, and they have T: I suppose there are some things, yes, that you have to teach. So they have to believe you. And it's maybe the question - and sometimes I find <i>now...</i> that maybe it's still because it's content driven, so much of the curriculum is <i>still</i> content driven I know that sometimes, I sometimes feel we don't get off the book because they want to discuss... and it's the fine line of letting them spend the time discussing. But <i>knowing</i> that the content... ticking boxes to be ticked. You know that I've got to get through that content. And it's, where do you... And I kind of, that's where I'm kind of..(4.48-9)..</li> <li>• T A ha, yes, because as long as</li> </ul>

	<p>somebody's coming along to say, "Why has only 70% of your Primary Sixes, why have they not got level C Maths?" "Because we're doing..."</p> <p>But they're not interested in that, because they also have to tick a box. So there's a huge [system?] A ha. Which is way, way out of my control. And I can't say to QIO or the Head Teacher, who says "Your Math's results are really poor."</p> <p>"Well... maybe, maybe they are, but maybe they're good thinkers!":</p> <p>R: So the limits of what you can do and what you can change within the classroom feel quite constrained at the moment by all the big things around and the expectation and that goes from Head Teacher level to right up?</p> <p>T: Now that may change with Curriculum for Excellence... it might not. I don't know.(4.54-56)</p> <ul style="list-style-type: none"> <li>• T: But then so that's what's Curriculum for Excellence is supposed to be about but I'm not convinced. But teaching children to learn and teaching children to think... also brings different issues to the class room. Because you then end up with where does your wee soul who doesn't... and how do you make sure you've got a... a balance? And everybody gets (XXX) and you need evidence and</li> </ul>
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	<p>it's very difficult. To get that. Does that make sense?(4.63)</p> <ul style="list-style-type: none"> <li>• T:Well, no, it's not that I'm not in control, it's that I can't change it. Now I don't know how I would change it, but I know that something has to shift, something: And I'm pinning my hopes on curriculum excellence but I have my doubts and...but it also goes, it goes further than that though. Because at the end of the day, children have to be able, if they...to put it onto paper. To get qualifications to go... or if they want to do something do you know what I mean? So...it's.... it's drawing the fine line of getting children to be thinkers... but also, getting them to, teaching them to put it onto paper <i>too</i> because they need to be able to do that. (4.67)</li> <li>• R:XXX very ably named the fact there can be multiple views on that and that's ok. T: and again that's a life skill isn't it? To be able to do that. But, I don't know if <i>that</i> would be recognised. Because it doesn't tick the right <i>box</i> (4.85-6)</li> <li>• And it's not going to happen, when you don't have a boss .. who, I would never make people do it but ..if she said, "Look, this is really important stuff, this is working, we need to get this going." It's not</li> </ul>
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<p><b>Teacher</b></p>	<p>going to happen.(4.123)</p> <p>T:... well, I think that's more - do you remember last time I was at the fork and I didn't know my place? And that's why I'm going back also to the story, as a wee kind of - but I went back to the story for two reasons. One reason I went back because I wanted to see what would happen, because last week's I felt was I thought a wee rabble. (Even though the investigation was higher, I thought was a rabble.) Not that I wasn't... not uncomfortable. I just wasn't that comfortable. So I decided that this week, I would go back to the story, and see if it was more controlled, but they had more control rather than me but it was still more controlled, if that makes sense.</p> <p>R: And is it control, or is it order?</p> <p>T: Order.</p> <p>R: Because I kept maybe, (If I asked what you mean by rabble), that would be interesting.</p> <p>T:... So I went <i>back</i> to the story, because I wanted to establish, or to see, if that would bring a new order back to it, but they could still... fire the conversation between them, but in a much more <i>ordered</i> way. So it</p>
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	<p>wasn't sort of free, as much free scope as they had last week. I also went back to the story <i>because</i> I said to you I was in a fork, and I really didn't know where I was, and I thought if I go <i>back</i> to the story it gives me a wee bit of more, where I am. Not back with me in control, because that's not... but I just felt as though, maybe I still needed that.</p> <p>R: Is it something about your role?  T: Well yes, and I still wonder, erm, facilitator is really really difficult, and I do. (4.33-40)</p> <ul style="list-style-type: none"> <li>• R: Is it that fear that things are maybe going to...unravel?  T: No, no, no it's not because I think if they were going to unravel they would have unravelled by now.(4.46-7)</li> <li>• he shouts the loudest, and he gets heard" And I don't want that ethos to creep into the - other areas of the classroom(4.51)</li> <li>• T: But it's... a different ball game teaching children to learn. And teaching children work.  R: When you say work do you mean the formal structure of passing an exam getting them to target?  T: A ha. Now in my head it's very different for ...different completely different thing, teaching children to learn and think than it is to teach</li> </ul>
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	<p>children content, work, content, work. (4.56-59)</p> <ul style="list-style-type: none"> <li>Well but I'm <i>always</i> saying, I'm always saying, "link your learning link your learning" but they can do it, link their learning. And they actually, parrot fashion that out. And, I'm pretty certain if you said to them, "What do you mean by linking your learning?" they'll say, "I'll have to think of something that I know that I could help me find the answer to this." To me, that fits in as you say with teaching children to think. Or to learn(4.72)</li> </ul>
<p><b>Generalised Other Teachers</b></p>	<ul style="list-style-type: none"> <li>And I think there's an awful lot of people who think they're teaching because, they're teaching content. They're not teaching children to learn (4.59)</li> </ul>
<p><b>Research Process</b></p>	<ul style="list-style-type: none"> <li>but there are definitely issues of P for C that are now creeping into other areas of the curriculum. And we had a fabbie discussion about gladiators.....and I felt that level of discussion only came because, it came from P for C(4.56)</li> <li>Well, that's right but... and I definitely taught the content. But P for C has changed that in my view and how I teach. I hope now that a bit of it is teaching them to think, and learn. And apply things, rather than just teaching them</li> </ul>



	<p>content(4.63)</p> <ul style="list-style-type: none"> <li>R: So that was quite a democratic process wasn't it?</li> </ul> <p>T: A ha! Absolutely. And I think there's more though of that going on in the classroom now, than there ever was. (4.83-4)</p>
<b>Researcher</b>	<ul style="list-style-type: none"> <li>T;This is the one that's got the rabble on it?</li> </ul> <p>R: I think so. *What you call rabble!*</p> <p>T: Do you not think it was?</p> <p>R: No not at all!</p> <p>T: I suppose you see it from a different....(4.106-110)</p> <ul style="list-style-type: none"> <li>R: them that might be something you can work on.</li> </ul> <p>T: Something that we can work on. Yeah. Well that could be, we could look at that as the next step(4.118-9)</p>

<b>Coded Voices</b>	<b>Transcript Support</b>
<b>Dialogue 5</b>	
<b>Children</b>	<ul style="list-style-type: none"> <li>That was quite nice bringing that together wasn't it because he was kind of disputing with XXX(A:Yeah) "Well come on XXX you're saying it's not fair but he", I'll mediate in it, it's fair for everybody! That was quite...(5.13)</li> <li>R; They're contesting you're authority though.</li> </ul>

	<p>T: A ha. But I, and that's not what I wasn't, that wasn't the issue that I had.</p> <p>R: Ok.</p> <p>T: The contesting of my authority, I was a wee bit taken aback, I have to admit-(5.18-21)</p> <ul style="list-style-type: none"> <li>• T:And I maybe was taken aback not that they had challenged me and I was quite pleased, that they had started challenging, but it was what was my response to that was going to be?</li> </ul> <p>R: So in a sense were you thinking how to handle this?</p> <p>T: A ha. Yes.</p> <p>R: What, in terms of thinking through what would be the issues?</p> <p>T: I, well, I wondered if what I was worried about was if I <i>responded</i>, where, and I suppose I thought would they then <i>re-challenge</i> that?(5.29-33)</p> <ul style="list-style-type: none"> <li>• Well they can't challenge again. And what I was frightened for was that the session would <i>then</i> develop into a ... me then justifying it again or, and a ha, then re-challenging. The dialogue was not going to move on because it was going to become... a challenge between them. So I chose to ignore it. But that maybe the cowards way out because... if I <i>didn't</i> respond to that then they had nothing to</li> </ul>
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	<p>challenge.(5.37)</p> <ul style="list-style-type: none"> <li>• Isn't <i>he</i> funny, XXX? And the session can go on for quite a long time, and he says nothing [and then he'll come in] and then three quarters of the way through he comes in and he continues to participate. It's almost as if he sits and sums it all up [and then decides] and then decides a ha, "I've gathered my evidence, I'll now speak." Whereas when we did the old question-answer-hands up, he would never offer anything. It's quite interesting to watch him I've noticed him in two or three sessions he doesn't, he waits till about three quarters of the way through and then his participation, and the level of participation only is at the end.(5.48)</li> <li>• T:There was also just the question about, the referential question, you know, "Well if we changed it now, would that be fair?" I mean that is... I have no idea what that answer would be. R: So they're genuinely taking you out of your comfort zone where there isn't a right answer? Yeah T: A ha. A ha. Which is great isn't it? (5.50-52)</li> <li>• T:Yes, a ha. A wee bit more. And knowing that... they do come back to me.</li> </ul>
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	<p>R: And the quality, I mean it's not just that it's not a rabble, what kind of quality of the talk.</p> <p>T: No, and they're challenging one another, but it's not fighting.</p> <p>R: Yes, yeah, it's not aggressive.</p> <p>T: No, there's no aggression and there's no... huffiness. When somebody says. "But that <i>is</i> fair", they accept that, they don't come back and it's not into, because when I started P for C I was worried that it would become "Yes it is no it's not, yes it is no it's not"... and it doesn't. They all naturally now try and justify what they're saying. And they're not afraid to challenge one another.(5.56-60)</p> <ul style="list-style-type: none"> <li>• and I tell you the other thing that amazes me is that they're not afraid to challenge... the less dominant there, like more of them is not afraid to challenge the very dominant one. Whereas you would have thought, we've talked about how sometimes it was the very vocal ones that came out on top [a ha, no that is interesting actually] but that was XXX who, was not <i>afraid</i> to challenge... XXX who's <i>very very</i> vocal. (5.62)</li> <li>• T: But now they're start- he said "yes, but I said..."</li> </ul> <p>R: So that's interesting because although you were saying I'm</p>
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	<p>worried because, I'm taking it back to me as the authority in the class, in terms of his response to that he was actually challenging you, he was continuing to challenge that authority. He wasn't willing to accept it just because you'd said it.</p> <p>T: A ha. That's right. Or, even when other children challenge, you know when other children challenge quite often children will think, "Oh well, ok, right I must be wrong, I'll not say I'm going to clam up", but they're not now, they're much more likely to say... [to keep it, yeah] to keep it going until they... not <i>win</i> the point but feel as though they've explained themselves(5.93-94)</p> <ul style="list-style-type: none"> <li>• I don't know what I would have done though, if they had said "No." I might have let-(5.105)</li> <li>• Right, and it's alright to have these two. And they can sit together. Not that one always has to be more powerful, no he's obviously got the idea that you can - that's a great skill.(5.120)</li> <li>• Yes. A ha. And I think they pick up on that. That what's 'a teacher just asking because they know they're supposed to be asking questions because that's what teachers do', to... 'hmmmm, maybe she doesn't know the answer to this and she genuinely thinks we, I do know the</li> </ul>
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	<p>answer'(5.186)</p> <ul style="list-style-type: none"> <li>• And also being aware, as I was today, of the wee one who wanted to say something, and didn't get a chance(5.197)</li> <li>• A ha. Did you realise I gave her the box to include her then? [Yes.] Did you think, when I did that, I wanted to do that, but then I wondered if the others, well I'm now thinking now after hearing what you said, I wonder if they were astute enough... R: To work out why?(5.210-11)</li> <li>• T:But I wondered how many, if they were <i>asked</i>, would say, well XXXI thought it because... R: I guess she herself would be quite happy with this. T: Oh yes, <i>she</i> would be, absolutely. But I wonder if for the dynamics of the group, if that hadn't, hasn't helped her position in the class... I haven't helped that. And that's maybe something I need to think about next year, if I have XXX I was thinking about that(5.212-216)</li> <li>• T:That would actually give her another- R: Strand? Yes, there could be yeah T: Looking at the child who R: Is this kind of isolated and not- T: A ha. And how do you include them without the (pretty please) and</li> </ul>
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	<p>without the <i>token gesture</i> of being included, but you're not really included.</p> <p>R: So using it within an inclusion frame?</p> <p>T: A ha. Because inclusion can be a big issue as well. And I don't mean just inclusion of like maybe XXX, who, yes he, I think we need to do something with him too, but he's included in other ways, because he's in a math's group, he, (XXX) but it's the child, maybe with the (XXX) works on their own anyway, and doesn't have the skill... to do that.</p> <p>R: So and it's not, I guess what you're saying is not just thinking about what you're doing to that individual child, it's how that child's then perceived in the eyes of the group.</p> <p>T: A ha. That's really what worries me more. Because I don't think actually, and I might be wrong, but I don't think that XXX would be delighted with that. I don't think - you know some children would think you know, "she's just giving it to me because I'm rubbish", so to speak. I don't think XXX thinks like that. But it's, how the other children see <i>me</i>, dealing with XXX(5.218-226)</p> <ul style="list-style-type: none"> <li>• A ha. I wonder if that inclusion of children, and especially <i>next year</i>, it</li> </ul>
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	<p>will be even harder for her, because she will be P6, but most of the others coming through will be more able and the group that are coming through are so vocal, and so.... dare I say disrespectful in that they're just... <i>this group</i>, have a kind caring attitude towards XXX, next year's lot... are totally different I think they might be ruthless. So I think that's a way...(5.232)</p> <ul style="list-style-type: none"> <li>• T:Yes, but with the conversation going on and it not being a rabble and them not putting their hands up. I tell you what else, they're not looking to me for, well "can I speak now?"</li> </ul> <p>R: Yes, a ha.</p> <p>T: The conversation is-</p> <p>R: I mean they're still looking to you a little bit when you're talking</p> <p>T: When they talk, but they don't look to me and say "can I speak now?"</p> <p>R: Yep, yep. The other thing is that people are now introducing new little ideas into it so it's not going round and round in circles.</p> <p>T: but his comeback on that wasn't aggressive or defensive, it is "but this is what I mean."(5.256-264)</p> <ul style="list-style-type: none"> <li>• R:I mean he's not fazed – you've asked him to change his position but he's actually managed it.</li> </ul> <p>T: No, and that was me trying to</p>
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	<p>(XXX) you know because they'd got round to "Look at me" and I wanted them to...</p> <p>R: That is incredibly respectful isn't it the way he deals, I mean he's very skilled at that.</p> <p>T: I love that bit, I just think that is great. I just, I just, a ha.</p> <p>R: think, it's not just "I know what he means".</p> <p>T: No. He wants to go onto then to try and help him out. So everybody else can understand. But the next bit's great.(5.278-285)</p> <ul style="list-style-type: none"> <li>• And the no hands up, they were much much better at that, and I think, if we show them that, I think they'll enjoy <i>seeing</i> that (5.289)</li> </ul> <p>R:It would be a nice celebration at the end to show them that wouldn't it?</p> <p>T: A ha. Look what you've achieved.</p> <p>R: Is that a possibility?</p> <p>T: Yes. Well I think we just make a date and we do that. [I think that would be great.] But, erm, I- actually what would be quite nice would be to show them a clip of the first one, [and then show them that] and then look at our journey, and look where <i>we</i>, not you, but <i>we</i> have come.(5.290-293)</p> <ul style="list-style-type: none"> <li>• T:And I think that they have... been given... greater ownership of the</li> </ul>
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	<p>dialogue, and I think they have realised, I think <i>they</i> have also realised that , I think they were very unsure of "how is this going to pan out?" And I think as they grow in confidence, and realise that it's not a (rammy) because I think that though I was worried, I think maybe... in their childlike way they were also a bit apprehensive of how... what, what is this going to turn out like? And I think that they see, that it does work out. That they're becoming more comfortable with that.</p> <p>R: So it would be nice to feed that back to them wouldn't it?</p> <p>T: Now I'm not convinced that they'll all be happy with it, but then... you don't please all the people all the time. You know, it will be interesting, I would love actually to speak to XXX, and see what <i>his</i> take was on that. Because he <i>might</i> be quite happy, or he, he, I just don't know and....(5.309-311)</p> <ul style="list-style-type: none"> <li>• Yes, because what we see and what we think might not actually be what's going on. (A:Yeah) And that's why I'm interested in XXX. Because what we <i>read</i> or what <i>I</i> read, and what <i>I</i> see and what I think actually might not be... what's going on there.....(5.342)</li> <li>• T:Well what amazed me was</li> </ul>
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	<p>nobody came back and asked (whisper) "what did she say to you?" And nobody came back and said- R: What do you think that's about? T: I don't know. I don't know whether that's, and I might be wishful thinking, <i>respect</i>, that they just...(5.354-6)</p> <ul style="list-style-type: none"> <li>No. I think that on a scale of it, it would be yes a ha, and I tend to see some loyalty of "she's still the teacher, I better say it was ok." Although I'm not so <i>sure</i>, after having seen some of the stuff. Not so sure <i>now</i> that they wouldn't be more critical, or more upfront. (5.362)</li> </ul>
<p><b>Teacher</b></p>	<ul style="list-style-type: none"> <li>R: From your point of view, is that something that you would feel wouldn't normally happen in the class? T: Probably not as overtly as that. R: Right. T: Not quite as vocal (5.24-27)</li> <li>Yes. And then so, it goes back to the old bit of control, slightly, and I didn't mind the initial challenge and I actually dealt with it by ignoring it. Actually. Because I thought if I don't come back...(5.35) R: So what's sort of, what would you say you're doing there? T: Well, what I was actually, what I wanted the children, what I was</li> </ul>

	<p>trying to get the children to understand was before XXXjust launched into his, "But I disagree because" he was checking his information first because he asked, and I realised that, but what I was trying to... get the others to learn from that was well, "check out your information before you launch into your spiel". And that was just me bringing their attention to that, "Gosh, look what XXXdid, wasn't that good practice?" He checks it out, before he spoke. And that's what he was doing.... But then maybe that was wrong to say, "XXXchecked out with <i>me</i>, because then that takes me back to the focal of all knowledge, the authority. [Ok, right.] Maybe I would have been better to say, "<i>Us</i>". (5.70-71)</p> <p>R: So you've taken that authority, you've taken the ultimate authority back to them</p> <p>T: Yes, "will we let them away with it", yes. And that was also my step for, "If I don't move this forward, we're still going to be at this rib cage, but will we not", a ha, yes, and I was-</p> <p>R: That's quite a move on from early days.</p> <p>T: We are going to."</p> <p>R: A ha. * "We are going to have a conversation about... You're going</p>
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	<p>to talk!"*</p> <p>T: A ha. So will we. Now I don't know what I would have done though, if they had said "No." I might have let-</p> <p>R: What could you have done?</p> <p>T: I probably would have let it run for another couple of seconds, and then, I hate to say this but I probably would have (stayed.) But I would have done that because I think there sometimes comes a point where... you have, you sometimes have to be the one in the fluidity and move it on because they <i>weren't</i> going to move it on. So... and I ... I wouldn't have closed it down immediately, I would have let them go on a wee bit but I think I would have come to a point and said "ok, let's move on now'(5.100-107)</p> <ul style="list-style-type: none"> <li>• And I hope that I now, there's not nearly as much initiate, response and feedback. I don't think there is. And I think there's much more, erm... not even just <i>open</i> kind of, "well what do you think?" You know, I think there's more kind of genuine, wanting to know what the response is going to be, and I genuinely don't know the answer to.(5.182)</li> <li>• T: So yes, I definitely think that the level of talk, and my <i>quality</i> of talk has improved</li> </ul>
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	<p>R:Because that was where- I mean, probably the second to last time we spoke you said, you were really keen to try and improve your contributions.</p> <p>T: And I want, a ha, but I think there's still a <i>huge</i>, huge way to... it's not the quality of my contribution, it's the, <i>ability</i> to facilitate and-</p> <p>R: your facilitation skills, yeah.</p> <p>T: A ha. I don't know if it's the, I don't know if I agree it's the quality of the dialogue that I give to them, because I think that has improved. It's the ability to facilitate. The <i>skill</i> of that.(5.186-191)</p> <ul style="list-style-type: none"> <li>• T:And it's linked to when to, how long do you let them go round in a circle, on the same topic? [A ha.] Or.... and it's getting the trigger, the right question, to take them <i>off</i> that. To lead them on to the next bit. But so that the question has <i>some</i> link, because you're obviously saying to them, it's not "OK! Right now! Now we're on to such and such."</li> </ul> <p>R: So it's making the right kind of smooth transition?</p> <p>T: A ha. And I find that, I find that really difficult to <i>do that</i>, to listen carefully to what they're saying.... keep an eye on their behaviour... *I know that's the control freak!* but just you know ... I just do it all multi task.(5.193-195)</p>
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	<ul style="list-style-type: none"> <li>• R:A ha. So listening to the others, but giving them their... That's a lot for your attention to de A ha. And I find that very very difficult.al with isn't it?</li> <li>• (5.198-99) there's a long way to go, <i>still</i>, but I think that was a conversation between children, it wasn't stilted, but there was still, "I agree" and "I don't agree" and "Can I link with so and so", without it being very stilted. It didn't go round, it went on. And I was <i>there</i>, but I <i>wasn't</i> there. (5.289) link to children's interview</li> <li>• No. But that just dawned on me right now. (5.230)</li> <li>• Right... with XXX? And ACE Well, I'm going to pass on that (XXX) I really don't know. I would need to go away and think about that, really carefully.(5.234)</li> <li>• Right. I think I have given them.... I think they now understand that it's <i>ok</i> for them to talk. And... that it's not always <i>me</i>.(5.305)</li> </ul>
<p><b>Next Year's Class</b></p>	<ul style="list-style-type: none"> <li>• T:I'm not saying that it wouldn't, but I'm not confident enough because if it <i>didn't</i> work... it's a long year... R: Well, maybe you have to suck it and see. T: I'd rather try and foster the climate <i>first</i>. Of... (XXX) Because I know what they're like. I have seen</li> </ul>

	<p>it, and it's not good.</p> <p>R: So there's stuff, there's quite a lot of work to be done there.</p> <p>T: Yes.(5.413-417)</p>
<p><b>Video</b></p>	<ul style="list-style-type: none"> <li>• R:Is this what you were thinking was a rabble T: YES! R: It's not as much of a rabble as you think is it? T: No. It's not.(5.14-17)</li> <li>• T:suppose it is in a way, but it's like everything, when I said to you that was terrible that was a wee rabble, but on reflection looking at that actually, R: It was quite ordered wasn't it? T: A ha. And there's quite a lot of good dialogue going on in there. Now that surprised me. Totally.(5.39-41)</li> <li>• T:It's amazing though to see how what you think is a rabble and it's not actually(5.54)</li> <li>• R: Do you think you would have been comfortable with this at the very beginning?</li> <li>• T: No. Because it wasn't- it's not controlled then. No. But- and I think that's the journey that I can see, if I'm looking from <i>my</i> point of view, that I've taken that it's... but I still have to learn that, what I think is a rabble is sometimes not. But that's with the reflection. But</li> </ul>



	<p>seeing <i>that</i> gives me just another wee push of confidence. To go on...(5.52-54)</p> <ul style="list-style-type: none"> <li>• T: Maybe that's me over analyzing, but I just wonder... but I've [but look at the-] least I <i>realised</i> that? [a ha.] Whereas many people wouldn't have picked that up. [Not at all.] So it's the me bit. And I'll store that away and I'll... remember that. But that's in the heat of the moment, of- and that's where the video comes in handy, because in the heat of the moment-</li> </ul> <p>R: You can reflect, you can reflect on it afterwards.</p> <p>T: the time you move on, you don't think about it, you've got to move on... but that's, that's the beauty of, absolutely.(5.77-79)</p> <ul style="list-style-type: none"> <li>• T: I'm pleased with that when I see XXX</li> </ul> <p>R: So the rabble actually <i>isn't</i> a rabble. And there's not, it's not just the noisy ones talking.</p> <p>T No, and actually, if you look at the body language just on that still picture... (5.86-88)</p> <ul style="list-style-type: none"> <li>• that's what I quite like about this now, you can see children who.. if they had been challenged <i>before</i>, they would have thought, well it must be wrong. (5.93)</li> <li>• I know! But look at that(5.95)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Do you know what amazes me just from that is how quickly, and that's something else I'll take in probably, I... jumped in and mirrored what she said. And I was never aware of that you know I said, "How was that for you XXX?" And she said, "Alright", and before she'd hardly finished all that I had said, "Alright". Whereas, I was not aware of that I thought I had given her much longer, and I thought I had jumped in with the echo of "Alright" because I wanted her to say some more. But if you listen to that I don't really give her the chance even if she wanted to. So that, I'm very aware of that now too. It's maybe timing(5.152)</li> <li>• T: That actually has surprised me as <i>much</i> as the one that I thought was good and wasn't.</li> <li>• R: Right, right.</li> <li>• T: That's the same level of shock.</li> <li>• R: Ok. Because it's better than you thought?</li> <li>• T: Yes. And yet the other one was not as good as I thought. And its things like that that you now start to self doubt about how good your own effective practice is. Without video.</li> <li>• R: Right and you..</li> <li>• T: Well, and I begin to doubt. There's a wee chink there. That sounds very arrogant but I was so</li> </ul>
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	<p>sure that I knew what was good [A ha], and what was bad. In inverted commas. But there's two classic examples of one that I thought "Oh this was not..." that actually was ok, and the one that I thought was "Hmmm, ok" really wasn't at the level of-</p> <ul style="list-style-type: none"> <li>• R: So is it the video alone, in terms of actually reflecting on your talk, are you, do you feel that you're tuned into... I mean what is it you're using in (XXX) to determine whether-</li> <li>• T: Whether it was good or bad?</li> <li>• R: A ha.</li> <li>• T: At the time?</li> <li>• R: No, no when you're reflecting on it.</li> <li>• T: Right, when I see this? Right, well the level of... participation from them, and the quality of the dialogue, things they're saying, because at the time when you're in it, I think I get caught up with, "Maybe it's not moving on enough". And although you're listening, maybe you're not really listening that carefully. So maybe that's another thing I need to think about is that, "Am I hearing, I'm hearing, but am I listening?"</li> <li>• R: To what they're saying as its happening .Ok</li> </ul>
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	<ul style="list-style-type: none"> <li>• T: A ha. But that's maybe also in a busy classroom, teachers learn to kind of multi skill, that you have to tune in, and don't, whereas- but then you see it on video and you realise... the quality, and the interaction between them. It's also, not just the language, it's <i>their</i> body language to one another, which you don't see at the time.</li> <li>• R: You need time to look back on that don't you?</li> <li>• T: You need time to see that. And its things like that that surprise "Look at him, look at that, look at the reaction to that". And you don't see any of that when you're teaching. And that's important as well.(5.160-176)</li> <li>• R: Do you think you're any more tuned in to the talk you use? T: Yes. Very much so. R: Is that through watching, or is it- T: That's from watching that. (5.179-182)</li> <li>• But that has actually shocked me, the one that I thought was the rabble. [XXX] Yes. Absolutely. Because the last one I said to you I was a wee bit down, because I had come away from it thinking it was ok, then when I looked at it at home I was really disappointed. Because there was just so... there was just</li> </ul>
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	<p><i>nothing</i>. You know there was no (XXX) dialogue I thought the quality of the dialogue was not good....(5.202)</p> <ul style="list-style-type: none"> <li>• R: this has really included quite a lot. T: But I also then said "Will we find out?" Not "<i>We will find out!</i>" [A ha.] "<i>Will we find out?</i>"(5.274-5)</li> <li>• T: Yeah, because that's probably the <i>best</i> out of them all. R: And it's really nice. T: Yes. I think actually the last, that's lifted me again because the rabble, is <i>not</i> a rabble, that was the second last one, and you can see an improvement. Because I worried when I started on this journey, that there would be no improvement, that there would be no difference R: *I remember. * T: I genuinely wondered if I, if the children would be changed, and if I would be changed. And yet there's a, well we've seen from looking from the first one, there's a huge, "we are going to talk about".(5.297-301)</li> <li>• R: It's quite different isn't it? T: It's quite funny "No I'm doing what I want to come out and do but... XXX I've just picked XXXAnd I'm just - why do I want to come out of the picking?" No answer. But I don't give anybody a chance to answer I'll just pick... XXX(5.454-5)</li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>R</i>: So when we started this you were scared and anxious that nothing would change, but <i>T</i>: Well there's huge changes. It's subtle. [Very subtle, yeah.] That you don't actually <i>notice</i> the changes. But I have to say though I've gone away with the video, and I have thought about, and I haven't just thought "oh yeah, ok", and gaily carried on, I have [no you've kind of gone back] tried to do... to change(5.460-8)</li> </ul>
<p><b>Research process</b></p>	<ul style="list-style-type: none"> <li>• Yes, there was. I think maybe the mission has been semi accomplished, in that, and that's what I wanted... to see and that's what I didn't think I would every achieve. (5.289)</li> <li>• Or maybe because it was explained, at the beginning, it wasn't clouded in some mystery. You explained it right at the beginning, that was good, you went to interview, you <i>knew</i> they were going to be interviewed, the rest knew you wanted to hear their views on P for C so they kind of knew <i>anyway</i>, so I wonder if it was kind of the explanation at the beginning [It was ok] clarified any kind of questions there might be or mystery that (XXX) they just accepted that five children went in. But do you know how often you get [yeah yeah]...</li> </ul>

	<p>and there was just, there was no ripple of the first one because when the first one comes in " here they come here they come!" (5.358)</p> <ul style="list-style-type: none"> <li>• T:Well, the only reason I'm saying that is because it's your project do you know what I mean? I know it's <i>our</i> project but, the data is for <i>your</i> work.(5.393)</li> <li>• R: But the way I'm seeing the data is obviously... I'm going to take the data away and do some analysis with it, whatever, but I would hope that would then come back in and feed into...</li> <li>• T: Well I'll be hanging on tenter hooks because I'll be interested to know that. And get that detail... but... I know it's the school that's going to benefit(5.393-7)</li> <li>• T:Well I think I had the ideal of maybe... taking some evidence. But I think probably my first step in the <i>next</i>, in the other school the <i>partner</i> school, is you and I to go along, do a wee bit like we do (XXX) but maybe not quite (XXX) give a wee bit of a few examples. Just maybe just, talk it <i>through</i>.</li> </ul> <p>R: I think more like what was done at XXX slightly lighter.</p> <p>T: Slightly lighter, even put it with what was done maybe our first maybe core group. [right ok] it can</p>
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	<p>be maybe what do you think about it what do you know about it, do you know anything about it, well's here where it came from... and then... and then maybe have another one where we show a few clips... and then and ask XXX to come. And see if we get any of them who could...(5.421-3)</p> <ul style="list-style-type: none"> <li>• T: But I think maybe... this time if I was doing that I, maybe we could do with having a bigger bank of ideas for them for their <i>aims</i>. Because I think to throw them a <i>blank</i> bit of paper and say "Well what would you use it for?" So I think we need to have- T: The respect is that what we're trying to do, is it the level of participation, is it the balance... ? And I think we need to (see) people, and then from that people then might think... "Hmmm." And it moves on. (5.431-3)</li> <li>• R: And at the end of each sec- each time we've discussed you've kind of gone off thinking "I need to go and work on something, and then I'll see how it goes after that". T: I have tried. Yeah that's quite good. R: It's positive. T: I have enjoyed it too.(5.468-72)</li> <li>• T: And I wonder if it's important that... she gets it videoed, and in</li> </ul>
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	<p>the next video you sit down with her. And you analyse it and you say this this this, because I think she's videoed it once, and nothing's really happened with that video, and I just worry that she thinks, pffff, ["nothing's going to happen" ] "we've done nothing with this".</p> <p>[Yep, yep.] So you might take that back to her and say listen, you know when you've had a discussion, and the next piece of video you do in August-</p> <p>R: A ha, we'll look at it.</p> <p>T: You could always sit down-</p> <p>R: That's fine, that'll be good.</p> <p>T: And it may also be a new member of staff if YYY's away so it maybe...</p> <p>R: Be somebody else maybe</p> <p>T: Somebody else that's slotting into...</p> <p>R: And you could use XXX then as a support to that person</p> <p>T: to help them, through... but I think i'll ask maybe, well not so directly, but I'll think i'll use XXX in... (XXX) will be great.(5b.1-13)</p>
<p><b>Researcher</b></p>	<ul style="list-style-type: none"> <li>• T: .] Maybe I would have been better to say, "Us".</li> </ul> <p>R: Ok, a ha, the collective.</p> <p>T: A ha. Would you agree with that?</p> <p>R: Mmmm. Possibly, yeah.</p> <p>T: Possibly, ok.(5.72-75)</p> <ul style="list-style-type: none"> <li>• T: but I think I would have come to a point and said "ok, let's move on</li> </ul>

	<p>now."</p> <p>Because you've negotiated that with them saying we'll discuss it for another two minutes and see where you're at then and if not we'll move it-</p> <p>T: Right ok. A ha. No I hadn't thought about that but, [might just be a kind of (grade) point] a ha, I'll store that away. And that's the bits that I need support with and need to work on, on... strategies like that. And not stock phrases but... a ha. You know things like, well what will happen, and not that, "oh right well I'll pull this one out of the drawer because that's the one that you use in this situation" but just to have a wee bank of, "oh right, ok, well I can use that."(5.108-9</p> <p>T:But do you think they haven't grasped that because they haven't reached that in their stage of development, or, they haven't got that because... they haven't.... the skill of... kind of doing that hasn't been taught enough?(5.124)</p>
<p><b>Other teachers</b></p>	<ul style="list-style-type: none"> <li>• That's very useful information, which teachers don't get. Because they don't take time to ask...(5.340)</li> <li>• T:... and then maybe have another one where we show a few clips... and then and ask XXX to come. And see if we get any of them who could...</li> </ul> <p>R: I like that idea, the idea of seeing if anybody's hooked with it rather</p>

	<p>than just going in to say we're just going to do this.</p> <p>T: Because it has to come from <i>them</i>.(5.423-5)</p> <ul style="list-style-type: none"> <li>• Because there's no way I can go in and say this is what we're going to do because they'll just... Because I know what I would have been if somebody had (XXX) with P for C, I would have just thought (XXX) we'll sabotage it all the way. Well no no that's-(5.427)</li> <li>• T: There might be an expert out there. Who knows all about it. (5.435)</li> </ul>
<p><b>External authority</b></p>	<ul style="list-style-type: none"> <li>• I'll be interested (XXX) to get a wee bit of feedback from the QIOs just to... where is the understanding (5.439)</li> </ul>

## APPENDIX F

### TEACHER POSITIONING IN RELATION TO VOICES (Dialogue 1)

<b>Voice</b>	<b>Transcript Support</b>	<b>Teacher Positioning</b>
<b>Research Process</b>	<ul style="list-style-type: none"> <li>• The reason for that was because time had elapsed since the last time we'd done a videoing so therefore I still maybe..I went back to the more controlling .. and I had in my head that i wanted the discussion to go the more stealing..and that's the way i wanted it to go and I..in that session, if we compared it to previous sessions, that would go back to maybe the being in control (1.2)</li> <li>• Because it's not cos it didn't move on, it went round and it it wasn't going anywhere (Mm) But it what I'll need though think about is whether it's because the</li> </ul>	<p>We (past video seen as shared)</p> <p>I/me teacher being in control of process</p> <p>I need to look...teacher owning process not shared</p>

	<p>two, the dynamics are different so the trust of the community..is is not there. So I need to look at that (1.44)</p> <ul style="list-style-type: none"> <li>• . I'll need to think about that, I , I What I might do first of all is I might change the trigger.(1.50)</li> <li>• Ah ha Well it's all part of the... that actually itself could be a session.(that's what I'm wondering)that could just be , that would be interesting and that's totally out the control box but it would be.. (1.52)</li> <li>• But I actually wonder too if it would be worth, and I don't know where this sits , if I did it from a completely lesson you know a maths lesson or an environmental studies lesson so there was the dialogic teaching <i>in</i> that or do you want it to be specifically ..(1.66)</li> </ul>	<p>I might ....teacher ownership</p> <p>New suggestion not owned (out of the control box..a shift?)</p> <p>I control again then 'do you want it....?' some recognition of shared agenda?</p>
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	<ul style="list-style-type: none"> <li>• Right . Let me do another, let me do one more with a different stimulus and then we'll take it from there and then we'll can think about asking them. I think that's a step too far(that's fine) at this moment (1.68)</li> <li>• And this is the point where I felt it was not moving on(1.86)</li> <li>• And that's the part of the.. we maybe need to work on. We need to move the conversation on because it's going round and round. But that maybe the topic we got onto (1.92)</li> <li>• So do you think then? Is the aim so I've got it clear in my head is it when we do the next one are we looking then to see evidence of the others or does it not matter(1.102)</li> </ul>	<p>Me (Let me...acknowledging shared ownership?)</p> <p>I felt (teacher agenda)</p> <p>We (in relation to teacher and children)</p> <p>You (researcher's otherness?)</p> <p>We shared ownership (checking)</p>
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	<ul style="list-style-type: none"> <li>• And there's no and it didn't flow I just felt I felt we got into a rut and we went round and round and round and round on the same thing (1.124)</li> <li>• I also think we need to think , and I think maybe just asking them , as we talked about earlier, maybe asking them 'what would make it better for them ?' to move it on. But I don't know how you would feel about maybe <i>them</i> seeing the video so that <i>they</i> could see that the conversation just went round in a circle(1.138)</li> <li>• when we've used another stimulus then we might then I might use that as my next my third one(1.146)</li> <li>• T:Yes the next one will be a yes I'm going to try uh huh not a story I'm going to try something</li> </ul>	<p>We (Teacher and children)</p> <p>I think /We need to (shared ownership with researcher)</p> <p>You ( acknowledging researcher's otherness/standpoint)</p> <p>We/I ( unclear positioning .dialogic knot?)</p> <p>I (teacher directing process)</p> <p>I</p>
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	<ul style="list-style-type: none"> <li>different  T: Right I wonder if we need, I wonder , if we'll go down the visual route just for something (different )  <i>different</i> cos it's always been a story or it's always been a poem or a statement or a something  R: It could even be something out a video a clip out a video or something couldn't it?  T: Now I'll need to see what i can(1.150-54)</li> </ul>	<p>We/I tension</p> <p>I (even when researcher offers a suggestion it returns to 'I'll need to see what I can do') researcher role ignored here</p>
<p><b>Researcher</b></p>	<ul style="list-style-type: none"> <li>Whereas in normal circumstances that would not have worried me that if we only got the first bit done and that's all you saw cos I know that you know that there are other bits to it.(1.16)</li> <li>R: And then see out of that, and and in some ways that kind of forces you to move(forward) towards a , you know how you</li> </ul>	<p>I</p> <p>We'd (shared process)</p> <p>You (researcher's otherness but intersubjective dimension..I know you know all that is involved)</p>



	<p>were concerned about going round in circles, you are kind of having as a class to come to some kind of collaborative decision about where it goes</p> <p>T: Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger.....</p> <p>I think you're asking children to be quite open and they're maybe and although they are it's different in that situation and the two groups have not come together and maybe they need another session of and I need to go away and think of a different stimulus and we can then see how that works and then we can maybe go and ask them. But I think to go and ask them Wilma on the second one is maybe</p>	<p>I (teacher recognising control she wants here)</p> <p>You( standing in opposition to researcher 'you are asking children' implication teacher knows best</p> <p>I (teacher using her expert knowledge to oppose researcher suggestion)</p> <p>Use of researcher's name..(teacher standing in opposition to researcher here)</p>
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	<p>(1.56)</p> <ul style="list-style-type: none"> <li>R: That's one way. Or the other way would be to say ..I'm trying to think.. 'what could make these P4C sessions. what could do in these p4C sessions that would help you take the skills into other bits of school?' That would be another way forward.' Is what we're doing helpful or are we just talking and talking ?'</li> </ul> <p>T: Right. I wonder if that's that <i>that is just</i> a wee bit advanced at the moment for them</p> <p>R: That might be a nice. That could be an ending activity for this</p> <p>T: Mm Mm Uh huh just to finish it off. I think at this moment that's probably, that's too difficult for them I think</p> <p>Mm Mm Uh huh just to finish it off. I think at this moment that's probably, that's too difficult for</p>	<p>I position of teacher in opposition to researcher and children (her expert knowledge suggests they will not have ability to do what researcher suggests)</p> <p>And again</p>
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	<p>them I think (1.140-44)</p> <ul style="list-style-type: none"> <li>• Well right that's and forgetting that you're there and letting it go (1.166)</li> <li>• R: The stimulus for that I wonder, the video would be the stimulus for that wouldn't it? T: Just a wee ah a bit uh huh we'll need, the P4C on top of the P4C we need some stimulus because you can't just go in with children and say R: We'll need to think about that quite carefully T: We could wait and see what's on the next set video to see if we could use it rather than use that one . i wonder though, sometimes, i wonder if we could use some of the games..... T: Could I borrow that and I might use <i>that</i> this time, or the next time as a different stimulus and think maybe the novelty of the story and the</li> </ul>	<p>You ( researcher's otherness) suggesting an issue</p> <p>We but used with you ( expert knowledge of teacher implicit her to oppose researcher Researcher uses we</p> <p>We follows from teacher but reverts to I</p>
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	<p>talk has worn so you need something uh huh we'll go I'll go down the game line I'll see if there's something ( 1.169-1.177)</p> <ul style="list-style-type: none"> <li>Just to get them into the way of listening ( and how to make links ) how to make links and that's where I'm kina hoping to take it (next)which is maybe not what i'm supposed to be doing (1.182)</li> </ul>	<p>We followed by I (dialogic knot)</p> <p>I( teacher taking ownership but then questions at the ends suggests some tension)</p>
<p><b>Children</b></p>	<ul style="list-style-type: none"> <li>I don't think the children had the same amount of freedom and I don't think they were as natural. It didn't flow( 1.14)</li> <li>There's also the fact that these children or 50% of these children haven't been videoed before because they were a new group of children and also it maybe didn't go so well</li> </ul>	<p>I standing against the children</p> <p>These children (Objectifying them as one group)</p>

	<p>because that's the first time i've brought both these groups together to do it. Because normally I've been doing it when the sixes go to French. And also because the two groups then came together and that's the first time these two groups have had a philosophy session together(1.20)</p> <ul style="list-style-type: none"> <li>• Do you know something else Do you know what else is maybe different? I wonder if, don't know if this will sound wrong but I wonder if my children, because I'm starting to use it, the dialogic teaching, and I am starting to use it, it s naturally flowing into other areas, I wonder then if the situation of using the story and the circle becomes a false situation to them because they are now used to , I mean the</li> </ul>	<p>I /my children teacher in possession child positioning as controlled not agency</p> <p>Them..(teacher positioning herself as sep from them but intersubjectivity here she is responding to what she thinks they are thinking)</p>
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	<p>maths and so is the environmental studies whereas they are now using that language and I wonder now because we, because I'm, using it in other areas when we do then come to do a narrower kinna thing then that becomes stilted then to them too because that's now what we actually do because I'm so used to (1.34)</p> <ul style="list-style-type: none"> <li>• I wonder if they are not at that stage yet(1.40)</li> <li>• . I also need to look at the materials I'm now using cos I wonder if, as you say, if the story, if it's a false situation to <i>them</i> now (1.44)</li> <li>• But I genuinely wonder if it's because it is now becoming embedded so therefore when you start to sit them down,.. it's that's not natural to them now(1.46)</li> <li>• That actually would be quite interesting <i>their own self</i></li> </ul>	<p>We ( teacher positioning herself in shared experience with children)</p> <p>They(objectified by teacher knowledge of stages) I (teacher decision) Them(intersubjectivity/objectification, knot?)</p> <p>'sit them down' children passive recipients of teacher decision</p>
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	<p>evaluation because, they're used to self evaluating work that's (formative assessment ) uh huh that's fairly embedded in there that would not be new to them. I just worry that they then see it as 'aw no another thing I've to say how I'm.. that actually I don't know (1.50)</p> <ul style="list-style-type: none"> <li>• so that gives them a chance for the trust to be built up because I think to be able to do that 'what you know would make it better blah blah blah (1.56)</li> <li>• So they've got some feeling of trust ...built up again not that I think there isn't but I wonder(1.60)</li> <li>• Phwh. It could be it could because they're quite friendly so there could be a bit of trust there anyway right. But I think, if you look at his body language too he definitely had but I think there's gonna</li> </ul>	<p>'Their' evaluation mentioned</p> <p>I used to indicate teacher setting herself apart from the children but using they/them as reason to take particular decision without asking them</p> <p>They/them teacher children dichotomy</p> <p>They/them</p> <p>Not that I think but..(.dialogic knot?)</p> <p>VIDEO RECORDING VIEWED</p>
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	<p>be 'I'll have a bit of caper' and then the switch was suddenly was triggered no 'I want to'. Now I don't know whether he was going to agree or disagree because I didn't go back to XXX and I wish I had (Ok) so we could have known I would like to have known whether he was going to. But he then, once the initial bit of this could be a good giggle. He doesn't he focuses (Watch video) He's thinking you can see him can't you(1.72)</p> <ul style="list-style-type: none"> <li>I made a conscious effort to do that because I knew that A is very immature. He's fairly new to it but I knew I didn't want him to.. well its building up the trust. I wanted him to know that it was alright .he's obviously lost his train of thought so I made sure that if I reassured him that I went</li> </ul>	<p>They/them( teacher making judgements about their level of trust)</p> <p>He( teacher apart from child but identifying positively)</p> <p>He/him ( thinking in opposites.. he could have but he doesn't) positive recognition of child</p> <p>He/him ( speaking of child using teacher knowledge 'he's fairly immature')</p>
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	<p>back to K she spoke then that gave him thinking time without saying to him(thinking time) 'you've got thinking time'. (yeah yeah) which would add to his pressure go to K and it gave him another chance to hear them both and he responded straight away 'I agree with K' so yes I'm pleased with that.(1.74)</p> <ul style="list-style-type: none"> <li>• And here's something else that's really nice He now is starting to link (right) because when we first started if you remember the conversation the dialogue J would say something that was totally unrelated where he now is making links building on what the others are saying( 1.78)</li> <li>• to let children feel as though they have a right to express themselves and that people will listen to them. That's was ..because we haven't done</li> </ul>	<p>He( but positive about what he did)</p> <p>He ( teacher positive about development of building links with other's talk)</p> <p>They/children(apart from teacher but recognising their rights)</p> <p>We (identifying with the children in the task)</p>
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	<p>you know it altogether for a while then that was kinna I was back to re-establishing the kina ground rules. And it that wasn't me that was leading the group although I did a fair amount of leading I think(1.112)</p> <ul style="list-style-type: none"> <li>• none of them had the ability to take it and move one step forward (1.124)</li> <li>• Oh aye they've come a long way (1.134)</li> <li>• And there is a lot of respect from the other children because none of the others, no, and there was and also there was 'I can agree or disagree' and they don't agree and disagree with their friends cos they know that. So yes they've come a long way if you are looking at them rather than me. But I just ..I didn't think they showed themselves..I</li> </ul>	<p>They/them(children objectified as lacking ability to take the process forward) They/them(but positive about respect among the children)</p> <p>They (don't stick to friendships )</p> <p>They/them ( identifying positive developments in the children'they've come a long way)</p> <p>They /them( progress determined by the children developing not the teacher) I (teacher evaluating children negatively)</p> <p>I ( teacher positioning herself against them by objectifying their abilities to work in way researcher is suggesting )</p>
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	<p>just didn't think it was a very good example. And yeah there's good things but..(1.136)</p> <ul style="list-style-type: none"> <li>• . Because I don't think there's any point in doing that unless the children themselves can hear and see. Because children are children and whoo they are onto the next thing and they've really forgotten or what <i>they</i> think they've done in their head is actually totally different to what actually they've done. But it would be quite nice to say well 'look ' and use it as a teaching tool 'look we are trying to do this but we're going round in a circle. What could we have done better from that?' (1.138)</li> <li>• cos that's quite a ..(maybe it could be an end an end point) I think so cos I'm thinking the thought</li> </ul>	<p>They /them(children are children)</p> <p>We( possibility of future collaboration with children)</p> <p>I (teacher as expert in children's thought processes) uses this to oppose suggestions from the researcher</p>
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	<p>processes of of for these children who .. there's a double thing there. What A.we've got to think about taking it into other areas. And B. 'What could we do so that we can improve it '...you know there's quite a lot of(1.140)</p> <ul style="list-style-type: none"> <li>• And that'll be interesting because then they get more ownership of it and it really does become <i>theirs</i>(1.162)</li> <li>• , And it's a long, long piece isn't it they sit for ages And then they have to sit for even longer to discuss and I think for this group of children it's too passive.(1.180)</li> <li>• Do we want to put hands up or do they want it ( 1.84)</li> </ul>	<p>They/theirs (still separate but recognising process shifts ownership)</p> <p>We( sense again of sharing ownership with researcher) <b>They</b>(but recognition that their plans be different to what children want</p>
<b>Inspector</b>		I/who was

	<ul style="list-style-type: none"> <li>• And I just pwah..cos I was very aware of who was there. ( 1.4)</li> <li>• But I.. and I know he wasn't there to do with anything to do with me but I think that had some impact.(1.8)</li> <li>• I was very aware that he was listening to what the children were saying and I just wanted the children, I just wanted it to be good.(1.10)</li> <li>• Uh huh. I wanted it to be able..him to be able to see the dialogic.. that there was stuff going on and the children that it wasn't a false situation and that the children naturally do that and they do do that. And that didn't come across(1.12)</li> <li>• Uh huh..and I wanted to get through it all so that the Inspector could have seen in from beginning to end (1.16)</li> </ul>	<p>there(teacher separate from inspector..influence of his presence )</p> <p>I/he ( indication of dialogic knot 'i know not there to see me ' but 'it had an impact'</p> <p>I /he /children (teacher separate from inspector and children emphasis on wanting inspector to see them perform</p> <p>I/him/the children/they( again emphasis on teacher and children apart from inspector but teacher wanting children to perform well)</p> <p>I/the Inspector( teacher set in opposition to inspector wanting to him 'see'the work</p>
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	<ul style="list-style-type: none"> <li>• And <i>also</i> knowing they don't have a visitor watching(1.62)</li> <li>• And a clipboard ....with a pen ticking off things (***). But I just didn't think that was as.. my <i>body language</i> is not relaxed as it was maybe in previous. I don't think the, I don't think the delivery of the whole thing was terribly natural(1.120)</li> <li>• I wanted the <i>guy</i> to see ( uh hu)the process (1.181)</li> </ul>	<p>They/ a visitor( the children set apart from inspector( suggestion of his impact on them)</p> <p>Ticking things off/I ( ticking things off reference to Inspector and impact on the teacher's performance )</p> <p>I/the guy( teacher set apart from inspector again emphasis on wanting to demonstrate something to him)</p>
Teacher	<ul style="list-style-type: none"> <li>• Well the questions. I definitely controlled the questions and I definitely controlled the way(1.14)</li> <li>• And I think I was <i>much</i> more controlling in bringing it back. I was also, the</li> </ul>	<p>I ( control of the questions asked)</p> <p>I(controlling)</p>

	<p>other thing i was very aware of was time and I felt there was a time constraint On that the last, on Monday.( 1.14)</p> <ul style="list-style-type: none"> <li>• Do you know what I'd quite like to do, and this is maybe just me being in control again just not quite but I would quite like to maybe do one more with a different trigger(1.56)</li> <li>• But then maybe the review of that of my self evaluation of that is that I maybe need to be more aware of that that of J is desperate to participate and there's three or four occasions where I kinna bypassed him. But maybe that's again that maybe that was me controlling (1.76)</li> <li>• I know but d'you know I just kinna feel in a way that my own what would I say.. I feel that it's almost like my own teaching, the dialogic bit of it, has taken</li> </ul>	<p>I ( me being in control again awareness of this?)</p> <p>My/I my review/self evaluation I need to be more aware of child wanting to participate</p> <p>Me ( controlling)</p> <p>I/my own teaching taken a step back (teacher setting herself apart from teaching and viewing negatively</p>
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	<p>a step back because I don't think that was as nearly a good as an example as some of the stuff that was going on ...but maybe I'm maybe it's not me, maybe it's the dynamics maybe there was lots of other contributing factors(1.116)</p> <ul style="list-style-type: none"> <li>• So maybe, maybe I'm being hard on myself (1.118)</li> <li>• So do you see where I (that's a dilemma) Do you see where I was? I was between a rock and a hard place really)(1.126)</li> <li>• But that will and that will give me time also to get back into the 'I'll lose the control' bit. That gives me one more session to kinna phew and then...(1.62)</li> </ul>	<p>I, me ( maybe it's not me other factors)</p> <p>I'm /myself( being hard on myself)</p> <p>You /I (teacher asking if researcher sees her feeling of being in a dilemma in the process)</p> <p>I/me ( uses own voice 'I'll lose control' voicing anxiety then 'phew'...)</p>
<p><b>Video</b></p>	<ul style="list-style-type: none"> <li>• Yes I'm pleased with <i>that</i> bit (1.80)</li> <li>• Course there's</li> </ul>	<p>I/that bit(Teacher positioning herself as sep from but positive to voice of video)</p>



	<p>also the point of that ok it doesn't look that good or sound from the video and I'm not that chuffed with it but it's what they do with that later on and sometimes you don't see the results because you don't see the results of it in a session that like but you see the results of it in some other(1.182)</p>	<p>I/it/they( teacher positioning herself as not happy with the video recording..</p> <p>You ( 2<sup>nd</sup> person moving on to recognise the positive effects of the research may not be picked up immediately so some ambivalence to the video here)</p>
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## APPENDIX G

### TEACHER POSITIONING IN RELATION TO CHILDREN OVER TIME

Teacher positioning in relation to Children over time

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
<p>I: teacher setting herself apart from the children observing them</p> <p>These children: teacher positioning herself apart from them and sense of objectifying them</p> <p>I/my children: teacher talking of the children possessively</p> <p>I/them..teacher positioning herself as not</p>	<p>I/them: in context of creating distance to provide space to let children speak. Not positioned with them but heightening difference to increase their participation</p> <p>I/my : teacher setting herself apart from child but recognition of skills that she had not previously seen in child. Teacher acknowledges learning about child</p>	<p>Them: children as ‘them’ but looking to increase their control therefore seeing them as other but as participants)</p> <p>I/nobody: teacher expecting chaos from children but none ..nobody spoke and teacher voices loss of feeling of control..</p>	<p>I/eachother generalised the children. Teacher positioned not with them but acknowledging positive shifts in their talk</p> <p>I /they: here teacher apart from children negative about their lack of order in the talk</p> <p>that/you :teacher checking researcher’s view of child</p>	<p>I :teacher positioning herself as uncertain about the children contesting her authority ‘that wasn’t the issue’..’I was a wee bit taken aback’ this appears to be a dialogic knot</p> <p>they: teacher positioned against child</p>

<p>identified <i>with</i> them but intersubjectivity here she is responding to what she thinks they are thinking</p> <p>We : teacher positioning herself in shared experience <i>with</i> children</p> <p>I/they: children objectified by teacher 's knowledge of development</p> <p>I/them: teacher objectification or is their an intersubjective dimension wondering what they are thinking and trying to adjust for them ?</p> <p>You/them: you 2<sup>nd</sup> person for researcher, 'sit them down' children passive</p>	<p>I : teacher responding to this on her own but recognition that she has to change the way she teaches this child</p> <p>I/them: teacher here stepping back from children to give them space to problem solve groupings, ,need to maintain otherness to allow them space to participate?</p> <p>I/them/he: teacher set apart from children yet they were able to resolve issue.</p> <p>Teacher surprised by their response.</p> <p>Teacher learning about children through process.</p> <p>Teacher implicit comment about this being due to</p>	<p>other than pupils but she is not controlling them</p> <p>You/they: 2<sup>nd</sup> person voice.</p> <p>Teacher not identified with pupils and unsure what they are thinking (different from dialogue one where expert knowledge called on to indicate what children think)Here their 'otherness' needs explanation</p> <p>I/they: here teacher speaks for the children telling what they think.</p> <p>One or</p>	<p>challenging teacher</p> <p>I :teacher response to researcher's view of child challenge' hmmm'.. indicates unclear 'I wasn't uncomfortable' ....'but teacher positioning here is uncertain says not uncomfortable but dialogic knot around this challenge</p> <p>I/these children: teacher positioning dependent on her professional knowledge of these children</p> <p>They/I:</p>	<p>challenge and anxiety about how to respond</p> <p>I /they: teacher positioned against children with use of word 'frighten' in relation to further possible challenge ..if she doesn't respond they can't challenge.</p> <p>Uses argument about impact on talk to support this (moment of perplexity i.e. Murriss)</p> <p>He/we/he: teacher identifies</p>
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recipients of teacher decision	skills they had learned in the process of P4C.	two/they: teacher sets one or two noisy children on opposition to the rest.. children not a mass now but differing power/interest groups emerging in teachers use of their voice	teacher positions children as they.. but indicating she thinks they will not take over control so not other in sense of threat	change in one child uses his voice to identify 'reasonable' of his voice ie evidence used to support his position.
I/they: I indicates teacher setting herself apart from the children but using they/them as reason to take particular decision without asking them and uses their hypothetical voice to support her position.	Me/they:uses hypothetical child voice to utter what didn't happen ..voicing fear of what children would say? Teacher again stepping back and evaluating children but positively on basis of what she is seeing in process	I /them :identifying with the group who are opposed to the noisy children? I :teacher apart from children responding to divisions in group	I/ children: teacher identifying with quiet children not in linguistic positioning but in her explanation of her actions. Children not one mass but recognition of some dominant and some quiet and teacher sees herself as needing to ensure the quiet are not disadvantaged.	Teacher identifies that he has moved on compared to the old way when 'we' used hands up.. I/they: question from child teacher setting herself apart and acknowledging she could not answer question they asked (moment of
They/them: teacher viewing children not in sense of identifying with them but using her knowledge of them to indicate that they need to have trust before we can ask them for feedback on process	I/they: teacher setting herself apart from children To give them more control	I/me :teacher views herself as security blanket to children	I: teacher	(moment of
They/I: operating <i>for</i> not	positive view based on them			

<p>with the children.</p> <p>Dialogic knot around trust.</p> <p>They: teacher apart from them making judgements about their level of trust</p> <p>He/him : uses hypothetical voice of child to show what he could have said but didn't ..positive recognition of child</p> <p>I/he: speaking of child using teacher knowledge ('he's fairly immature')</p> <p>teacher to make a judgement about child.. objectification.</p> <p>I/he: positioned as observer of</p>	<p>being engaged and so some sense of conditionality to her positive perception of them</p> <p>Them: otherness of children potentially threatening.. uncertain reactions</p> <p>We :teacher and children shared merit for session but 'I ' there is still uncertainty</p> <p>I/they : otherness of children may lead to negative responses from them.</p> <p>I/me : dialogic knot , I have to learn it's not personal if their otherness leads to negative feedback yet will find it hard..yet if didn;t want to</p>	<p>I/you (teacher identifying with the uncertainty but not with the solution which is thrown open to 'you' researcher or generalised other?)</p> <p>I/they: researcher set apart from children Their ability to do what researcher suggests is questioned. .. then retracts dialogic tension here?</p> <p>I/they : teacher positioning apart from children using her otherness to bring</p>	<p>indicates anxiety about impact on other parts of class life if children are unequally voiced. She uses hypothetical child voice to display this.Using a negative to show what she is positioning herself against</p> <p>I/them : 'I see them linking their learning 'because I always talk about'... teacher positioning herself as central to positive change in child talk</p> <p>Children/I:</p>	<p>perplexity?)</p> <p>acknowledg e progress in children but with discomfort for teacher</p> <p>They/me :seeing the children as still coming back to her not in opposition to her despite challenge.</p> <p>Teacher identifying a relational dimension here? She wants them to be identifying with her?</p> <p>They : in relation to one another. Children challenge without fighting and</p>
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<p>child but positive comment about child's response</p> <p>He: similar to above positive evaluation of another child's talk</p> <p>Children/they: children are still 'other' but rights recognised here</p> <p>We/I/the group: identifying with the children in the process by using 'we'</p> <p>Returns to I/group with something of a dialogic knot 'it wasn't me that was leading although I did a fair amount of leading'</p> <p>They/them: children objectified as lacking ability to</p>	<p>move on would not engage in process... teacher finding this personal confrontation with children's agency threatening at a personal level</p> <p>Them :3<sup>rd</sup> person but here otherness recognised as something to check against..that they have information which may be valuable to the teacher therefore they are subjects and not objects</p> <p>I/him :in opposition to a child but using hypothetical voices of the children in class to support her</p>	<p>different perspective which is a positive re-frame of a child's comment on another child.</p> <p>Followed by 'we' children and teacher laughing together and teacher identifies with children here.</p> <p>We /they : further positioning with children and indication of children 'taking on board' something they had discussed together</p> <p>They; teacher positioning herself</p>	<p>teacher evaluation children's abilities but this time positively and identifying shift in her views</p> <p>Some people/they/I:teacher setting herself against generalised others who deny children's ability to participate in decision making.</p> <p>Teacher shift identified here by teacher</p> <p>I/children: teacher positioned as other than children so not 'we' but positive aspect of their</p>	<p>teacher uses child voice to show what is not happening therefore demonstrating what is good.</p> <p>Teacher evaluating children positively although I/children : children voiced in quote to show worries teacher had at the outset of project which have not been an issue. Use of what standing against ( i.e. disorder to show what she is identifying with.. good</p>
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<p>take the process forward on their own</p> <p>They: despite above the children are positioned as being evaluated by the teacher and having made progress</p> <p>They/them: but positive about respect among the children and noting that they have ‘come a long way’ in the process. Teacher sets children apart from herself here and acknowledges their progress.</p> <p>I/they:teacher tempers her positive comments <i>about</i> the children with comment that the talk was not good in this</p>	<p>own positioning . regard for inequality of talking rights noted here. Not seeing the children as one mass</p> <p>I/You :distinction but recognition of different perspectives at this pint which is new and indicative of seeing children as subjects not objects</p> <p>Using ‘I’ language to express what they might be thinking (intersubjective aspect)</p> <p>Then reverts to ‘the teacher’ to refer to herself suggesting how they view her at this point</p> <p>....recognition of intersubjective</p>	<p>against two pupils on basis of their potential challenging behaviour</p> <p>They/me : but positively viewing them as more independent from teacher more agentic?</p> <p>She: positive view of one child’s contribution as referring to thinking time .possible mirroring of teacher talk?</p> <p>Children/they : although the utterance is recognising the shifts it is an objectificatio n of the children and</p>	<p>otherness identified by teacher.</p> <p>Teacher identifies children’s rationality. .contrast with earlier notions of children lacking ability</p> <p>Me /children/teac her /I : teacher identifying herself in professional role and positioning herself as positive about the way a child challenged her in that role.</p> <p>Hypothetical child voice used to indicate a form of challenge that teacher would</p>	<p>ordered discussion)</p> <p>I/less dominant children: positioning herself as viewing the quieter children positively because they challenge the noisier children. Seeing the children in terms of power relationship s eg ‘the less dominant’ ‘the very dominant’.</p> <p>Children not seen as one group now</p> <p>Children : hypothetical children’s</p>
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<p>session</p> <p>Children: teacher positioning herself against them by objectifying them and saying they lack maturity to work in way researcher is suggesting 'children are children' essentialism</p> <p>We: possibility of future collaboration with children in the evaluation of the talking</p> <p>I :teacher as expert in children's thought processes and uses this to oppose suggestions from the researcher</p>	<p>complexity here introduced by the otherness of the researcher</p> <p>I/children : distinction between teacher and children but positive positioning of children and different from dialogue one where developmental immaturity mentioned a number of times</p> <p>I/children: children have more meaningful dialogue that's never heard...The not hearing is not attributed and left general..but indication of a shift of view of children's abilities</p> <p>I/they : teacher commenting on</p>	<p>their needs before they can participate in talk</p> <p>They/me: but teacher viewing them positively referring to children's challenge of teacher.</p> <p>They/me : positioned not with children but positive about them and viewing them as less dependent on teacher in process of challenging</p> <p>I/these children : teacher indicating previous position of feeling could not change</p>	<p>position herself against in order to show she was not against this particular challenge. Generalised child challenge not yet acceptable but specific forms are.</p> <p>I/they : again standing apart from children but looking positively at them and using hypothetical voice of children to voice opposite of what happened .to show that this was not said therefore was positive. Teacher accepting that</p>	<p>voice to contrast with the way children are functioning here. Teacher positive about children's contributions to the talk "... not <i>win</i> the point but feel as though they've explained themselves"</p> <p>I/they: children positioned against teacher in that teacher indicating lack of clarity about what to do . Teacher positioning</p>
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<p>They/theirs :still separate but recognising process shifts ownership</p> <p>We: sense again of sharing ownership with researcher.</p> <p>They: acknowledgement that their plans be different to what children want</p>	<p>positively on two children who kept talking when the activity had stopped. This was viewed as engagement</p> <p>They/you: teacher using 2<sup>nd</sup> person to refer herself. Not sure where to position herself as the children still look to her in the process. Lack of role clarity?</p> <p>I/they: distancing from children to give them space to talk..but uncertain this was understood. .'too subtle'?</p> <p>I/one or two/the others: one or two..the others (generalised terms for the children) teacher standing against small group who</p>	<p>the children.. children objectified</p> <p>I /they're: not with but positive about the children using negative as way of showing what she was worried about</p> <p>They/I :previous view of children as challenging boundaries if teacher shifted from dominant position</p> <p>They /me: positive view of children in present</p> <p>Children respectful to others and to teacher</p> <p>They/me:</p>	<p>less order in talk could come from the enthusiasm of the children</p>	<p>herself as perplexed /vulnerable in face of child challenge</p> <p>Here is it possible child rather than actual child response teacher is referring to</p> <p>They/ generalised teacher: intersubjective dimension thinking about what the children are thinking of the teacher. Raises issue of genuine questioning of children when teacher does not have an answer.</p>
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	<p>may dominate using hypothetical voice of the other children to support her position against the 'one or two'. Teacher seeing the children not as one group but with different access to classroom talk</p> <p>I/it: teacher voices her own wishes for the process where children are engaged in talk without her direction. 'the buzz'</p> <p>You/they: teacher taking 2<sup>nd</sup> person voice. Teacher positioning herself as separate from the children but positively evaluating..</p>	<p>articulating hypothetical situation which had worried teacher saying this to indicate had not happened. indicates standing against children in past</p> <p>I/they: teacher seeing the children as other but recognising they are astute and seeing this as a recent recognition</p> <p>You/them :teacher uses second person to refer to practice where children not</p>		<p>Beyond display questions</p> <p>I/wee one: referring to child not getting chance to speak.. recognition of some inequalities between children and identification with the quiet</p> <p>You/me/her : complex positioning here. teacher checking researcher is clear on teacher motive for trying to support involvement of pupil who might</p>
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	<p>Again she uses a hypothetical negative child voice to indicate that this negative had not happened . Gillespie, what we stand against indicates what we stand with... standing against children not debating with each other.</p>	<p>asked to their opinion ‘they just give you the right answer because you’ve asked the question’ then indicating seeing their otherness but a changed view of this ;see them through a bigger window’ indicative of expanded expectation of children</p> <p>Nobody: generalised voice of children</p> <p>Nobody/they: ‘quite the opposite.. using hypothetical child voices to voice previous</p>	<p>struggle to get voice in the talk.</p> <p>I/you/they : researcher’s otherness leading teacher to think about what the children were thinking of how she supported the pupil). Interesting link to creativity/c hange via dialogue confrontation with other.</p> <p>I/they : teacher apart from pupils questioning what they are thinking about her actions.</p>
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		<p>concerns held by the teacher)</p> <p>They/me: me indirectly using hypothetical children's voice</p> <p>You :learning process..is this a mirroring of teacher's experience?</p>	<p>She/I/they: teacher asking about how views of the group will be affected by what she has done in ways which may impact negatively on the target child. Her social positioning in class may be worse. Teacher apart from children and therefore thinking about impact on them implications for inclusive practice?</p> <p>You/them :when teacher</p>
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				<p>asking questions about the process often done to second person you. Question asked as teacher wanting to be genuinely inclusive. Focus on supporting the less vocal</p> <p>Me/her/ other children: particular child teacher uses hypothetical voice of child to express discomfort about balance between support and respect and</p>
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			<p>sees the impact on how other children view that child as important further intersubjective dimension. Recognition of range of different children in group and how treat one child impacts on how other children might treat her.</p> <p>I/they : teacher differentiating this class from new group of children who will move into class after the holiday..this</p>
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				<p>class viewed as respectful but others not.</p> <p>Them/ I: teacher not with but other than pupils and seeing them positively as not needing her permission to speak now ..attributed to them being more ordered and no hands up. Teacher not seeing herself as central to the order of talk</p> <p>They/I :positioned as separate from children but</p>
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				<p>positively viewing their skills.</p> <p>We/them: teacher /researcher seen as taking back evidence to the children of their progress . this process viewed as jointly owned</p> <p>Our/We/you: Teacher positions herself with the children here indicating that she and they have been on this learning journey together and jointly moved on.</p> <p>I /them:</p>
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			<p>teacher not identified with children but seeing them as other with right to talk .</p> <p>I/they: teacher presents ownership as 'given' to the children. She sees herself apart from them here possibly referring to herself as giver of ownership . Teacher suggests children were unsure.and links these to her own worries at outset about how things</p>
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				<p>would work out .</p> <p>Teacher sets children apart using they/I but very similar positions expressed about children as about teacher</p> <p>I/they :teacher positioning herself as separate from the children and expressing her view of their loyalty to her but also indicating they may be more critical of her now</p>
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## APPENDIX H

### TEACHER POSITIONING IN RELATION TO RESEARCHER OVER TIME

Teacher positioning in relation to researcher over time

Dialogue One	Dialogue Four	Dialogue Five
<p>We: teacher positioning herself with researcher in the process</p> <p>You: teacher recognising researcher as other but intersubjective dimension of researcher understands what is happening is viewed positively by teacher</p> <p>I: teacher acknowledging she wants the control here</p> <p>You: teacher positioning herself against researcher 'you are asking children' implication teacher knows best</p> <p>I/we: teacher needs to work on this alone before they can work together on this.</p> <p>Teacher using her</p>	<p>I/You: teacher asking researcher opinion and identifies researcher's otherness ..offering a different perspective. Not standing against researcher but acknowledging difference in perspective</p> <p>You/we: researcher uses you to indicate something teacher might do thus giving the decision to teacher.. teacher then follows with we indicating she is positioning herself with the researcher on this</p>	<p>I/us/you: you used to refer question to researcher looking for other perspective</p> <p>.Identifying researcher with the collective?</p> <p>I/you: teacher identifying need for help implicitly requesting this from researcher</p>

<p>professional knowledge to position herself against researcher</p> <p>I: position of teacher in opposition to researcher and children (her expert knowledge suggests they will not have ability to do what researcher suggests)</p> <p>As above</p> <p>You: researcher as other and feeling of intrusion/discomfort about researcher's presence in lesson</p> <p>We :but used with you ( expert knowledge of teacher implicit here) to oppose researcher</p> <p>We: Researcher uses we and teacher follows with we but reverts to I suggesting she is positioning herself against researcher</p> <p>We'll/I'll: dialogic knot here? Positioning</p> <p>I: teacher taking</p>		
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ownership but then questions at the ends suggests some tension about who owns process with implicit question to researcher		
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## APPENDIX I

### TEACHER POSITIONING IN RELATION TO VIDEO OVER TIME

Teacher positioning in relation to Video over time

Dialogue One	Dialogue Two	Dialogue Three	Dialogue Five
<p>I/that bit: Teacher positioning herself as separate from but positive to voice of video</p> <p>I/it/the video : teacher positioning herself as not happy with the video recording.. uses 2<sup>nd</sup> person voice for herself indicating the positive effects of the research may not be picked up immediately so some ambivalence to the video here?</p>	<p>I/the video: teacher positioning video as other in sense that it offers information that the teacher does not have herself so has an additive function. Also is accepted as truth 'what actually'</p> <p>I/video: teacher unsettled by evidence of video ..unsettled as accepting it is truth. teacher accepting the video as objective reality voice helping to show if there is a difference in the talk during the</p>	<p>I/the video: video again offering other perspective from teacher but here is unsettling for her as her perspective had been that the lesson had gone well based on the children's enthusiasm but the video did not support this. Teacher accepts video voice as valid and faces feelings of personal discomfort.</p>	<p>Not named but reference to voice of video in dialogue. Teacher accepting video voice as indicating less chaotic talk then she had thought.</p> <p>That/me: the video offering a distinct position from teacher and teacher accepts that the talk is better than she had thought as more ordered</p> <p>teacher in 2<sup>nd</sup> person accepting the video as</p>

	<p>process</p> <p>The video/you : 2<sup>nd</sup> person reference to teacher but again positioning video as other and offering an addition to her observation. Adding something the teacher does not have by herself</p> <p>It/I : video again offering a new perspective and teacher accepting this as more positive and more valid than her own less positive evaluation. This is a positive experience for the teacher who positions video as other voice but one she accepts</p>	<p>I/it :otherness of the video treated as valid truth by teacher 'to see what if really looks like</p> <p>We /the video :teacher and researcher positioned together accepting video as authoritative voice</p> <p>I/video: teacher hearing the voice of the video which is showing a subtle change in her use of language with the children which has become less authoritative. This is evidence of</p>	<p>objective evidence that the talk is more ordered than she thought</p> <p>That/me: teacher indicating that she accepts voice of video as evidence of the video has increased her confidence to keep going as what she thought was chaotic talk was more ordered. Video linked to teacher confidence</p> <p>I/the video : additive aspect of the video beyond what the teacher can pick up in the 'heat of the moment' sense that in the class teacher judgement not</p>
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		<p>positive shift for her which she accepts from video</p> <p>videos/wee guy/I : teacher taking the video voice to give information about one particular child which showed he was contributing</p> <p>My/I/it: teacher positions video as valid truth with authority beyond her view when 'in the moment' of the lesson.</p> <p>I;Video:you: video viewed as adding something</p>	<p>always clear and video can help. Video a helpful other</p> <p>Voice of video and teacher implicit but indicating video offering a lot of additional information 'just on that still picture'. Teacher accepting this voice</p> <p>I/this: I/this 'now you can see' so the video is additive again here</p> <p>I/that: teacher accepting video telling her that she is not giving enough time for child to respond. She is only aware of this because of the 'otherness'</p>
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		<p>beyond teacher view when 'immersed in it' and therefore suggesting video able to capture more. Additive quality to video . teacher positions herself as separate from and threatened by researcher and video 'if it goes pear shaped and you've got a video of it'/ Possible positioning researcher with video against herself I:it:video again viewed as offering 'other' valid voice telling</p>	<p>of the video. Teacher now 'very aware of that too' . Teacher had thought she had given time but video showed she had not. Otherness of video shifting teacher perspective  You/video :2<sup>nd</sup> person voice for teacher who is unsettled at thought that her own reflection is not supported by the video . 'I was so sure what was good and what was bad' this has unsettled teacher confidence . Otherness can disturb  I/this : video voice has contrasted with</p>
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		<p>teacher the lesson went better than she thought. 'When i was immersed' something beyond reflecting '..however it's not actually'. .use of actually implies truth/objective evidence</p> <p>It/you: teacher using 2<sup>nd</sup> person to speak of herself...vide o valid truth 'it just shows you' but this is to indicate that the teacher's perception was false and the lesson was better than she thought.</p>	<p>teacher felt perception but has also led teacher to question herself about how much she is actually listening to the children..'I'm hearing but am I listening?' otherness and the accepted validity of video leading to these questions)</p> <p>Teachers/ video: teachers generally to busy then confronted with video you see more than you saw at the time of the lesson. Positioning herself against teachers generally</p> <p>Teacher using 2<sup>nd</sup> person voice indicating what</p>
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		<p>Teacher positioning video as distinct from her and offering her a view beyond her feelings</p> <p>I /it : immediate trust in objective truth of video providing evidence of good dialogue. Accepting this voice without hesitation</p> <p>The video/I :the video led teacher to re-frame her view to become positive about the process. Positive impact on sense of</p>	<p>is not seen during teaching and therefore video is additive</p> <p>That: Teacher indicating tuned into talk used now as a result of watching video . Teacher accepting voice of video and positioning herself with it</p> <p>I/it:teacher mentioning previous video which had surprised her as her felt perception was that the talk was good but video showed it to be poor. Accepting voice of the video not always easy for teacher</p> <p>I/me/that : teacher feelings</p>
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		<p>herself 'wee step back up'</p> <p>I/video: Teacher positive because can 'see the shift' concrete nature of video evidence leads to feeling positively</p> <p>Me/video/ they : video positioned as other and offering fresh view which allows teacher to see the way the children are looking to each for support</p>	<p>are more positive because the video has given evidence of change and her fear was that she would enter this process and not change .Accepting video as evidence</p> <p>We've/the first one : teacher positions herself with researcher in accepting evidence of change by comparing first and final videos</p> <p>I /video :teacher identifying huge changes then indicating that she has gone away <i>with</i> the video so possibly shared notion of teacher and video voice</p>
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## APPENDIX J

### TEACHER POSITIONING IN RELATION TO EXTERNAL AUTHORITY OVER TIME

Teacher positioning in relation to External Authority over time

Dialogue Two	Dialogue Three	Dialogue Four	Dialogue Five
<p>I/it was more active :teacher indicating happy with lesson possibly because more 'active ' than usual. possible voice from external authority re active learning (learning community emphasizing active learning in the classroom)</p> <p>I/them: teacher positioning herself as instrumental in shifting children from passivity.. possible allusion to active</p>	<p>Me/active learning: teacher expressing concern that process is too passive positioning herself with active learning voice which teacher doing observation( teacher identifying with another teacher who liked a lesson taught which was not P4C..'teacher positioning with external authority</p>	<p>I/content teaching /they: teacher suggests a conflict in her role between teaching content required by the curriculum...t his leads to conflict when 'they '(children) want to open up discussion.. 'where do you .And I'm kind of '...sense of tension knot</p> <p>Somebody /'box ticker': teacher</p>	<p>I/QIOs : teacher demonstrating interest in feedback from the QIOs..not indicating this as threatening or oppositional almost checking their understanding</p>

<p>learning voice from external authority ( LA position)</p> <p>we/I/you: teacher using 'we' to refer to a collective need to teach content ...then uses 'I ' to refer to another alternative agenda which she cannot implement because of the voice of external authority 'can this child do this?</p> <p>I : teacher setting herself against the voice of external box ticking authority ..she sees what the possibilities are outside the parameters of the external voice but feels trapped by its</p>	<p>She/my: other teacher identified with in liking teacher's lesson and leads to positive feelings</p>	<p>positioning herself against this authority 'but they're not interested in that' and teacher loses agency 'which is way, way out of my control'</p> <p>Teacher voice mute in face of this authority</p> <p>CfE :teacher positioning uncertain in relation to new curriculum and her teaching</p> <p>Curriculum for Excellence/I: same uncertain positioning as above</p> <p>Some conflict</p>	
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<p>demands</p> <p>You : person voice of teacher indicating she has to choose between two demands from external authority voice...responsi ble citizens or successful learners .Conflict</p>		<p>between curriculum and teacher trying to meet individual needs</p> <p>I/it :dialogic knot teacher positioning conflicting 'not that I'm not in control, it's that I can't change it'</p> <p>My/I/Curricul um for Excellence: hopes and doubts in positioning knot?</p> <p>Teacher identifying with external view that children need qualifications but to teach to those may be in conflict with teaching</p>	
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		<p>them to think</p> <p>I/tick box:  teacher keeps  authority  anonymous  but by using  box ticking  indicates that  this is the  voice she is  referring to  and positions  herself  against this  voice in its  lack of  recognition of  child's skill</p> <p>I/boss:  teacher  positioning  herself  against  manager .uses  hypothetical  manager's  voice to say  something she  implies  manager will  not say</p>	
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## APPENDIX K

### PUPIL INTERVIEW SCHEDULE



#### Pupil Interview

1. Did you enjoy the philosophy lessons?

Why/why not?

2. Were these lessons like other lessons in school?

In what ways?

3. Has anything changed in the class since the lessons started?

How/ in what ways?

4. Do you think that you gained or got anything out of the philosophy lessons?

5. Do you think that the class gained or got anything out of the lessons?

6. Do you think that the teacher gained or got anything out of the lessons?

**7. Look at this picture. Think about how you felt during the lessons.**

**Which of these people is most like you? Why?**

**Do you think others in the class felt the same? Why/why not**

**8. Watch this clip from one of your philosophy sessions.**

**What do you think is happening here?**

**Does this kind of thing happen much in school? why/why not?**

**If not why do you think it happened here?**

**What do you think about this?**

**9. Is there anything else you would like to say about the philosophy lessons?**

**Do you have any questions for me**

**Thank you for your help**

## APPENDIX L

### CODING FRAMEWORK FOR CHILDREN'S INTERVIEW

Two level etic and emic coding framework based on Bogdan and Biklen ( Miles and Huberman, 1994)

Etic code (externally imposed)	Nested emic codes (data driven)
Perspectives	<p>Ways of thinking about the teacher <b>P1</b></p> <p>Ways of thinking about other pupils <b>P2</b></p> <p>Ways of thinking about P4C sessions <b>P3</b></p> <p>Ways of thinking about other lessons <b>P4</b></p> <p>Ways of linking to contexts outside of school <b>P5</b></p>
Process	<p>Turning points <b>Pr1</b></p> <p>Changes over time teacher <b>Pr2</b></p> <p>Changes over time pupils <b>Pr3</b></p>
Strategies	<p>Teacher tactics for supporting P4C <b>S1</b></p> <p>Pupil tactics in</p>

	<p>P4C lessons</p> <p>S2</p>
<p>Relationships and Social Structure</p>	<p>Coalitions</p> <p>R1</p> <p>Friendships</p> <p>R2</p> <p>Inequities</p> <p>R3</p> <p>Hierarchies</p> <p>R4</p>
<p>Methods</p>	<p>Problems in P4C sessions M1</p> <p>Joys in P4C sessions M2</p> <p>Dilemmas in P4C sessions</p> <p>M3</p>
<p>Changes</p>	<p>Recommended changes for future in lessons C1</p> <p>Recommended changes in teacher C2</p>

## APPENDIX M

### SAMPLE OF CODED TRANSCRIPT FROM CHILDREN'S INTERVIEW

Child Two

1	Q.	So first thing I wanted to ask you was did you enjoy the Philosophy lessons in class?	CODES
2	A.	Yeah, it was quite fun, doing all the games and... questions and... answering stuff.	M2
3	Q.	So it was ok. Was it better than other classes, or the same or... is there anything else you prefer?	
4	A.	Erm...I think it was quite nice and fun. It was nice and... erm... I don't think it was very bad.	M2
5	Q.	Ok, ok. Are there - are these lessons like other lessons in school, do you think, the Philosophy lessons?	
6	A.	Erm... well we don't really use Philosophy in any other lessons.	P4
7	Q.	Ok.	
8	A.	Well... sometimes we use rules... in other lessons but we don't really do the... questioning that much.	P4 P4
9	Q.	Ok. So when you say you use the rules what kind of lessons might you use the rules in? Or what rules would you use?	
10	A.	Erm...well... erm... stuff like... when we're talking about... what we might write in our story or.. what we might... do. And stuff like that. Like we only	P4 P4

		have one person speaking and...	
11	Q.	Ok.	
12	A.	Erm, we don't put your hand up and things.	P4
13	Q.	Ok. So you use those rules. You said that you didn't do the questions? What do you mean by that?	
14	A.	Erm, well... we did the question rule... well, we did the rules as in like... erm... when we were.... er, when we were talking about stuff we needed to do and.... we didn't have any hands up and we weren't allowed to talk when other people were talking and stuff like that.	P4
15	Q.	Did you like the no hands up rule?	
16	A.	Erm...well I thought it was quite hard to not put your hands up because... some people might keep speaking and speaking... and other people might just like not say anything. But I thought it was like an ok rule but it wasn't the best rule.	M1 R3 M3
17	Q.	It wasn't great? [No]. Did it change anything? Do you think, the no hands rule?	
18	A.	Erm... I think it changed the rule about one person speaking at a time because some people like... said stuff when other people were talking. Because they wanted to say what they wanted to say. [Right, ok]. But they couldn't because it was no hands up.	Pr1 Pr3
19	Q.	Ok, so did it make it a bit more... noisy?	

20	A.	Yeah, more people were talking at a time and stuff.	M1
21	Q.	What did you think about that, did you like it or not like it?	
22	A.	Not really coz you couldn't really hear what the person was saying and...erm... other people might.. say things that other people have said and stuff like that.	M1 M1
23	Q.	Ok. Right I'm going to show you a little picture... if I can get this page to work... it's gone to sleep... right. Right, it's a picture of people climbing a tree but it's not really about that, what I'm wanting you think about is, if you remember yourself and remember how you <i>felt</i> when you were sitting in the Philosophy class, in the circle, which one of these people do you think would be most like you?	
24	A.	Erm... probably... erm... probably the person that needed helping back up.	
25	Q.	This one here?	
26	A.	Yeah.	
27	Q.	You think that's most like you?	
28	A.	Yeah.	
29	Q.	Why's that?	
30	A.	Because it was quite hard and... you needed to think of quite... things that other people hadn't said already.	M1
31	Q.	Right so you're always trying to think of "what could you say, what could you bring in"?	
32	A.	Yeah.	

33	Q.	And how did- who helped you, who do you think would have done the helping?	
34	A.	Er... mostly Miss XXX and like....other people who agreed with me and stuff like that.	S1 S2
35	Q.	Ok, ok. And what is it they actually do that helps do you think?	
36	A.	Er.. they said like, simplified it and said erm... what... erm, I could have said. And what like other people had said and stuff.	S1/S2
37	Q.	So making clear what the person said?	
38	A.	Yeah.	
39	Q.	And did you like having someone there to do that for you? Do you think that helped or not?	
40	A.	Erm, yeah, I think it helped me like... erm... sort of, get better at the Philosophy and like... understand what I could say, when I don't know what I could say.	Pr3 Pr3
41	Q.	Ok. So you're the person, you saw yourself as needing some help. Is that where you would see yourself normally in class? The person that needs help?	
42	A.	Er... not really.	
43	Q.	So where do you think you would be? Say... Math's. Where do you think you'd be in a Math's class?	
44	A.	Erm... probably the person that was... just... standing there and didn't need that much help.	P4
45	Q.	Right. Maybe half way up, or at the top, or where?	



46	A.	Yeah, about there.	
47	Q.	Somewhere there, so someone that's quite good at it? Doesn't need a lot of help?	
48	A.	Yeah, just like a little bit of help.	
49	Q.	Ok, so is that new for you to be in a position where you felt you needed some help?	
50	A.	Er... not that new but I think it's like one of the lessons where I need... quite a bit of help to know what to say and stuff.	P3
51	Q.	That's interesting. And do you think things changed. Like if you think at the beginning and at the end of Philosophy do you think you need more or less help now, or just the same?	
52	A.	Er...less help because... every time I got help it taught me something else that I could like say or do.	Pr3
53	Q.	Ok, ok. And if you think about other people in the class, it doesn't matter who - your friends, where do you think, what do you think other people were feeling in Philosophy lessons?	
54	A.	Erm... I think some people found it ...quite hard, and some people found it... quite easy and some people were a bit like me and needed like, a little bit of help.	P2 P2
55	Q.	Ok, and was it the people that you would have <i>expected</i> that found it hard or easy or was it different from normal classes?	
56	A.	Erm, well, some of the people I would	P2

		have expected to find it hard but some of the people like, who do good in most other things might... erm, find it hard.	P2
57	Q.	Ok, so it was a little bit different?	
58	A.	Yeah.	
59	Q.	Ok, so some people found it hard and some people found it easy. Where do you think the teacher would be? Where do you think Miss XXX is if you had to say what her...	
60	A.	Er... probably at the top.	
61	Q.	She's at the top? Ok, so for you, you felt she was like <i>that</i> , but generally you thought she was <i>there</i> , why would you put her there?	
62	A.	Erm well because...she helped everyone who was like...couldn't say anything or...had a different opinion or something.	P1
63	Q.	Ok, and did she do that in the same way she does... in other classes?	
64	A.	Er...yeah. I think so coz she does them like, in all the things...	P1
65	Q.	In all the classes, ok. Do you think that you've <i>gained</i> anything or changed, or is there anything for you, that's got better? Since starting to do the Philosophy?	
66	A.	Erm yeah I've got better at like... erm... well saying my own opinion and stuff like that. And erm... like, listening to all the other people, even if they've got something different to say and stuff like that... stuff.	Pr3 Pr3
67	Q.	So you think that's got better?	

68	A.	Yeah.	
69	Q.	What would you have been like before when other people were saying their own opinions do you think?	
70	A.	Er well I think... erm.... if I said something and then someone else said something different I would... still like... erm... respect them ut I would think they were like...sort of like.... half right and half wrong, because I didn't really know which one was right. My view or someone else's.	respect
71	Q.	And what now?	
72	A.	Er...I think it's got better. Like, I know...that if someone else says something and I say something different that.... they could... they could be right or it could be something in-between or... things like that.	Pr3
73	Q.	Ok... ok. So there's different views, [Yeah] you can have different views around ok. So you said you've gained - what do you think about the <i>class</i> , do you think the <i>class</i> has changed, or gained anything as a result of Philosophy.	
74	A.	Erm...yeah. I think... erm... everyone else and me have like... learned all the... rules and things we could, should say in Philosophy and stuff like you how to link to other people's like... other people's opinions and what think, how to link them together.	Pr3 Pr3 Learned things to say Pr3
75	Q.	Ok...	

76	A.	Erm... I think we've learned that like... that...erm...it's like... the philosophy is sort of like... helping you to like... understand the things and... do more talking and... talk to other people and... understand their opinions, and stuff like that.	Pr3  Pr3  Pr3
77	Q.	Ok, just seeing it as a whole lot of different opinions out there? Right this might be a difficult question for you to answer but I'd quite like you to think about it. Do you think the teacher's gained anything or do you think the teacher's changed at all... over the time?	
78	A.	Erm...well I think.. erm, Miss XXX like, knew most of the stuff already...but then she's... like taught us to know it and things like that.	P1
79	Q.	Ok, so she's not changed but she's helped you to change a little bit, is that what you're thinking?	
80	A.	Yeah.	
81	Q.	Ok. That's great. Right, I'm going to show you a little clip from one of the Philosophy lessons ok, and I'd like just to see what you think... is happening here? What you think about it?	
82	(DVD)		
83	Q.	Ok, what do you think was happening there?	
84	A.	Erm... well everyone was having like a discussion about the game we'd just had and... saying if it was like... easy or	

		hard or if... we thought it was <i>fun</i> or... difficult and stuff like that.	
85	Q.	And what do you think XXX and Miss XXX, what were they doing, what were they talking about?	
86	A.	They were talking about like...well, that Miss XXX should have like, told us like... what we were going to do before we'd done it, because we didn't have like...an idea, what we could have done... [Ok] through it.	
87	Q.	Ok... Is that the kind of thing that would happen in school very often that children would say to the teacher... "I don't think we should have done it this way" or "You've not been fair" is that....?	
88	A.	Erm, not really.	
89	Q.	Not really? Ok. Why do you think it happened here then?	
90	A.	Er well, it was just like... coz erm...erm... well we were having like, a bit of an argument about if we should have set out what we were going to do before we did it. So we would have had a better view of what we would have done and we could have prepared for it. And stuff like that.	
91	Q.	Mmmm hmmm. But why do you think it happened in this lesson? What is it - rather than say in a Math's lesson?	
92	A.	Because in like Philosophy you have to... erm, discuss things, once you've done them, or discuss the things you're going to do... and sometimes it's quite	

		hard to understand about what the things you've done or... are about to do. And things like that, so...	
93	Q.	Ok, and what do you think about it? What do you think about having those kinds of discussions with the teacher?	
94	A.	Er... well... I think it's quite weird having a discussion and an argument with everybody else in the class because we wouldn't normally do that in say in a normal lesson... and that it was quite hard to sort of like <i>not give in</i> to the other people.	
95	Q.	Ok, who do you think had the power then in that situation?	
96	A.	Erm...probably...erm...probably Miss XXX and like... the people who thought it was...er... we should have done it more like the majority... had the power. To decide what we should have done.	
97	Q.	Who do you think normally has the power in the class room?	
98	A.	Erm... Miss XXX normally.	
99	Q.	Ok, and what do you think about that?	
100	A.	Er.. well... I think it's quite... good that Miss XXX normally has the power because she can tell us if we're right or wrong. But sometimes it isn't that good because we can, because we can't quite say what we'd think. What is right. And what is wrong, and stuff like that.	
101	Q.	Ok, ok. But obviously in this situation, somebody did say that?	
102	A.	Yeah.	

103	Q.	Ok. And then this is the last question, is there any advice you would give or anything you would change if somebody was setting this up in the future? Doing Philosophy, is there anything that you would change about it how we'd done it?	
104	A.	Erm, I would change how.. erm.. we like had erm... had the hands up rule. And- no hands up rule. we... Miss XXX could have like, sort of just like sit back and we could like keep the discussion flowing... instead of from one person then back to her then another person back to her...we could have it just like, bouncing off each other and that.	C1  C1
105	Q.	How do you think we could do that? How could we make that better do you think?	
106	A.	Erm... well maybe you could do it as if... like Miss XXX wasn't allowed to say anything, or she wasn't there, or she was like out of the room. [Right, ok.] So she couldn't say anything. But we could just keep the discussion going.	C1  C1
107	Q.	Ok, so that would be a way, that would be one way of making it more... children talking to each other?	
108	A.	Yeah.	
109	Q.	Ok. Is there anything else that you would like to say about the Philosophy before we- before we stop that you haven't had a chance to say?	

110	A.	Well, I think it was... quite... like... quite difficult at sometimes when we had to do hard decisions because like, like, the task we had about deciding which.. thing was worst. [Oh yeah, I remember that.] Erm...it was quite hard because some people had one view and other people had the other view. And I also think that erm...well we should... we should have like... er... done more like... erm, done more things that are more discussions like... about stories or... erm...pretend things, we should have more discussions about them so we can have more like, discussions and arguments and saying what we need to say and things like that.	M1  M3  C1
111	Q.	Ok, is that something you'd want to do, have more Philosophy lessons, or would you like more discussions in other lessons that you do?	
112	A.	Er... probably have more discussions in what we either do because normally we just like... get something to do and then we do it, and then we just go onto something else but.. I think we should have like a discussion at the end of what we do.	P4
113	Q.	Ok, that's very helpful. Anything else? Or is that you....?	
114	A.	Not really.	
115	Q.	Ok. Well thank you very much, that's been really helpful.	
116	(End)		



## APPENDIX N

### COLLATED CODES FROM CHILDREN'S INTERVIEWS

<p>Ways of thinking about the teacher P1</p>	<p>she'd be at the top making sure everyone was having fun and1.48 says, she wants to come out of it,1.30 make sure it's actually, people are having enough fun1.50 her job in the rest of her lessons is to teach 1.52everyone1.52 with Philosophy she's just sort of giving us a guideline of what the discussion is going to be1.52 after that, I think Miss XXX has to come out of it because it's <i>our</i> opinion.1.52 she can't mind read to see what our opinion is without us speaking1.54 she has the right to state her own opinion like us.1.102 either... agree with us or... give us another reason for why we couldn't.1.104 she helped everyone who was like...couldn't say anything or...had a different opinion or something.2.62 I think so coz she does them like, in all the things...2.64 Miss XXX like, <i>knew</i> most of the stuff already...but then she's... like taught <i>us</i> to know it and things like that2.78</p>
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<p>Ways of thinking about other pupils P2</p>	<p>she'd just be like sitting there giving you more confidence.6.76</p> <p>because she's the teacher but she... normally talks a lot7.4</p> <p>because she likes <i>everybody</i>7.94</p> <p>she's kind of like it in <i>all</i>, like, all the classes, because she does it in Math's as well.7.98</p> <p>Like she'll help people. Well I know that's her job but...7.100</p> <p>Well she's been watching us like, asking us during the discussion3.116</p> <p>I wouldn't say it was <i>bad</i> but it was ok.</p> <p>that person that's helping because... she <i>helps</i>!6.62</p> <p>They have more time to see what they think.1.8 but as sort of a whole class we do.1.36 in other people's opinion it might not so...1.64 in other people's mind they might think that they are going wrong but they're not.1.88 But, in other people's opinions they might want to change it.1.142 I think some people</p>
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	<p>found it ...quite hard, and some people found it... quite easy and2.54 they were nervous to speak.3.58 they sound as if they're having fun [Right] when they do it, like.4.40 . I think we've all done well in it.4.66 Most people... I think most people were feeling like them.(relaxed and happy)5.18 we're in quite a small class we know everybody and we don't laugh at each other.6.2 Coz, sometimes they laugh in Primary 6/76.4 and they laugh <i>with</i> them.6.8 because sometimes we just don't get along whatsoever6.46 sometimes when they've said the wrong thing and they think, "Oh I regret saying that6.50 but they always get, climb right back up.6.52 I could never trust them because they'd just mess around and6.82 ... he was messing about in it but since Philosophy he's just stopped coz 8he coz he thinks he can state his own opinion any time.6.96 maybe they can start working up to doing something. 6.98 they're just saying... it's like "please just don't laugh at me" it'6.142 I know XXX needs some help like, .7.116 .. she'll sit next to the teacher in Philosophy.</p>
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Ways of thinking about  
P4C sessions P3

[7.116

she *thinks* on the carpet  
where she sits is the  
centre of the earth and  
she wants to be in the  
centre7.116

she's like the teacher's  
pet.7.116

she thinks she's the *best*,  
she'll like talk in  
American, it's  
really7.134

think the most annoying  
people in the class was  
probably XXX and  
XXX because they  
muck about.7.148

some of the people I  
would have expected to  
find it hard2.56

some of the people like,  
who do good in most  
other things might...  
erm, find it hard.2.56

Coz sometimes he can't  
think, and when he gets  
the answer he's not very  
sure if it's *right* so5.66

I have this feeling that  
if I was alone I would  
do it all wrong.7.60

you had a Philosophy  
lesson you don't know  
what's going to  
happen7.216

but I learn stuff in  
philosophy.7.124

the Philosophy lesson,  
there's no actual work -  
yes there is work but  
there *isn't*. C1.58

all you're really doing is  
talking and sharing  
ideas1.58

it doesn't matter if  
you're wrong but as long  
as you have a go and  
state your own opinion  
and see what the rest of

	<p>the group or class think it's pretty...1.58</p> <p>people might think it's <i>wrong</i> but... you've stated your own opinion and you'll have to see what the rest think. 1.60</p> <p>if in Philosophy you kind of have to work in a sort of a group with the rest of the class.1.92</p> <p>to respect your own opinion 1.92</p> <p>and come up with new ideas1.92</p> <p>you need your imagination to think of it in Philosophy1.92</p> <p>Then if you can get a good question you can have a good discussion. 1.140</p> <p>it's like one of the lessons where I need... quite a bit of help to know what to say and stuff.2.50</p> <p>Well it was kind of you like you kind of trying to solve a crime.3.10</p> <p>you've got to like kind of piece together...3.12</p> <p>there was quite a lot of imagining to stories.3.98</p> <p>they're the same because I kind of like them about the same, yeah4.24</p> <p>And, it told you all about the stuff, all about... all about the other stuff like and Pandora's Box, it told you about the temptations5.2</p> <p>Choices, it told you all about choices5.2</p> <p>should you do it or should you not do it, and choices and that.5.4</p> <p>Well, coz we actually talk about it5.12</p>
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<p>Ways of thinking about other lessonsP4</p>	<p>cos Philosophy's like stories, choice5.12  ... disciplines me in what I should d5.18  you've got to be more aware of stuff, going on around you.5.18  you need to be more aware of temptation because5.20  was telling you don't lie to people be <i>kind</i> and other stuff.5.20  the philosophy lessons is also about... asking questions, learning more about5..20  Philosophy is a part of team building in a way as well6.46  the rules are very helpful because, nobody just thinks you're.. being mean so...6.142  ... but like since we follow the rules... it's fine!6.142</p> <p>like there's a lot more <i>talking</i> in Philosophy than there is in other lessons.4.14  I actually prefer the Philosophy lessons1.56  We don't really use Philosophy in any other lessons.2.6  we don't really do the... questioning that much.2.8  sometimes we use rules... in other lessons when we're talking about.... what we might write in our story</p>
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<p>ways of linking to contexts outside of school P5</p>	<p>or..2.10  Like we only have one person speaking and...2.10  we don't put your hand up and things.2.12  we didn't have any hands up and we weren't allowed to talk when other people were talking and stuff like that.2.14  didn't need that much help2.44  but.. I think we should have like a discussion at the end of what we do.2.112  coz we've got a lot of choices and this and there was choices in our old RME5.6  other lessons you doing like Math's it's nothing like it5.12  Math's is like learning, and reading, i5.12  Maths she tells us what to do 5.30  sometimes I don't enjoy them as much because there's something different about them.6.12  you don't get to speak your opinion that much6.14  because we don't really do games we just listen to a story and do <i>writing</i>7.18</p> <p>might help with, reasons why we should go <i>here</i>,</p>
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	<p>reasons why we should go here on holiday and things like that.1.114</p> <p>it's a skill for <i>life</i>, for say meetings1.60</p> <p>with meetings you don't sit with your hand up for ages and ages and ages,1.60</p> <p>it will like help us when we get into the high school and university3.86</p> <p>Well we've got to go to like, meetings, and if you're like an actor you would have to go to an audition.3.88</p> <p>It would help you like speak...3..90</p> <p>if you went to a meeting and it won't just be your boss that was talking all the time...4.54</p> <p>lesson for later life4.66</p>
<p>S1 teacher strategies</p>	<p>the discussion never really stops until Miss XXX has to jump in and say something. That might help us to carry on.1.30</p> <p>if no one says anything Miss XXX will just, even if they don't have anything to say she'll ask them a question to see if they <i>do</i> have anything to say. 1.48</p> <p>if they don't, and if they can't think of anything they have thinking time where we go to some other people and then come back to them. And they normally could have an answer by then.1.48</p> <p>And you're allowed to say... you're not allowed to say things over and over again, <i>but</i> you can</p>



<p>S2 pupil strategies</p>	<p>go back on a point and sort of... add to it1.76  mostly Miss XXX and like....other people who agreed with me2.34  simplified it and said erm... what... erm, I could have said2.36  kind of like trying to start off the discussion and keep the discussion going3.68  but <i>she</i> understands you, she explains it.... even <i>better</i> to the class. 6.64  So you can still state your own opinion. 6.66  because if you haven't had a turn, and before Miss XXX can move on, you can all of a sudden jump in because when she's come out of it she doesn't really say a word... we sort of do1.102</p> <p>she can come in when she needs to. To give us guidance and...1.102</p> <p>you can all of a sudden jump in before she can move on1..10</p> <p><i>sometimes</i> you have to move on to get the discussion moving but1.28  carrying on saying "yes I agree with you" and things like that and, "no I don't agree with you"... "I will agree with you but why don't we do this sort of thing".1.94  and giving a reason</p>
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	<p><i>why</i>.1.96  ... I think you have to be able to... take the idea, and give a better reason <i>why</i> that idea should be1.106  means they have to come up with a reason <i>why</i> they disagree with it.1.108  they said like, simplified it and said erm... what... erm, I could have said. And what like other people had said and stuff2.36  I was thinking of what to say, if I got the chance to speak.3.42  .. if one person does it other people learn quicker and stuff.3.146  was just that everybody got their turn because they weren't afraid to speak out.6.10  They just say something again, and if they know they're going to say something good about it6.54  Well I think it helps by just talking to each other and saying, "It's fine t moment's passed" and then you can.....they try and do it again so...6.54  trying to say "come on you can do it".6.80  bring out as long as it's... as long as it isn't cheeky6.136  I kind of like <i>helped</i>... people to what they were trying to say7.42  coz like XXX was saying like, stuff were not real, and then I said "What we're saying, 'Is that real?'" so that kind of... helped her a little</p>
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	<p>bit7.46 I like, help them to see [ok] what I mean.7.48 I kind, like tried to explain it more.7.50</p>
<p>Coalitions      R1</p>	<p>coz sometimes we go into groups and we don't really like what we're... what, who we're with, but... then the next 6.46 we do really good the next time around we just come, "I like this group" and we wanna be in it all the tim6.46 - when she said she agreed with them she stuck together with them7.93 I think Miss XXX <i>can</i> stick together with <i>some</i> person, sometimes.7.108 they would all go together, stick together a bi7.146 like, they would argue who has who-7.144 ... I know they need to <i>learn</i> but she'll <i>stick</i> with them as... like a dog,7.112</p>
<p>Friendships      R2</p>	<p>feel like... I'm- people are just opening up.6.32 people just open up to me...6.34 if there's something like wrong with them, they just come to me and I just try and sort it out for them.6.38 I don't know why but I kind of like, I get in this mood and I, I want to be alone.7.58 I don't tell her that I thought "You talk too much." Coz I don't</p>

<p>Inequities      R3</p>	<p>want me and her to break up as friend7.116 even though she's my best friend, I kind of think XXX's like <i>this</i> person7.76 .</p> <p>Well, sometimes Miss XXX doesn't actually go to <i>everyone</i>1.12 some people might keep speaking and speaking.and other people might just like not say anything.2.16 ... they think they didn't say anything but yet... if they actually think about it really hard they've said an awful lot but they don't... <i>think</i> they have1.38 XXX because he usually sticks his hand up and he hardly ever gets picked5.64 some people I thought that....erm... talked a bit too much and nobody like...really got a chance to speak 7.4 there was one person that really speaked a lot7.6 it went back to them and it was really... not fair on the other people.7.6 it wasn't... like fair on <i>them</i> because they were used to not putting their hands up.7.12 like the same people over and over again. The ones who had their hands up5.72 she <i>kind of like</i>, when</p>
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<p>Hierarchies <b>R4</b></p>	<p>we had no-hands up it was just going back to her <i>constantly</i>.7.78 she'll let them speak all the time.7.114 and XXX kind of think that she's like the teacher's pet7.116 I didn't really.. erm...didn't really... really.... like.... get a chance to speak 7.202because she was picking other people MissXXX should stick with all the children [ok] not just one7.110</p> <p>No one's in charge it1.32 Well nobody can really...control it,1.34 it's up to the teacher really.1.142 you can sort of give her ideas, and it's up to the teacher1.144 Coz she was like in charge of the... well... she was in charge of what we were talking about and she was at the top5.26</p>
<p>Problems in P4C sessions <b>M1</b></p>	<p>you can get sidetracked and go onto a different sort of thing, for instance... don't stick to the question, and.1.28 more people were talking at a time and stuff.2.19 you couldn't really hear what the person was saying2.22</p>

<p>Joys in P4C sessions M2</p>	<p>say things that other people have said and stuff like that. 2.22  you needed to think of quite... things that other people hadn't said already.2.30  quite difficult at sometimes when we had to do hard decisions because like, like, the task we had about deciding which... 2.110t  that was difficult to kind of like, switch.3.142  sometimes they would get a tiny bit boring.4.2  some things were just like a bit boring.4.4  Well the no hands up rule, is kind of annoying because, it's annoying because, every now and then you just... put your hand up because...5.60  but I didn't really like it with hands up, erm no-hands up7.4  it's like people tend to <i>shout out</i> now.7.8  Miss XXX has to speak- erm... shout, so...7.10  when we did hands up - no-hands up, and then, when the next day, people would like <i>shout out</i>7.12</p> <p>Yes I did1.2  good long philosophy lesson more people enjoy it b1.8  And I think the no hands up rule works.1.8  Well it's more enjoyable1.14  Well if there's lots to</p>
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	<p> <i>say</i>1.24  you can never be right  or wrong, so if you say  something you can  never be wrong so.1.28.  Other people might  think you're <i>wrong</i> but...  it doesn't matter because  it's <i>your</i> opinion. 1.28  It's your own opinion  1.28  easy enough to have  fun1.28  I think most people have  fun1.38  , it makes me feel more  confident,1.64  Yeah, it was quite fun,  doing all the games  and... questions and...  answering stuff.2.2  ...I think it was quite  nice and fun. 2.4  I like the discussion.3.6  Like the mystery3.8  all the speakingy3.8  I liked the Pandora's  box.3.14  I enjoyed it all the  time.3.18  And it also kind of felt  like more people were  involved.3.26  I find it  comfortable.3.38  like it that kind of...like  we're on our own to  like, just to move the  discussion on.3.76  I like that rule3.138  . I do like the  discussions.3.148  like...really mysterious  ones.3.150  Well yeah I enjoyed  some of them4.2  think it's because we  played like... a bit more <i>fun</i> things and we went  off to do <i>more</i>  things.4.8  well I've liked like </p>
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	<p>doing the games4.10  we go off in groups to  discuss things and work  on sheets4.10  the no hands up rule  we've got the freedom  just to go and <i>talk</i> and  state our own  opinion.4.18  ecause when I'm doing  Philosophy I have fun  doing it.4.36  think it's quite good  because4.54  Yeah I think it's been  really good.4.94  , I really enjoyed  them5.2  You didn't have to like,  you didn't have to ask  people "Could I do  this?" and "Can I do  other stuff and that ",  you just, went ahead and  said it5.2  I've enjoyed it because  I've learnt quite a  lo5.18t  kind of relaxed and that,  he's not5.14  , I thought it was really  good because everybody  was taking part6.2  I enjoyed the no-hands  rule because... well  everybody got their turn  because they just  said6.2  ... it was nice for  everybody to speak b7.4  everybody... erm... had a  chance to speak7.4  I liked the games in  it.7.16  I like how you had to  <i>think</i> and7.20  people didn't just go off  in a huff like normally  people do like if they  don't win. Lik7.20  if I didn't <i>win</i> I was fine,  it was only for fun7.20</p>
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<p>Dilemmas in P4C sessions M3</p>	<p>... stories.7.24 enjoyed the one about the black tulip.7.26 ...I like what Philosophy is7.60 It was fun 7.216 sum up Philosophy as a whole [ok.] There's the person swinging on the rope, having sort of <i>fun</i>,1.18</p> <p>But I thought it was like an ok rule but it wasn't the best rule2.16 it was quite hard because some people had one view and other people had the other view.2.110 it's a mix really.5.62 I wouldn't just want to say that opinion's wrong. I would just keep it to myself.7.70 not every opinion is right, but you don't really want to say that 7.68</p>
<p>To lessons C1</p>	<p>Because some of them are very short lessons we have to think of something else to do instead of... carrying on with the story and being... debate1.2 we had a bit longer story with a few more, well <i>cliff-hangers</i>1.4 think you need quite a few people and a <i>story</i> that you can end on a cliff-hanger so you can1.136 ... or something that you can get a lot of questions from.1.138</p>

I would change how..  
erm.. we like had erm...  
had the hands up rule.  
And- no hands up  
rule2.104  
done more like... erm,  
done more things that  
are more discussions  
like... about stories or...  
erm...pretend things,  
we2.111  
, I wouldn't change  
anything.3.136  
I'd like people to say  
how we could *improve*  
it but... not say, sitting  
there like saying "Yeah  
but I don't think this I  
don't think that". 6.152

well maybe you could  
do it as if... like Miss  
XXX wasn't allowed  
to say anything, or she  
wasn't there, or she  
was like out of the  
room. [Right, ok.] So  
she couldn't say  
anything. But we could  
just keep the discussion  
going.

Miss XXX could have  
like, sort of just like sit  
back and we could like  
keep the discussion  
flowing... instead of  
from one person then  
back to her then another  
person back to her...we  
could have it just  
like2.104  
well maybe you could  
do it as if... like Miss  
XXX wasn't allowed to

<p>To Teacher <b>C2</b></p>	<p>say anything<sup>2.106</sup>  she was like out of the  room. [Right, ok.] So  she couldn't say  anything. But we could  just keep the discussion  going.<sup>2.106</sup>  would change...erm...  like... Miss XXX pick,  one per- going round,  not just the same  people<sup>7.202</sup>  I think she could go  round people and say  that she sometimes says  like "let's let so and so  talk because they've not  talked much<sup>7.206</sup></p>
<p>To pupils <b>C3</b></p>	<p>If anybody's scared to  say their own opinion,  just say... just sit them  down, and just...just  give them... more  confidence,<sup>6.140</sup>  It's fine, everybody has  their own opinion and if  they laugh at you, just  say, just say  'everybody's fine'<sup>6.140</sup>  just make some rules,  and then just say "you're  not following the  rules".<sup>6.140</sup></p>

## APPENDIX O

### BASIC THEMES

Initial Thematic analysis step 3 refining themes in relation to data extracts

	Basic themes
<p>I would do it wrong if alone7.60            You have to work as a group            1.92            Team building 6.46            we go off in groups to discuss            things and work on sheets4.10</p>	1. cooperation
<p>working in a group has changed            1.90,7.138            better at group work 1.80            improved ability to work with            others            more cooperative4.62            I think I learnt to work well... with            others a bit more4.60            Everyone understanding each            other now6.82</p>	2. Improvement in working together
<p>Sometimes want to stay in same            groups6.46            They would all stick            together7.146            They argued about who has who            in groups            Friends divided into different            groups7.146            people didn't just go off in a huff            like normally people do like if            they don't win. Lik7.20</p>	3.Problems working together before
<p>trying to say 'come on you can            do it'6.80            talking to each other and saying            'the moments passed'6.54            rules stop people thinking others            are mean 6.142            be kind 5.20            They just say something again,            and if they know they're going to            say something good about it,            they climb up that tree again.6.54            and I just try and sort it out for</p>	4.children supporting each other

<p>them.6.38 Well I think it helps by just talking to each other6.56 other classes laugh at people 6.8 saying 'yes I agree with you' and things like that 1.94</p> <p>Helped those who couldn't speak2.62 Giving you confidence 6.76 Gives us a guideline 1.52 She likes everyone7.94 she wouldn't just say "no" and "I disagree" and that, she kinds of like explains it why7.92,6.64</p> <p>expressing yourself without being offensive 3.108 speaking politely 3.108 increased respect 1.80 ways to show respect to people who are talking 1.82 not speaking until the other has finished 1.74 didn't listen to he other person before 1.82 and looking at the person who's <i>speaking</i>1.82 I said something and then someone else said something different I would... still like... erm... respect them2.70 One speaking at a time2.10,2.14</p> <p>I find it comfortable.3.38 Relaxed and happy 5.18 kind of relaxed and that,5.14</p> <p>Trusting each other more6.40,6.42 I feel like people are opening up6.32, 6.34 Trusting each other more6.40,6.42</p> <p>you can get sidetracked and go onto a different sort of thing, for instance... don't stick to the</p>	<p>5. teacher supporting children</p> <p>6. respect (some possible overlap with responding to the opinions of others)</p> <p>7. relaxed</p> <p>8. trust</p>
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<p>question, and.1.2 quite difficult at sometimes when we had to do hard decisions because like, like, the task we had about deciding which... 2.110 sometimes they would get a tiny bit boring.4.2,4.4 One child not sure if right5.66 some who do well in other areas find it hard 2.56 could predict some who'd find it hard 2.56 differences between pupils in experience of difficulty 2.54 needed help to speak2.50 regret saying wrong thing 6.50 nervous to speak 3.58 Less help needed in other lessons 2.4 regret saying wrong thing 6.50 say things that other people have said and stuff like that. 2.22 you needed to think of quite... things that other people hadn't said</p>	<p>9.finding P4C hard</p>
<p>thinks she's the best 7.134 Teacher's pet 7.116 Wants to be in the centre 7.116 Sit next to teacher 7.116 Messing about 6.96, 7.148 Maybe can do something now 6.98</p>	<p>10. children who annoy</p>
<p>respect own opinion 1.92 it's <i>your</i> opinion. 1.28 It's your own opinion 1.28 right to state your opinion1.86 It's ok to state opinion6.136 It's your own opinion 1.28 bring out as long as it's... as long as it isn't cheeky6.136 Not scared to express views4.40 Right of teacher to express opinion 1.102 It's your own opinion 1.28 Other people might think you're <i>wrong</i> but... it doesn't matter 1.28 State opinion and see what others think 1.58,1.60 because you can state your own</p>	<p>11. expressing own opinion</p>

<p>opinion to a discussion as well1.70  you can never be right or wrong, so if  Pupils must speak for teacher to know opinion 1.54  Teacher needs to make space for pupil opinion 1.52  Others might not agree 1.64  Other people might think you're <i>wrong</i> but... it doesn't matter1.28</p>	
<p>listening to people even when they are saying something different 2.66  talk to others and understand their opinions2.76  how to agree and disagree3.106  how to agree and disagree3.10  linking people's opinions2.74  it was quite hard because some people had one view and other people had the other view.2.110  I wouldn't just want to say that opinion's wrong. I would just keep it to myself.7.70  not every opinion is right, but you don't really want to say that 7.68</p>	<p>12. responding to other people's opinions</p>
<p>About asking questions 5,20  good questions lead to discussion1.140  questions and... answering stuff.2.2  About asking questions 5,20  asking more questions5.10  the philosophy lessons is also about... asking questions5.20  Don't do the questioning in other lessons 2.8</p>	<p>13. questioning</p>
<p>Helps you talk 3.90  improved speaking3.92  improved ability to discuss things with people 3.104  knowing what to say 2.40  helped to know what to say less repetitive talk 1.94  They actually have something to say6.88</p>	<p>14.improved quality of talk</p>

<p>Actually talk 5.12  More talking in phil 4.14  talk more 2.76  I've spoken more 5.72  not letting others do all the speaking 4.62  Don't talk so much 7.122  Used to talk loads 7.138  one child able to speak now 5.64  Well if there's lots to say 1.24</p>	<p>15. increased quantity of talk</p>
<p>simplified and said what I could have said  2.36, 7.50, 7.42, 7.48, 7.46  tried to explain it more 7.50  say something again 6.54  trying to start off the discussion and keep it going 3.68  ask a question to see if someone not speaking has something to say 1.48  jump in before teacher can move it on 1.10  you have to move on to get the discussion going 1.28  thinking time 1.48</p>	<p>16. strategies to support discussion</p>
<p>Like solving a crime 3.10  Piecing together 3.12  I like how you had to <i>think</i> and 7.20  Generate new ideas 1.92  Imagination 3.98, 1.92,  Like solving a crime 3.10  Piecing together 3.12  more imaginative 3.96  giving a reason why 1.96  take the idea and give a better reason why that idea should be 1.106  come up with a reason why they disagree 1.108  I like how you had to <i>think</i> and 7.20  Agree or give reason why disagree 1.104</p>	<p>17. thinking skills</p>
<p>Not used in other lessons 2.6</p>	<p>18. applications to other lessons</p>



<p>No hands up rule 2.12, 2.14  Use rules from p4c 2.10  One speaking at a time 2.10, 2.14  getting more answers in other classes 5.10  Don't enjoy other lessons so much 6.12  Not games listening and writing 7.18  No opportunity to express opinion 6.14  Other lessons don't get to express opinion 6.14  Should discuss in other lessons 2.11  Want discussion at end of other lesson 2.112  you look in an answer book and if someone says that... it's right. It isn't like that 1.28</p> <p>Meeting 4.54, 3.88 1.60  Auditions 3.88  Help with high school and uni 3.86  lesson for later life 4.66, 1.60  coz if you're sort of getting good at it already it's a skill for life for meetings 1.60, 1.152</p> <p>No hands up rule you can jump in at last minute 1.12  No hands up rule led to children passing the discussion on 3.72  No hands up rule freed up the talk 4.18  And I think the no hands up rule works. 1.8  I enjoyed the no-hands rule because... well everybody got their turn because they just said 6.2  the no hands up rule we've got the freedom just to go and <i>talk</i> and state our own opinion. 4.18  now he can just like say stuff. 5.64</p> <p>No hands up led to shouting 7.8  No hands up rule linked to one child talking a lot 7.78</p>	<p>19. applications outside of school</p> <p>20. no hands up rule benefits talk</p> <p>21. no hands up impaired talk</p>
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<p>No hands up rule lost one speak at a time 2.18  more people were talking at a time and stuff.2.19  you couldn't really hear what the person was saying2.22  it's like people tend to <i>shout out</i> now.7.8  Miss XXX has to speak- erm... shout, so...7.10  when we did hands up - no-hands up, and then, when the next day, people would like <i>shout out</i>.7.12</p> <p>that was difficult to kind of like, switch.3.142  more people were talking at a time and stuff.2.19  Well the no hands up rule, is kind of annoying because, it's annoying because, every now and then you just... put your hand up because...5.60  but I didn't really like it with hands up, erm no-hands up7.4  Learned not to put hand up so much7.130  you've been stuck into that rule so long and then, you just suddenly have to get out of it.5.60  Not fair because not used to no hands rule7.12  I like that rule3.138  But I thought it was like an ok rule but it wasn't the best rule2.16  Change no-hands up rule2.104</p>	<p>22.no hands up rule difficult to follow</p>
<p>learned how the class communicates 3.114  learning how to pass the discussion on 3.116  more confidence in some pupils6.96  teacher getting more information from process 5.16  more able to think about education6.98  I think the teacher's changed a bit5.16</p>	<p>23.ways teacher has developed</p>

<p>learning more about it. 5.20</p> <p>get better at philosophy 2.40 made easier with practice 3.146 getting more out of it now5.14,5.20 pupils improving over time 1.78 learned the rules2.74 changed as lessons went on 3.60 We've done well in it 4.66 and things we could, should say in Philosophy and stuff like2.74 and things we could, should say in Philosophy and stuff like2.74</p> <p>one children learned to listen to teacher6.92 Whole class learned something7.136 if one does it other people learn quicker3.14 I've enjoyed it because I've learnt quite a lot5.18 philosophy helping to understand2.76 more answers now5.10 Learn from the stories7.130 gained in a few things3.102 Worked better7.150</p> <p>More aware of temptation 5.20 Aware of what's around you5.18,5.4 Self discipline 5,18 Making choices5.4,5.2, 5.12 people less shy 1.88 it makes me feel more confident,1.64,3.94 find a way round the problem of no hands rule3.140 You turn the bad things to good6.86 Way back if mistake 6.52</p> <p>she like constantly asks them and... stuff like that.7.112 said something, and Miss XXX said "I agree" and that's how I think she stuck together with people.7.92 I think Miss XXX <i>can</i> stick together with <i>some</i> person,</p>	<p>improving at philosophy over time</p> <p>25. pupils have learned</p> <p>26..Personal development</p> <p>27. teacher partiality</p>
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sometimes.7.108, 7.110  
 stuck with people when said she  
 agreed with them7.93  
 Teacher doesn't go to  
 everyone1.12  
 XX puts his hand up but doesn't  
 get picked5.64  
 she'll let them speak all the  
 time.7.114  
 I didn't really.. erm...didn't really...  
 really.... like.... get a chance to  
 speak because she was picking  
 other people7.202  
 would change...erm... like... Miss  
 XXX pick, one per- going round,  
 not just the same people7.202  
 know they need to *learn* but she'll  
*stick* with them as... like a  
 dog,7.112

Some people keep speaking  
 though they don't realise it1.38  
 Some people keep speaking and  
 others say nothing2.16  
 Some people thought XX talked  
 too much and nobody got a  
 chance to speak7.4,5.72,7.78  
 One person spoke a lot7.6  
 It went back to one person and  
 so not fair on others7.6  
 Even though she's my best friend  
 I think she's this sort of person  
 7.76  
 like the same people over and  
 over again. The ones who had  
 their hands up5.72  
 he *kind of like*, when we had no-  
 hands up it was just going back  
 to her *constantly*.7.78  
 Even though she's my best friend  
 I think she's this sort of person  
 7.76  
 Can't say 'you talk to much' coz  
 she's my friend 7.116

I thought it was really good  
 because everybody was taking  
 part6.2  
 it was nice for everybody to  
 speak 7.4

28.dominant children

29.more people were  
 speaking

everybody... erm... had a chance to speak 7.4  
 And it also kind of felt like more people were involved. 3.26  
 got their turn cos not afraid to speak out 6.10  
 they think they didn't say anything but yet... if they actually think about it really hard they've said an awful lot 1.38  
 ... not speaking too much but not saying too little 1.36

No one's in charge it 1.32, 1.34  
 like it that kind of... like we're on our own to like, just to move the discussion on. 3.76, 3.80  
 You didn't have to like, you didn't have to ask people "Could I do this?" and "Can I do other stuff and that ", you just, went ahead and said it 5.2  
 it depends on who starts speaking 1.32  
 ... and wait for someone to *start*, and once that person starts we just listen to them 1.34

teacher taking less control  
 teacher has less to say 4.50,  
 teacher wants to be less central 1.30  
 not *saying* anything (teacher) 1.48  
 teacher letting pupils say more 5.30, 5.32  
 she has shifted her position from start so pupils can say more 3.66, 3.72, 4.44  
 it's up to the teacher really. 1.142  
 you can sort of give her ideas, and it's up to the teacher 1.144  
 she only starts the discussion 3.78  
 Coz she was like in charge of the... well... she was in charge of what we were talking about and she was at the top 5.26  
 learned to let class speak 1.11  
 she only starts the discussion

30. control of sessions

31. teacher has less control

<p>3.78</p> <p>teacher could have like, sort of just like sit back and we could like keep the discussion flowing... instead of from one person then back to her then another person back to her...we could have it just like2.104 well maybe you could do it as if... like Miss XXX wasn't allowed to say anything2.106 she was like out of the room. [Right, ok.] So she couldn't say anything. But we could just keep the discussion going.2.106 I think she could go round people and say that she sometimes says like "let's let so and so talk because they've not talked much7.206</p> <p>like what Philosophy is7.60 It was fun 7.216, 1.18, 7,20,4,36,1.28,1.38,2.2,2.4,4,40 I really enjoyed them5 think it's quite good because4.54 Yeah I think it's been really good.4.94 I enjoyed it all the time.3.18 Well yeah I enjoyed some of them4.2 it's a mix really.5.62 Well it's more enjoyable1.14 good long philosophy lesson more people enjoy it b1.8</p> <p>Good doing the Black Tulip7.142,7.26 I liked the Pandora's box.3.14 stories.7.24 think it's because we played like... a bit more <i>fun</i> things and we went off to do <i>more</i> things.4.8 doing all the games3.8,7.15,4.10 like...really mysterious ones.3.150 do like the discussions.3.148 I like all the speaking3.8</p>	<p>32. suggestions to reduce teacher control</p> <p>33. enjoyment of process</p> <p>34. enjoyment of activities</p>
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## APPENDIX P

### GLOBAL AND ORGANISING THEMES

Basic themes	Organising themes	Global themes
<p>1.cooperation</p> <p>2. Improvement in working together</p> <p>3.Previous problems working together</p> <p>10. children who annoy</p>	<p>Working together</p>	
<p>4.children supporting each other</p> <p>5. teacher supporting children</p> <p>6. respect</p> <p>7.trust</p>	<p>care</p>	<p>Relationships</p>
<p>11. expressing own opinion</p> <p>12. responding to other people's opinions</p>	<p>Right to express opinion</p>	
<p>10. difficulties with talking</p> <p>13.questioning</p> <p>16.strategies to support discussion</p> <p>17. thinking skills</p> <p>20. no hands up rule</p>	<p>Supporting talk</p>	<p>Talking rights</p>

<p>benefits talk</p> <p>21. no hands up impaired talk</p> <p>22.no hands up rule difficult to follow</p> <p>27. teacher partiality</p> <p>28.some talked too much</p> <p>29.more people were speaking</p> <p>30. control of sessions</p> <p>31. teacher less central</p> <p>32. suggestions to reduce teacher control</p> <p>14.improved quality of talk</p> <p>15. increased quantity of talk</p> <p>23.ways teacher has developed</p> <p>24. improving at philosophy over time</p> <p>25. pupils have learned</p> <p>26.Personal development</p> <p>18.applications to other lessons</p> <p>19. applications outside of school</p> <p>33. enjoyment of process</p>	<p>Control of talk</p> <p>Learning and Development</p>	<p>Benefits of Process</p>
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34. enjoyment of activities	Enjoyment of experience	
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## **APPENDIX Q**

### **INFORMATION SHEET FOR PARENTS AND CARERS**

#### **Philosophy for Children Project at X Primary School**

##### **WHO AM I ?**

My name is Wilma Barrow. I am an educational psychologist working for X Council and am the Educational Psychologist who works with your child's school. I am doing a research project using Philosophy for Children to help support pupil participation. I am doing this research as part of my doctoral studies at the University of Newcastle. This research project is subject to ethical review at Newcastle University and will also be guided by the British Psychological Society's Code of Ethics and Conduct : <http://bps.org.uk/code-of-conduct>

I can be contacted at [wbarrow@dundee.ac.uk](mailto:wbarrow@dundee.ac.uk) or on XXXXXX should you have any questions. My research is being supervised by Professor Liz Todd who can be contacted by email at [Liz.Todd@ncl.ac.uk](mailto:Liz.Todd@ncl.ac.uk).

##### **WHAT WILL THE RESEARCH INVOLVE?**

The research project will involve me working with Miss X to develop the use of Philosophy for Children with P5/6. Philosophy for Children has been introduced in primary schools in Scotland and across the UK. You may have seen coverage in the Scottish news about some of these projects.

Philosophy for Children is an approach which encourages children to ask questions and discuss issues using stories, pictures or other materials to prompt their thinking and talking. It has been used to develop reasoning skills and classroom talk. I am interested in how it might be used to increase pupil participation in school.

I will be working closely with Miss X who will use the Philosophy for Children approach in P 5/6 for one session each week from the first week after the Easter holiday until the end of term. Each lesson will last up to one hour and will

involve the teacher reading a story or providing another activity which the children then use as a starting point for questioning and discussion.

I will video these lessons. The reason for video recording these sessions is to help Miss X and myself look the sort of discussions taking place within the classroom and the ways in which the children are getting involved in these. This will help Miss X and I plan how the sessions might be adapted and improved. We would also like to show the pupils some of the video footage so that they can see how their talk is developing. We will be showing them examples of times when they are working well.

At the end of term, I would like to interview some of the children to hear their views about the lessons. This is an important part of the project as I want to make sure that children's views on the lessons are taken into account. These interviews will last about half an hour (depending on how much the children talk). The children will only be interviewed if they want to take part *and* if you consent to this.

An information sheet will be provided for children taking part in the interview. It will be made clear that they can choose not to take part and that if they do take part they can stop the interview at any time. If they choose to withdraw then I will not use anything they have said to me as part of the research. Both you and your child have the right to withdraw from the research at any time during the process without penalty and you are not obliged to give a reason to either myself or Miss X .

## **WHAT WILL HAPPEN TO THE INFORMATION GENERATED BY THE RESEARCH PROJECT?**

Video recordings of Philosophy Lessons:

- All of the video material will be kept in a locked cabinet which only I can access.
- The video footage will only be seen by myself, Miss X and the pupils in P5/6
- The video footage will be destroyed when the project has been written up

Audio recordings of children's interviews:

- All the interviews will be recorded using an audio recorder. The recordings will be stored in a locked cabinet and destroyed when the recordings have been transcribed into written form.
- The recordings and the written version of the interview will not contain your child's name
- If anything your child says is quoted in the final write up of the research this will be presented anonymously so that no one will know who said it.

**WHAT IF I NEED TO KNOW MORE BEFORE I DECIDE TO AGREE TO MY CHILD TAKING PART**

If you need to know more please contact me on the above telephone number or email me at the address provided. I am very happy to discuss this with you further if you need more information.

## APPENDIX R

### PARENT/CARER CONSENT FORM

Dear parent/carer,

I am going to be working with Miss X by supporting the development of Philosophy for Children lessons with P5/6 at Z school. This is part of a research project for studies I am undertaking at Newcastle University.

I am writing to provide you with information about the project and what it will involve. I attach an information sheet with details about the project and information about how to contact me if you would like to discuss this further or have questions about the project.

When you have looked over the information please could you complete the form underneath this letter to let me know if you are willing for your child to take part in this project. I am happy if you wish to discuss this with Miss X before you return the form. Please return the form to Miss X and she will pass it on to me.

Yours sincerely

Wilma Barrow

Educational Psychologist

Name of pupil:.....

( mark as appropriate)

1. I **consent /do not consent** to video filming of my child in class lessons for the purpose of developing and evaluating the Philosophy for Children Project.

2. I **consent /do not consent** to my child being interviewed by for the purpose of evaluating the Philosophy for Children

## APPENDIX S

### PUPIL INTERVIEW INFORMATION SHEET



## Pupil Interview Information Sheet

(to be discussed with each pupil at the start of the interview)

- Taking part in this interview is your choice. You do not need to take part.
- If you choose to take part you can ask me to stop at any time during the interview.
- I will use what you tell me in the interview when I write a report about the philosophy session in your class. You will not be named in this report. If I use anything you have said I will make sure that no one will be able to work out that you said it. This is called making the data anonymous.
- The interview will last about 30 minutes depending on how much there is to say. I will check with you throughout the interview to make sure you are comfortable and want to keep going.
- I will audiotape the interview so that I can keep all the information you have shared. The audio recording will be kept securely and will not have your name attached to it. It will be destroyed when I have written the report about the philosophy classes.

- If you decide after the interview that you do not want me to use any of the information you have shared with me you can contact me by asking your teacher. I will then destroy the audio recording.
- Is there anything else you need to know?

## APPENDIX T

### PUPIL INTERVIEW CONSENT FORMS



**I have read and understood the information sheet**

**I agree to take part in this interview**

**I understand that I can ask to stop the interview at any time**

**Name:**

**Signature:**