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Exploring and enhancing teacher-pupil relationships using Video Interaction Guidance

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Disclaimer

I declare that this work is my own and has not previously been submitted for any other qualification

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Overarching Abstract

It is widely acknowledged that interpersonal relationships in school influence pupils both academically and psychologically. This thesis explores teacher-pupil relationships and consists of three parts: systematic literature review, bridging document and empirical research project. The systematic literature review investigated what is known about interventions to improve teacher-pupil relationships. The results of the review highlighted the need for further exploration of how teacher-pupil relationships are jointly constructed by both teachers and pupils and how they can be enhanced. The bridging document aims to link the systematic review and empirical research project. My ontological and epistemological stance, methodological decisions and ethical considerations are discussed. The empirical research project aimed to explore what factors contribute to positive teacher-pupil relationships from the perspectives of both children and their teacher and how Video Interaction Guidance (VIG) could be used to explore and enhance teacher-pupil relationships in a Year 5 class. A qualitative case study method was employed. Three films were taken with a teacher working with a group of pupils and three shared review sessions took place between the researcher and the teacher. In addition, the research explored what children and their teacher value about teacher-pupil relationships and how they experienced VIG. Four key themes emerged from the data: attuned interactions, time and space, authenticity of relationships and VIG as an empowering experience. VIG was found to be a useful tool to provide time and space to reflect upon the complexities of teacher-pupil relationships and how they can be enhanced at an individual, group and classroom level. Educational psychologists are well placed to support schools to enhance teacher-pupil relationships. Implications for practice are discussed.

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Chapter 1: Systematic Literature Review: what is known about interventions to improve teacher-pupil relationships?

Abstract

Research indicates that teacher-pupil relationships influence pupils both academically and psychologically. The quality of teacher pupil-relationships is associated with a range of outcomes for children and young people. This systematic literature review aimed to explore what is known about interventions to improve teacher-pupil relationships and to discuss the characteristics and effectiveness of these interventions. The process was guided by the seven stage systematic method outlined by Petticrew and Roberts (2008). Five studies were selected using inclusion and exclusion criteria. Each study employed a teacher-focused intervention within an educational setting. The findings of the review indicate that interventions designed to improve teacher-pupil relationships had some significant effects on the reported quality of teacher-pupil relationships. Though it is acknowledged the effects were often correlational as opposed to causal. Comparison of findings across and between studies was difficult as each study measured a range of constructs relating to teacher-pupil relationship quality and employed different methods to do so. The majority of research on improving teacher-pupil relationship quality has been conducted solely from the perspective of the classroom teacher. Consequently, children's perceptions of the quality of their relationships and the impact of the interventions were absent from the studies. Further research into the contextual and dyadic aspects of relationships, from both teacher and pupil perspectives, may help to develop understanding about how teacher-pupil relationships can be enhanced.

Introduction

A growing body of research indicates that teacher-pupil relationships influence pupils both academically and psychologically from starting school through to secondary school (Baker, Grant, & Morlock, 2008; Hamre & Pianta, 2001; Hattie, 2009; McLaughlin & Clarke, 2010; Roorda, Koomen, Spilt, & Oort, 2011). The quality of teacher pupil-relationships is associated with a range of affective, behavioural, social and academic outcomes for children and young people (Baker, 2006; Hattie, 2009; Martin & Dowson, 2009; Murray-Harvey, 2010). Positive teacher-pupil relationships can enhance pupil motivation and engagement in learning activities (Roorda et al., 2011) and increase sense of school belonging and emotional connectedness (Cemalcilar, 2010; Furrer & Skinner, 2003). Research has found supportive teacher-pupil relationships can act as a protective factor for children and young people at risk of negative outcomes such as poor school performance, disengagement and school exclusion (Hughes, Wu, Kwok, Villarreal, & Johnson, 2012; Sabol & Pianta, 2012). In addition, Roffey (2012c) argues that the quality of teacher-pupil relationships can impact on teacher wellbeing.

Defining teacher-pupil relationships

Within the literature teacher-pupil relationships have been understood in many different ways. As such, Koepke and Harkins (2008) discuss the difficulties in defining teacher-pupil relationship as a consistent definition does not appear to exist within the research literature. Rather than a unifying definition, three constructs are widely used to conceptualise and measure the quality of teacher-pupil relationships: closeness, conflict and dependency. These three constructs form the basis of the Student-Teacher Relationship Scale (STRS; Pianta, 2001), a quantitative measure of teacher perspectives of their relationships with pupils, which is underpinned by attachment theory (Bowlby, 1969, 1988). Fraire, Longobardi, and Sclavo (2008) attempt to define the three subscales. They state that 'closeness' relates to affection and warmth and is founded on mutual trust and high-quality communication. This results in pupil self-confidence due to the teacher being seen as a figure of help and support. The 'conflict' subscale refers to the presence of a hostile attitude, feelings of rage or aggression. This results in teacher feelings of incompetence and pupil perceptions of unjust punishment. The subscale of 'dependency' refers to pupils

responding negatively to separation from the teacher or seeking help when it is not required. Positive teacher-pupil relationships are characterised by high levels of closeness and low levels of conflict and dependency (Fraire et al., 2008). These three constructs underpin my understanding of teacher-pupil relationships within this systematic literature review.

Previous research into teacher-pupil relationships

Previous research into teacher-pupil relationships has predominantly comprised quantitative studies measuring the effects of relationship quality on pupil outcomes (Hughes, 2012). Two recent meta-analyses have synthesised the existing empirical research. Cornelius-White (2007) considered the effect sizes across 119 studies for specific aspects of teacher relationships and their influence on academic outcomes. The overall finding was that teacher relationship quality was positively correlated with academic outcomes. It was concluded that 'learner-centred' teacher-pupil relationships are most effective. Teachers fostered such relationships through demonstrating warmth and empathy and encouraging pupils to think through non-directive teaching. The findings resonate with Rogers' (1951) principles of client-centred therapy underpinned by humanistic psychology. This approach emphasises the importance of teachers showing pupils unconditional positive regard, warmth, empathy, trust and encouragement of thinking in order to facilitate the development of the whole person. The range of outcomes measured in the meta-analysis demonstrated that positive teacher-pupil relationships influence cognitive, affective and behavioural outcomes (Cornelius-White, 2007). A subsequent meta-analysis carried out by Roorda et al. (2011) built on the work of Cornelius-White (2007) by exploring studies measuring both positive and negative aspects of teacher relationships and the impact of these relationship qualities on pupil engagement and achievement. All studies included found significant associations between teacher-pupil relationships and achievement or engagement.

Relevance to Educational Psychology practice

As teacher-pupil relationships are important due to their effects on pupils' psychological well-being and academic achievement, understanding the development of these interpersonal relationships is crucial to Educational Psychologists (EPs) in their role supporting schools to promote pupils' outcomes. I

have observed that EP involvement often starts when relationships between teachers and pupils have broken down. Understandings of interventions that support or enhance teacher-pupil relationships are therefore worthy of EP consideration. It is arguably important for EPs to facilitate improvement in teacher-relationships in order to ensure opportunities for positive outcomes are afforded to all children and young people.

Focus of the Review

Hughes (2012) classifies the nature of the studies included in the aforementioned meta-analyses as 'first generation' research and recognises the need for a 'second generation' of research on teacher-pupil relationships.

Second generation research should aim to increase understanding of the development of teacher-pupil relationships; explore how relationships can be improved; evaluate interventions to enhance teacher-pupil relationships; and adopt a broader theoretical and conceptual perspective of teacher-pupil relationships (Hughes, 2012). The systematic literature review aims to explore one area of second-generation research by identifying existing interventions that have been implemented to improve teacher-pupil relationships and consider possibilities for further research from systematic review findings.

Method

This systematic review utilised the method outlined by Petticrew and Roberts (2008). The stages involved in this process can be found in Table 1 and pertinent aspects are described in further detail in this section.

Systematic review steps
1. Clearly define the review question in consultation with anticipated users
2. Determine the types of studies needed to answer the question
3. Carry out a comprehensive literature search to locate the studies
4. Screen the studies found using inclusion criteria to identify studies for an in-depth review
5. Describe the included studies to 'map' the field, and critically appraise them for quality and relevance
6. Synthesise studies' findings
7. Communicate outcomes of the review

Table 1: Petticrew and Roberts' systematic review structure (2008, p.27)

Defining the review question

The first step involved exploring the literature in order to identify a relevant and clearly defined review question. It was recognised that previous research into teacher-pupil relationships mainly consisted of quantitative studies measuring the effects of relationship quality on pupil outcomes (Hughes, 2012). My initial searching found two meta-analyses had been conducted which synthesised the volume of empirical research on the impact and outcomes of teacher-pupil relationships (see Cornelius-White (2007) and Roorda et al. (2011)). The evidence presented in these meta-analyses indicated a clear relationship between positive teacher-pupil relationships and pupil outcomes. Similarly, a strong relationship between negative teacher-pupil relationships and negative outcomes for both pupils and teachers was found to exist. There is a growing body of evidence that looks at outcomes in relation to teacher-pupil relationships (Baker et al., 2008; Hamre & Pianta, 2001; Hattie, 2009; McLaughlin & Clarke, 2010; Roorda et al., 2011). However, less is known about how relationships can be improved in order to maximise the positive outcomes that are evident in the literature. Consequently, in the current review, the question 'what is known about interventions to improve teacher-pupil relationships?' was adopted.

<u>Literature search to locate studies</u>

The initial broad searches of the literature helped to focus the review question and gave an insight into the size of the literature field. In order to identify studies relevant to the review question, electronic databases were searched using the search terms detailed in Table 2. Search terms and synonyms were created using a combination of search terms that emerged from wider reading and electronic database thesauri. The terms were then used systematically and consistently to search the following electronic databases: PsycInfo, Scopus, ERIC (Educational Resource Index and Abstracts) and BEI (British Education Index). These databases were selected in order to identify papers specifically related to the areas of psychology and education in line with the focus of the review question. Roorda et al. (2011) found that the negative impact of teacher pupil relationships was more significant in primary than in secondary school. Therefore, I hoped to explore how relationships in the classroom can be enhanced or improved in the primary school sector. Due to the low number of papers initially found, the search term 'primary school' was subsequently broadened to include all types of school in order to establish any existing interventions. In an attempt to find a greater number of studies, hand searches and citation searches were subsequently conducted from relevant papers.

Table 2: Search Terms

Target population terms	school (preschool, primary, secondary, kindergarten, elementary, middle and high)
Intervention terms	improv* / enhanc* / promot*
Outcome terms	Teacher pupil relation* / Pupil teacher relation* / Teacher student relation* / Student teacher relation* / Teacher child relation* / Child teacher relation*

(*including suffix variations of the word)

<u>Systematic screening</u>

The systematic screening method recommended by Petticrew and Roberts (2008) details a process of identifying studies that should be considered for the in-depth review which involves sifting through retrieved studies and determining which ones require a more detailed examination. In order to do this, I established inclusion and

exclusion criteria through which I screened studies to ensure the literature included in the review was relevant in answering my systematic review question (see Table 3).

Table 3: Inclusion and exclusion criteria

Category	Inclusion and exclusion criteria
Participants	• Studies that included children and young people attending a school aged between 4 and 18
Setting	• Studies that took place within a school setting were included • Studies that took place in a university setting were excluded
Study design	• Studies that used a quantitative measure of teacher-pupil relationships were included • Studies that explored how teacher-pupil relationships were improved or enhanced • Studies that only measured teacher-pupil interactions were excluded
Time, place and language	• Studies undertaken between 2005 and 2016 • All countries were included • Studies reported in English

Description and appraisal of studies in the in-depth review

The five studies that met the inclusion criteria were mapped according to the information presented in Table 4.

Table 4: Description of the studies

Study	Participants		Context	Intervention	Perspective	Measures	Outcomes	Effect Size
	Teacher Participants	Pupil participants						
Driscoll and Pianta (2010)	29 Head Start teachers	116 4-year-old children identified by teachers as demonstrating the greatest risk for relational difficulties through displaying school adjustment difficulties	USA	Banking Time: a dyadic intervention to promote supportive teacher-pupil relationships	Teacher report	Pre and post measures Randomised control group design Student-Teacher relationship Scale (Closeness and Conflict) Teacher child-interaction task	Teachers reported increased perceptions of closeness as well as increased frustration tolerance, task orientation, competence and decreased conduct problems.	Medium $n^2 = 0.08$
Driscoll, Wang, Mashburn, and Pianta (2011)	252 preschool teachers	1064 4-year-old children who were identified as being vulnerable due to social and emotional	USA	Banking Time intervention supported by My Teaching Partner (MTP): a web-based professional development	Teacher report	Pre and post measures Randomised control group design Student-Teacher relationship Scale	Teachers developed greater relationships with children who participated in the intervention that with children who did not participate.	Small Closeness: 0.33 Social competence: 0.32

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Study	Participants		Country	Intervention / programme	Measures	Findings	Outcome
Murray and Malmgren (2005)	8 secondary school teachers	48 adolescent pupils identified by teachers as having significant emotional or behavioural problems	USA	The intervention consisted of three components and was developed with teachers during two after-school meetings: 1. Weekly meetings between teacher and pupil to set and review goals; 2. Increased teacher praise; 3. Teacher telephoned	Teacher report — Pre and post measures. Randomised control group design. Pupils' social, emotional, behavioural, and academic adjustment using: Walker-McConnell Scale of social competence and school adjustment (Walker & McConnell, 1996); Achenbach child behaviour checklist (CBCL; Achenbach, 1991)	(Closeness and Conflict) Although the post outcome measures were higher for the pupils involved in the intervention group than those in the control group in all areas of social, emotional and academic adjustment, the differences between the findings were not statistically significant.	Did not appear to impact on social and emotional adjustment. Not significant

Note: development and needs associated with deprivation

Authors	Sample	Participants	Country	Intervention	Methods	Measures	Findings	Effect size
				pupils at home one to two times per months to discuss school progress.	Teacher report	Classroom engagement (Connell & Wellborn, 1991)		Not significant
						Academic grades		Medium: n2 = .09 Academic grades only
						Attendance		Difference was not statistically significant
Pianta, Mashburn, Downer, Hamre, and Justice (2008)	113 preschool teachers	None	USA	My Teaching Partner (MTP): a web-based professional development programme	Pre and post measures; Randomised control group design		The positive effects of MTP were particularly evident in classrooms with higher proportions of children who experienced economic risks.	Small
Spilt, Koomen, Thijs, and van der Leij	32 teachers	64 children (2 per teacher) who were identified by	Netherlands	Relationship-focused reflection program	Teacher report; Researcher observations; Pre and post measures; Randomised control		The RFRP resulted in improvements in the level of closeness for half of the	Medium

(2012)	the teacher as demonstrating above-median levels of externalising behaviour	(RFRP)	group design	participants. The study provided preliminary evidence for the potential of in-depth reflection on specific relationships to promote positive teacher-pupil relationships.

Review findings

General characteristics of the studies included in the in-depth review

In order to find an adequate number of studies to conduct a systematic literature review, it was necessary to broaden the search for studies that were conducted outside England. Four studies were conducted in the USA and one study was carried out in the Netherlands. All studies took place in educational settings: three interventions took place in a range of preschool classrooms; one intervention took place across a range of 15 primary schools; and one took place within a high school.

Types of intervention and the way in which they were designed and delivered varied. They included interventions co-constructed with teachers, interventions delivered in a face-to-face context and a number which were based online. Sample sizes ranged from 56 (Murray & Malmgren, 2005) to 1,316 (Driscoll et al., 2011). There was also variation in the duration of interventions, which ranged from 12 weeks to a year, and in the number and frequency of intervention sessions provided.

Experimental design

All of the studies used a pre and post design to explore the impact of their intervention on measures of teacher-pupil relationships. In addition, all studies utilised a control group with random assignment to groups.

Three studies utilised measures that were based solely on teacher report. Murray and Malmgren (2005) identified relying only on teacher ratings to measure the impact of the intervention as a limitation. The remaining two studies employed both teacher report and researcher observations. In all studies, data was included from the perception of teachers who reflected and evaluated the improvement in the quality of relationships using quantitative measure of teachers' perceptions of teacher-pupil relationships.

There was no involvement from parents or pupils in the design or conduct any of the studies. This finding is supportive of Koepke and Harkins (2008), Rey, Smith, Yoon, Somers, and Barnett (2007) and White (2016) who argue that pupil perceptions have been relatively overlooked when exploring perspectives of teacher-pupil relationships. This appears to extend to an absence of pupil perceptions on

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interventions designed to improve their relationships. If we consider the teacher-pupil relationship as a dyadic construct (O'Connor, 2010) then consideration should be given to the perspectives of both teachers and pupils.

Data was collected using a variety of quantitative measures, with all assessing some aspect of teacher-pupil relationships and one measured the impact of the intervention on academic outcomes. All of the studies employed standardised tools to measure teacher perceptions of the quality of teacher-pupil relationship. In addition, Driscoll et al. (2011) and Spilt et al. (2012) measured changes in teacher self-efficacy (Bandura, 1977).

The Student Teacher Relationship Scale (STRS; Pianta, 2001) was used in three studies included in the in-depth review (Driscoll & Pianta, 2010; Driscoll et al., 2011; Spilt et al., 2012). It is a teacher-report measure which is theoretically underpinned by attachment theory and research on teacher-pupil relationships (Baker, 2006; Bowlby, 1969) consisting of three subscales: conflict, closeness and dependency. Research has found the STRS has high internal consistency, significant test-retest correlation and predictive and concurrent validity (Pianta, 2001). A limitation of this measure is that it fails to consider pupils' views. The scale was originally designed for use in the USA. Differences between education settings across cultures are acknowledged to affect findings and generalisability. However, more recently it has been found to be a valid and reliable measure of teacher-pupil relationship quality in other countries including Greece (Gregoriadis & Tsigilis, 2008), Italy (Fraire et al., 2008) and Norway (Drugli & Hjemdal, 2013).

Participants

Children who participated in the interventions were described as being 'at risk' of relational difficulties by teachers in four of the five studies included in the review. These studies used criterion sampling as participants were drawn from particular populations targeted by the researcher (Braun & Clarke, 2013). Research suggests that interactions between teachers and students with learning or behavioural difficulties are often characterized by fewer positive interactions and less positive relationships (Murray, 2009). The studies were identified to target relationships that were considered as having a potential to be problematic from the perspectives of the teacher. Pupil views of their relational quality were not sought. This raises an

implication that the interventions are 'being done to' the children rather than 'with' them. It appears that whilst it is acknowledged that relationships are dyadic and reciprocal (Cornelius-White, 2007; O'Connor, 2010), the majority of current research focuses its exploration on the perspectives of adults, thus raising an important ethical consideration. However, this ethical issue is not critically discussed within the research papers.

Ethics

Ethical considerations were not documented in-depth in any of the written reports of the studies. Neither Driscoll and Pianta (2010) or Driscoll et al. (2011) mentioned any aspect of ethical consideration. Based on the published reports, Spilt et al. (2012) appeared to be the only study to seek and obtain informed consent from parents. The remaining four studies did not provide any information regarding how the nature of the study or intervention was communicated to parents and children. Therefore, there are potential ethical concerns regarding issues such as the informed consent from parents and children who were receiving increased level of interaction from the teachers delivering the intervention as taking part in the research. The lack of focus on ethics might be explained by the nature of the studies, which involved direct contact with a small group of staff members. The researchers may argue that classroom interactions would exist within any classroom. Though this lack of transparency is regarded as a limitation.

Inconsistency in the recruitment methods for teachers and children existed. For instance, teacher participation was voluntary across all studies and teachers were provided with varying levels of information about the intervention. However, children were either randomly selected or nominated by the teachers. This difference was particularly distinct in the research undertaken by Murray and Malmgren (2005) as teachers were involved in the design and conduct of the intervention yet the students were approached by teachers and asked if they would be willing to begin meeting with the teacher regularly. This indicates a lack of informed consent.

Interventions to improve teacher pupil relationships

The findings of the systematic literature review are consistent with White (2016) who acknowledge there are a limited number of interventions that focus specifically on

enhancing relationships between teachers and children. The systematic review identified four interventions that have been used with an aim to improve teacher-pupil relationships. Four interventions, which focus on increasing teacher-pupil interactions and enhancing teacher-pupil relationships, are described in this section.

Banking Time was implemented by two studies: Driscoll and Pianta (2010) and Driscoll et al. (2011). This intervention aims to target the quality of teacher-pupil relationships through regular sessions of positive interaction between teacher-pupil dyads. It is reported that the sessions are led by the child as the teacher observes while narrating the child's actions; labels the child's feelings and emotions; and develops key relational areas with the pupil which are later measured (trust, reliability and dependability). Teachers who participated in the Banking Time intervention consistently reported increased perceptions of relationship quality with children. This included increased perceptions of relational closeness, frustration tolerance, task orientation and competence as well as decreased concerns regarding behaviour (Driscoll & Pianta, 2010; Driscoll et al., 2011). A limitation of the intervention is that Banking Time has only been established to be effective with preschool children.

Murray and Malmgren (2005) developed a relationship-focused intervention in the United States alongside high school teachers, which lasted for a period of five months. In the first instance, teachers and researchers generated ideas of ways to promote positive relationships with students. Following this, the researchers developed specific strategies that were further discussed and refined with the teachers who were interested in taking part in the intervention. Each teacher was assigned 4 or 5 target students to participate in the intervention, which consisted of three components. The first component of the intervention involved weekly meetings between each teacher and each student to set and review academic and personal goals. The second component of the intervention consisted of increased teacher praise. Finally, teachers were asked to telephone each student at home one to two times per month to discuss their progress in school. Murray and Malmgren (2005) stated that the purpose of these activities was to establish on-going involvement, communication and warmth in teacher–student relationships. However, these concepts were not measured. Interestingly, only teacher ratings of the perceived impact of the intervention were sought. The results indicated that the students in the intervention group made greater academic progress than the control group during

intervention. However, there were no differences observed across social, emotional and behavioural domains. As the intervention consisted of different components it is difficult to determine whether one particular aspect was helpful or if all components were necessary. Koepke and Harkins (2008) and Rey et al. (2007) highlighted the importance of exploring pupil perceptions of teacher-pupil relationships. While the involvement of young people was carefully considered, the researchers do not critically discuss their rational for not seeking their voice.

Spilt et al. (2012) evaluated a reflection-based intervention which began with a course entitled Support of Language and Literacy Development in Preschool Classrooms Through Effective Teacher-Child Interactions and Relationships. In this intervention preschool teachers took part in a 14-week course focusing on increasing positive teacher-pupil interactions in the classroom. The course met weekly for three hours and was organised based on three domains outlined by the Classroom Assessment Scoring System (CLASS): emotional support, classroom organisation and instructional support. Data from teacher report and research observation suggested that the course increased positive teacher-pupil interactions in the classroom.

Pianta et al. (2008) employed and evaluated an internet-based consultative approach to improve teacher-pupil relationships. In this intervention, teachers attend a workshop-based training, during which they were shown videoed examples of high-quality practice. Following this, teachers were required to video tape their interactions with students and share the footage with a consultant through web-based technology. Teachers received feedback two times a month over the academic year about the extent to which their classroom interactions promoted learning. This approach was tested in early years and classrooms and was associated with an increase in positive teacher-pupil interactions, as well as an increase in achievement test scores.

Assessing quality of studies and weight of evidence
The quality of each study was assessed using the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) Weight of Evidence tool (EPPI-Centre, 2007). This tool provided a framework to critically consider the quality of each

study using twelve guiding questions relating to aspects including ethics, research design, generalisability, data collection and data analysis (See Appendix 1).

Taking the areas discussed above into account, each study was given a weight of evidence rating for three summary questions (see A, B & C below) in order to assign an overall weight of evidence rating (D) based on the quality of the study:

A. Can the study findings be trusted in answering the study question?
B. How appropriate are the research design and analysis for addressing the systematic literature review question?
C. How relevant is the focus of the study for addressing the systematic literature review question?
D. An overall weight of evidence, taking into account A, B and C

The weight of evidence judgements for each study can be seen in Table 5.

Table 5: Weight of Evidence

	A Trustworthy in terms of own question	B Appropriate design and analysis for this review question	C Relevance of focus to this review question	D Overall weight of evidence taking into account A, B and C
Driscoll and Pianta (2010)	High	High	Medium	High
Driscoll et al. (2011)	High	High	Medium	High
Murray and Malmgren (2005)	Medium	Low	Low	Low
Pianta et al. (2008)	Medium	Medium	Low	Medium
Spilt et al. (2012)	High	High	Medium	High

Driscoll and Pianta (2010), Driscoll et al. (2011) and Spilt et al. (2012) received an overall high weight of evidence. These studies were appraised as being trustworthy in terms of their own research question. They employed a high level of control and utilised robust research designs and methods. Their data collection tools were reliable and valid. Statistical analyses were robust and clearly explained in order to establish sufficient reliability and repeatability. Missing data and limitations were acknowledged and explained. Their relevance of focus to this review was reduced to medium as their sample meant generalisability to wider ages ranges and the UK was limited.

Pianta et al. (2008) received an overall medium weight of evidence due to the relevance of their design to their own research question, large sample size, use of control group and research design which utilised a reliable and valid tool for data collection and statistical analysis. Although missing data was explained, the overall information provided about their results was limited and they did not coherently discuss their use of quantitative data. The relevance to the systematic review question was low as the focus of the data analysis, results and discussion shifted as towards the difference between the different interventions (consultancy or internet based) as opposed to clearly discussing the effects on teacher-pupil relationships.

Murray and Malmgren (2005) received an overall low weight of evidence rating. The researchers designed their intervention with the teachers who participated and therefore its validity and reliability were not established. Some measures were in place to increase the fidelity of the intervention. However, the delivery of the intervention was not consistent across teachers and subsequently teachers were relied on to collect the research data. Whilst the purpose of their research was to investigate the impact of a program designed to improve teacher-pupil relationships, the perceptions of the quality of the relationship were not measured at any point during the research from either the teachers or the young people. The use of a small sample of African American adolescents limited the ability to generalise the findings to a wider population.

Intervention outcomes
The studies included within the systematic review explored the impact of the interventions on a range of outcome measures. The statistical significance of the

interventions was generally limited. Comparison between the studies was difficult as a range of different measures were used. The studies also varied regarding the type of effect sizes they used. Although detailed statistical information was provided for all studies, the researchers did not clearly or consistently report effect sizes. This is recognised as a common issue in psychological research (Baguley, 2009).

		Small	Medium	Large
Weight of eveidence	**High**		Driscoll and Pianta (2010) *Effect size reported: Closeness* $n^2 = 0.08$ *(F=4.32, p <.05)* Driscoll and Pianta (2011) *Effect sizes reported: Closeness: 0.33 Social competence: 0.32* Spilt et al. (2012) *Closeness correlated with: Conflict -0.48* Externalising behaviour -0.67* (*p<.01)*	
	Medium	Pianta et al. (2008) *Effect sizes reported as small*		
	Low		Murray and Malmgren (2005) (*Effect size for academic outcome only*) *Effect size reported:* $n^2 = .09$ *(F (1,47) = 4.36, p<.05)*	
		Small	**Medium**	**Large**
		Effect size		

Table 6: Reported effect sizes

Closeness was a measure that was used consistently across three out of the five studies as an outcome measure of the interventions (Driscoll & Pianta, 2010; Driscoll et al., 2011; Split et al., 2012). Driscoll & Pianta (2010) found there was a significant interaction between the measurement at pre-intervention and post-intervention for teacher closeness ratings (F=4.32, p <.05). Children who received the Banking Time intervention demonstrated greater gains in teacher-reported closeness than the children who did not. The effect size was reported as medium (n^2 =0.8). Driscoll et al. (2011) reported that children who participated in Banking Time developed closer relationships over the school year than children who did not participate. They found increased levels of closeness significantly correlated with a decrease in conflict (-0.48) and externalising behaviour (-0.67). This was based on a reported medium effect size (0.33) for closeness. Spilt et al. (2012) measured how the effects of the intervention changed across four intervals of time. Changes were reported in perceived closeness across the majority of teacher-pupil dyads. Fifteen dyads showed a high stable pattern of closeness (intercept = 4.48, p.001; slope .06) and eleven dyads with a baseline of low closeness showed an increase (intercept = 3.63, p< .001; slope .21, p<.10). This suggests that when teachers perceived high levels of closeness, these levels were maintained during the intervention. However, the potential impact of the intervention as an explanation for this stability was not significant. When teachers perceived the levels of closeness to be low, the intervention had a significant impact on increasing levels of perceived closeness. The impact of the intervention was not consistent as six dyads showed a decrease in closeness across the intervention.

Pianta et al. (2008) found significant effects for only three out of ten dimensions from the Classroom Assessment Scoring System (CLASS) following their intervention which was focused on teacher professional development to improve teacher-child interactions. These were an improvement in behaviour management (which could be interpreted as lower levels of conflict if measure using the STRS), teacher sensitivity (which shares similarities with the closeness measure of the STRS) and productivity. They state that the effect sizes for the intervention conditions were small. However, they do not provide numerical effect sizes. They concluded that teachers who received personalised consultancy support with professional development demonstrated greater teacher sensitivity and improvement in teacher-child interactions than those who only received access to internet-based resources (0.07,

p<.05). Therefore, advocating for a more personalised approach to supporting teachers to develop positive relationships as opposed to a generic approach.

Murray and Malmgren (2005) measured the impact of an intervention focused on improving teacher-pupil relationships on social, emotional and academic adjustment. They found that this was not significant in terms of social and emotional outcomes (F (1,47) = .42, ns) or school engagement (F (1,47) = .81, ns) but was correlated with a significant increase in academic achievement (F (1,47) = 4.36, p<.05). Student absences were slightly fewer in the intervention (M=21.3) the control group (M=23.5) but this was not significant. The nature of the intervention means that this effect was correlational rather than causal.

Synthesis of review findings and concluding remarks

In this systematic literature review I aimed to produce a summary of what the research tells us about interventions designed to improve teacher-pupil relationships. In doing this I intended to create a clearer picture of which interventions have be utilised by educational professionals to improve teacher-pupil relationships in schools and ultimately to promote positive academic and psychological outcomes associated with positive teacher-pupil relationships. The effects across the majority of interventions were small in magnitude. Further research into the effectiveness of existing interventions to improve teacher-pupil relationships is required.

The majority of existing interventions aim to increase the skill set of teachers through programmes that are focused on how they approach interactions. They do not necessarily consider the dynamic and reciprocal nature of interactions and the development of teacher-pupil relationships. Bae (2012) posited that effective relationships cannot be achieved through only focussing on specific techniques or using specific programs. Therefore, it would be useful for research to explore how teachers can enhance relationships in ways that reflect the complexity and reciprocal nature of interactions.

Research on improving teacher-pupil relationships is often centred on children who have been identified by teachers as being 'at risk' for relational difficulties. There is scope to consider a more preventative approach to enhancing teacher-pupil

relationships at a classroom level. Prilleltensky (2014) proposes interventions and approaches that focus strengths, prevention, empowerment and community on value of interventions that are fundamental in achieving wellness within education.

Research to evaluate the effectiveness of interventions to improve teacher-pupil relationships is based upon perspectives of teachers and research observers. Rey et al. (2007) reported pupils' perceptions of the teacher-pupil relationship to be more significant than teachers' perceptions in predicting school adjustment and outcomes. However, pupil perceptions regarding intervention to improve teacher-pupil relationships is absent from the existing research. This systematic literature review has highlighted a number of methodological gaps that exist which have implications for future research and practice.

The systematic review highlighted that there is limited research from the UK exploring interventions to enhance teacher-pupil relationships within the classroom. Therefore, it is important to consider this contextual perspective.

Limitations of this review

Whilst I aimed to undertake the review in way which is systematic, transparent and replicable, a number of limitations are acknowledged. The structure outlined by Petticrew and Roberts (2008) was followed to provide some transparency in the review process. However, I carried out the review and devised the inclusion and exclusion criteria independently. Therefore, the review remains subject to bias to the interpretations as a researcher interested in exploring interventions to improved teacher-pupil relationships. Similarly, whilst Weight of Evidence judgements were made using the framework provided by the EPPI-Centre (2007) tool, the judgements include a level of subjectivity.

An additional limitation relates to the variability between studies selected for inclusion using the inclusion and exclusion criteria. There are methodological differences between studies. Although all studies included teacher report, a variety of measures were used. The sample size varied in number and participants were selected from different populations. For instance, the children's ages varied from four to sixteen years. Previous research has suggested that the nature and importance of teacher-

pupil relationship can differ across different age ranges. Therefore, attempting to compare the studies was challenging. Furthermore, the generalisability of this systematic literature review is limited as the majority of participants were from the USA and all studies draw predominantly upon white female teachers' views.

Studies reviewed were drawn from published articles within the time specified in the inclusion criteria. This presents risk of the file drawer problem (Rosenthal, 1979), which means studies reporting significant results are more likely to be published than those that do not. Therefore, this study may be biased based on only published articles being considered.

Implications for future research and practice

In order to increase understanding of how teacher-pupil relationships can be enhanced further research is needed (Hughes, 2012). Previous research has often focused on the effects of teacher pupil relationships. This is recognised by Hughes (2012) as first-generation research. However, it is important to explore what factors contribute to positive teacher-pupil relationships in order to identify how an Educational Psychologist can intervene to support the development of effective teacher-pupil relationships.

Research has found that differences often exist between teacher and pupil perceptions of their relationships with one another (Koepke & Harkins, 2008; Rey et al., 2007; White, 2016). This may indicate that teachers and pupils may assess the quality of the relationship based on different perceived values. Koepke & Harkins (2008) reported teachers' and pupils' perceptions of relationships can subsequently influence the way in which they approach interactions. Therefore, understanding teachers' views and pupils' views of their relationships and which aspects of relationships teachers and pupils value would provide a useful starting to point in determining how best to enhance relationships in the classroom from both perspectives.

Chapter 2: Bridging document

Introduction

This bridging document is intended to capture the process and my reflections on this piece of research. This is done in a way that is more informal than my Systematic Review and Empirical Research documents. Within this document I will reflect upon my personal rational, my ontological and epistemological stance and discuss my methodological decisions and ethical considerations.

Personal rationale

Relationship building has always been at the heart of my practice both as a teacher and a Trainee Educational Psychologist (TEP). As a newly qualified and inexperienced primary school teacher I found the strongest and most reliable tool available to me in the classroom was my own investment in building relationships with the children in my class. I noticed that the investment produced positive outcomes such as better engagement in learning, increased motivation and school enjoyment. Opportunities for children to learn were apparently maximised when relationships were nurtured and attended to. Yet whilst other aspects of my teaching could apparently be measured, the quality and impact of those relationships remained less possible to quantify. I often felt frustrated due to curriculum expectations and increasing demands in workload, time was not prioritised from a national and local perspective to focus on the significant aspect of my work that I valued most. As a TEP, teacher-pupil relationships became the focus of my attention. I noticed and attended to the language and narratives used regarding the quality of the teacher-pupil relationships influenced a range of outcomes for children and young people. I noticed that when teachers and pupils perceived relationships to be positive their engagement in learning and the possibility for positive change was maximised. I began to consider how I could use my research to explore this in more depth. Alongside this, I received training in Video Interaction Guidance (VIG) at University, which resonated with my core values and principles relating to the centrality of relationships. VIG will be discussed later in this document.

As a TEP, I spent time exploring and conceptualising my own ontological and epistemological stance and how this contributes to the value I placed upon relationships. In the following section I discuss my underpinning philosophy.

Ontology and Epistemology

The process of my research and the decisions I made are underpinned by my ontology and epistemology. Ontology refers to what there is to know in the world and epistemology relates to how we can know it (Grix, 2002; Willig, 2013). Parker (2013) argues that it is important for EPs to understand and clarify their own view of the world in order to consider how this shapes effective research and professional practice. My current philosophical stance is consistent with a social constructionist perspective. This stance emphasises the importance of social contexts and assumes that reality is contextually constructed through social interactions and dialogue (Burr, 2015; Willig, 2013). My research focus was driven by my interest in the social meanings of interactions between children and teachers and what this might tell us about what they value as part of their relationships. It was important that research included discussions through which meaning making emerged. This concept is a fundamental element of VIG, which was one reason for utilising it.

Methodological decisions

Why a qualitative approach?
The studies identified in the systematic review adopted a quantitative approach to conceptualise and measure the quality of teacher-pupil relationships. Standardised measures were used to investigate the effectiveness of interventions designed to improve teacher-pupil relationships. Across all studies, the perceptions of the children with regards to their understanding of teacher pupil-relationships and their experiences of the interventions were absent.

I decided that a qualitative methodology would be employed for my empirical research (Willig, 2013). I was interested in understanding how teachers and pupils made sense of their relationships with each other in a way that could not be captured within the questionnaire scores relied upon in the systematic literature review. In the

research I wanted to provide an opportunity to consider the complexities of teacher pupil relationships and gain an understanding of the perhaps differing perspectives into what teachers and pupils both value about their relationships. As my research emerged, I was interested in how the teacher and pupils experienced VIG and how that supported them to make sense of teacher-pupil relationships.

It is argued that a case study design is most useful in research that seeks to generate rich, detailed and complex knowledge (Yin, 2014). Therefore, it seemed a qualitative case study design would best enable me to create a rich picture of the perspectives of a teacher and children about their relationships.

Why Video Interaction Guidance?

Within this section, I will outline the process of Video Interaction Guidance and consider why it was chosen as an approach within my research. Video Interaction Guidance is an intervention which aims to increase positive communication and interactions in order to enhance relationships (Kennedy, 2011). It is a staged process in which a VIG guider usually films an interaction between two people then engages in shared reflection about positive aspects of the interaction with one of the people from the film with an aim to facilitate positive change through strength-based reflection and collaborative discussion. The VIG guider uses the principles of attuned interaction and guidance (Kennedy, 2011; Appendix 2) as a framework to support the conceptualisation of positive interactions. The principles are underpinned by the theory of intersubjectivity which postulates that humans are innately relational beings (Kennedy, 2011; Trevarthen & Aitken, 2001). The session of filming followed by a shared discussion to reflect on the video is referred to as a 'VIG cycle' (Kennedy, 2011).

Many of the principles of the VIG process are consistent with my epistemological perspective. For instance, within VIG careful consideration is given to the role of the VIG guider to ensure they adopt a facilitatory approach which values the views of participants and empowers them to realise they are experts in their own lives. Therefore, it was utilised within the current study as both a research tool and intervention, allowing both teacher-pupil relationships and VIG to be explored. The way the VIG client and guider are positioned within VIG is coherent with the way I

position myself within my professional practice whereby I strive to develop relationships through working collaboratively and empowering others instead of employing an expert stance.

Video feedback is considered to be a powerful way to promote teacher's reflective practice (Fukkink & Tavecchio, 2010; Fukkink, Trienekens, & Kramer, 2011; Gavine & Forsyth, 2011). In my systematic literature review I found that Pianta et al. (2008) used video-clips of other teachers to demonstrate ways in which teachers could build positive relationships with children. Whilst this supported teachers to change their behaviours, I reflected upon whether video clips of their own behaviour would be more meaningful and effective.

Although the use of video is the main element of Video Interaction Guidance (VIG), this method includes several other elements that may contribute towards its effectiveness. It is a personalised intervention and provides opportunities for individualised feedback on concrete interactions. Gavine and Forsyth (2011) advocate that VIG is an effective tool to support school staff.

Doria, Kennedy, Strathie, and Strathie (2014) highlight that the limitations of VIG are rarely considered. One limitation could be that VIG is often utilised when adults identify relationships, often with children, as being problematic. I felt it was important to recognise, due to the nature of the research, that if I was to utilise VIG with a child whom the teacher had identified as having a difficult relationship with, the language used and positioning of the child could lead to negative effects following the completion of the research. This could be particularly detrimental if the intervention did not enhance the relationship. This led to me widening the focus of the intervention from a teacher-pupil dyad to a teacher and a group of pupils. I considered that using VIG with a group of pupils could be a way to support the teacher to consider how to enhance relationships at a group level as this may be more applicable to the classroom context. This is consistent with understanding teacher-pupil relationships from an ecological perspective as suggested by Roffey (2010). A further rational for using a group of pupils was to explore different levels of relationship quality that might exist across the range of children. I was interested in supporting the notion that all relationships can be enhanced despite any existing categorisations of relational quality; and to explore whether VIG could be used in a

more preventative way. The use of VIG in this way resonated with the work by Prilleltensky (2014) who advocates for interventions and approaches that focus on strengths, prevention, empowerment and community.

Why Thematic Analysis?

A number of qualitative analysis approaches were explored such as Interpretative Phenomenological Analysis, Grounded Theory and Pattern-based Discourse Analysis. However, I concluded that the most appropriate method would be Thematic Analysis (Braun & Clarke, 2006, 2013). A number of reasons informed my decision to use this method of analysis. Thematic Analysis offers a flexible approach, which has been widely utilised in research. Thematic Analysis can be applied to data in different ways and used within different epistemological stances. Therefore, it was an appropriate method to enable the creation of a rich data and thick descriptions (Braun and Clark 2013) in line with the aim of my empirical research; seeking a rich and meaningful understanding of teacher-pupil relationships. Additionally, Thematic Analysis was also compatible with my social constructionist epistemological stance as it recognises the researcher role in actively interpreting the assumptions and meanings from the data. In line with this, a latent level approach to analysis was conducted. This approach aims to go beyond purely describing data content to create a deeper interpretative understanding of ideas, assumptions and conceptualisations within the data (Braun & Clark, 2006). Furthermore, Braun and Clark argue that Thematic Analysis is a valuable method for those who are new to qualitative research. The transparent guidance available for Thematic Analysis provides the opportunity for new qualitative researchers to develop their skills at a range of levels.

As outlined by Braun and Clark, theory driven Thematic Analysis is "guided by an existing theory and theoretical concepts" (p.175). Initially I set out to conduct an inductive Thematic Analysis as I hoped that the data would drive the creation of themes rather than the existing literature (Braun & Clarke, 2006, 2013). However, as my coding evolved, I noticed two theories, intersubjectivity and attunement, were driving my interpretation as an active researcher. Therefore, I made the decision to adopt a theory driven approach and analyse my data with a more specific focus on these two theories. I realised that the separation between inductive and theoretical analysis is not always distinct as researchers often possess knowledge of theoretical

underpinnings and a certain theoretical lens may influence the analysis process. Another distinction within Thematic Analysis is between semantic and latent levels of analysis. Semantic analysis focuses on the content of the data whereas latent analysis explores the "underlying ideas, assumptions and conceptualisations" (Braun & Clarke, 2006, p. 13). As an active researcher using VIG, I found it difficult to analysis the data without trying to understand that meanings behind it. This led me to reflect that there may be whether some degree of latent analysis involved in all qualitative research (Vaismoradi, Turunen, & Bondas, 2013).

Ethical considerations

Guillemin and Gillam (2004) distinguish two different dimensions of ethics in research: 'procedural ethics' and 'ethics in practice'. Procedural ethics refers to the formal process to acquire ethical approval from the relevant ethics committee; whilst ethics in practice refers to the day-to-day ethical decisions.
This resonated with my thoughts about ethics not being a one-off process but a continuous activity which needed to be kept in mind and revisited throughout the research.

The procedural aspect of seeking consent is important however it does not always encompass the on-going ethics in practice. I felt that this was particularly pertinent in relation to the procedural aspect of consent for VIG. The use of video appeared to be daunting for schools and teachers when I approached them for their participation. This illuminated the importance of consent for holding video data. I questioned whether a person could truly give consent to VIG until they had experienced the shared review whereby they watched theirself on video. This meant that at the time of developing the research, it was important to allow for flexibility with the participants to ensure that the number of cycles was agreed with the participants and revisited throughout.

The three children involved in the research also presented an interesting stance regarding their consent to the use of video. They agreed to give consent for adults to view the video but not children. I acknowledged that the use of video could perhaps be viewed as being potentially exposing. In response to this I ensured that I discussed that way video would be used openly and transparently and adopted a

process view of consent whereby I regularly revisited their consent and paid attention to any signs of apprehension.

Guillemin and Gillam (2004) posit that procedural ethics cannot account for dealing with ethically important moments in qualitative research. Ethically important moments may arise when perhaps participants indicate discomfort with their answer or reveal vulnerability through discussion. In my research or any research using VIG, procedural ethics cannot predict what may happen in the moment that a person sees theirself on video for the first time during the process of a shared review; something which they have not previously experienced. The researcher cannot predict what may happen and therefore needs to take a process view into account even after obtaining the initial consent.

Reflexivity involves the researcher looking critically at their role and influence on the research (Guillemin & Gillam, 2004; Willig, 2008). It is recognised as an essential tool for understanding the nature of ethics in qualitative research and how ethical practice in research can be achieved (Guillemin & Gillam, 2004; Lazard & McAvoy, 2017). Reflexivity enables the researcher to critically consider their assumptions and sense-making throughout the research process and is a way of achieving rigour within good quality qualitative research (Guillemin & Gillam, 2004; Lazard & McAvoy, 2017). I recognise the need to be reflexive in my work through giving critical consideration to my role. Throughout the research process I used a personal research diary as a reflective tool to document key decision points, challenges and tensions I experienced and other personal reflections.

Willig (2013) considered the concept of reflexivity in terms of research and suggested there are two types: personal and epistemological. Personal reflexivity includes reflection upon "values, experiences, interests, beliefs, political commitments, wider aims in life and social identities", whilst epistemological reflexivity "encourages us to reflect upon the assumptions (about the world, about knowledge) that we have made in the course of the research" (Willig, 2013, p. 10). My engagement in reflexivity included consideration of the influence of my previous role as a primary school teacher my current role as a TEP and my interest in the use of VIG on the research and my data analysis.

Reflexivity can also encompass ways in which the researcher has changed throughout the research process (Guillemin & Gillam, 2004; Lazard & McAvoy, 2017; Willig, 2013). This is perhaps illustrated by my shift towards using VIG as more preventative approach. I was initially interested in understanding how teacher-pupil relationships can be improved after they have broken down. However, my focus then shifted to consider how VIG might be used in a more generalised and preventative way by adopting a strengths based approach to considering and enhancing teacher-pupil relationships (Wilding & Griffey, 2015). This involved considering how a larger number of teacher-pupil relationships could be strengthened, regardless of their current relational quality, by using VIG with a group of pupils, which naturally included a range of different teacher-pupil relationship dynamics. It was hoped that VIG could be used in a way which supported teachers to focus upon positive aspects that were contributing to moments of success within relationships whilst considering ways in which relationships could be strengthened rather than exploring negative or problematic aspects of relationships.

Chapter 3: An exploration of children's and teacher perceptions of what factors contribute to positive teacher-pupil relationships and how they can be enhanced using Video Interaction Guidance

Abstract

It is widely acknowledged that interpersonal relationships in school influence pupils both academically and psychologically. This research project aimed to explore what factors contribute to positive teacher-pupil relationships from the perspectives of both children and their teacher and how Video Interaction Guidance (VIG) could be used to explore and enhance teacher-pupil relationships in a Year 5 class. A qualitative case study method was employed. Three films were taken with a teacher working with a group of pupils and three shared review sessions took place between the researcher and the teacher. In addition, the research explored what children and their teacher value about teacher-pupil relationships and how they experienced VIG. Within the analysis five themes were constructed: attuned interactions, time and space, authenticity of relationships, professional identity and VIG as an empowering experience. The research findings were placed within the context of existing research into attunement, intersubjectivity and VIG. VIG was found to be a useful tool to provide time and space to reflect upon the complexities of teacher-pupil relationships and how they can be enhanced at an individual, group and classroom level. Implications for Educational Psychologist practice and future research are discussed.

Introduction

The importance of the quality of relationships in schools is increasingly being recognised as central to the effectiveness of the learning environment, pupil engagement in learning (Cornelius-White, 2007; Hattie, 2009; McLaughlin & Clarke, 2010; Murray-Harvey, 2010; Roffey, 2012c; Roorda et al., 2011) and the development of wellbeing and resilience for both pupils and teachers (Murray-Harvey, 2010; Roffey, 2012c).

Within government policy documents, teacher-pupil relationships are recognised as being fundamental to successful learning and emotional wellbeing. The quality of teacher-pupil relationships within schools is considered as part of the Ofsted (2018) School Inspection Framework, which sets out expectations for schools. The Public Health England (2014) publication 'Promoting Children and Young Peoples Emotional Health and Wellbeing: A Whole School Approach' reports that schools should cultivate successful relationships between staff and pupils. It recommends that staff should understand how to build successful relationships. In addition, the Scottish policy document, 'Better Relationships, Better Learning, Better behaviour' (Scottish Government, 2013) emphasises the importance of good teacher-pupil relationships in supporting learning and behaviour. Whilst documentation consistently acknowledges the importance of teacher-pupil relationships, it does not set out a definition of what this means. This kind of work allows Educational Psychologists to contribute something with regards to conceptualising what teachers and pupils value when identifying a relationship as being positive or successful.

Previous research has demonstrated positive links between positive teacher-pupil relationships and a wide range of positive social, emotional and academic outcomes for children and young people (Baker, 2006; Hamre & Pianta, 2001; Martin & Dowson, 2009; Rimm-Kaufman, Baroody, Larsen, Curby, & Abry, 2015; Roorda et al., 2011). Additionally, pupils who experience the relationship as supportive have increased resilience to overcome negative outcomes such as poor school performance, disengagement and school exclusion (Hughes et al., 2012; Sabol & Pianta, 2012). However, the majority of research relied upon teacher perceptions of the quality of relationships and found an association with the above outcomes rather

than establish causality. What this research does not make clear is how teacher pupil-relationships develop and what both teachers and pupils value about their relationships. My systematic literature review sought to explore what interventions exist to improve teacher-pupil relationships in order to maximise the positive outcomes for all children and young people that are associated with positive teacher-pupil relationships. Rey et al. (2007) acknowledges that understanding how teachers can enhance their relationships with pupils is an important issue for further research.

Interestingly the interventions identified within my systematic literature review consisted of intervention programmes with a focus on professional development for teachers. The premise of the existing interventions was to ultimately provide teachers with a set of skills, which they could then replicate with the children in the classrooms. However, Trevarthen (1979, 2011) argues that relationships are underpinned by intersubjectivity and attunement which requires sensitive application of skills in the context of a dynamic and reciprocal relationship.

Attunement refers to a responsive and harmonious relationship in which both partners play an active role with space in their mind for the other (Kennedy, Landor, & Todd, 2011). This is echoed by Gavine and Forsyth (2011) who consider the importance of responsive and mutually satisfying interactions in developing positive teacher-pupil relationships. A level of genuine responsiveness to spontaneous interactions appears to be limited in the existing interventions, which focus on rote adherence to a set of skills. It could be argued that teachers were encouraged to facilitate interactions without being attuned to the child's individual characteristics or adopting an ecological view of teacher- child relationships in the classroom (Roffey, 2010). Video Interaction Guidance (VIG) is underpinned by Trevarthen's work and aims to improve relationships through developing attuned interactions.

Video Interaction Guidance and Intersubjectivity

VIG is an intervention designed to improve relationships. Through strength-based reflection on filmed interactions, a client is supported to develop positive and attuned interactions (Kennedy et al., 2011).

Inspired by Trevarthen (1979), Biemans laid the foundations for VIG in the early 1990s and developed the hieratical principles of attuned interaction and guidance.

The foundation principles involve being attentive and encouraging initiatives in order to achieve more advanced principles such as guiding and deepening discussion. Kennedy, Landor and Todd (2011) refined this work in the UK to establish VIG and lay down a clear process. VIG is underpinned by Trevarthen's psychological theory of intersubjectivity.

Trevarthen (1979) developed this theory through his observations of mothers engaging in 'informal conversations' and 'communicative dances' with their young babies. He posited that infants are born with an innate awareness and ability to respond to the social cues of others and regulate their communication patterns accordingly. This is known as primary intersubjectivity. The child later develops secondary intersubjectivity involving joint focus on something external. He suggested that this natural sociability of infants, when engaged with by their parents, promoted intrinsic motivation for companionship, leading the infant towards development of acts of meaning (Trevarthen, 1982). Whilst ahead of its time "intersubjectivity is now 'anchored' in developmental psychology" (Kennedy et al., 2011, p. 67) in considering the importance of the social space in between interactions.

Intersubjectivity underpins the 'Principles of Attuned Interaction and Guidance' (Appendix 2) which are used both to understand the clients filmed interactions and as a framework for the VIG guider in their relationship with the VIG client. Through the VIG process the guider models attuned interactions and scaffolds the learning during shared reviews (Vygotsky, 1978). Through strength-based video reflective analysis, the client reconstructs their understanding of their relationship; develops their sense of self-efficacy; learns new skills; and begins to make positive changes which impact on their relationships (Cross & Kennedy, 2011) .

Previous research using VIG with a range of client groups across as range of contexts has demonstrated that VIG is a useful tool in promoting positive change within relationships (Cross & Kennedy, 2011; Doria et al., 2014; Fukkink, 2011; Kennedy, 2011). In a meta-analysis of 29 studies using video interventions, Fukkink et al. (2011) found that video feedback supported the development of interaction skills of a range of professionals. VIG is recommend as an intervention by the National Institute for Health and Care Excellence (NICE) and is used by the NSPCC

to improve relationships within families where there are concerns of parental neglect (Whalley & Williams, 2015).

Gavine and Forsyth (2011) suggest that VIG is a useful tool to support relationships in schools. Research evidence suggests VIG can be effective in improving intersubjectivity and attunement behaviours of school staff. For example, Fukkink and Tavecchio (2010) found VIG was effective in improving the sensitive responsiveness and verbal stimulation teachers provide in early years settings. Findings suggested the impact of VIG continued to be evident after three months. Šírová and Krejčová (2011) utilised VIG with student teachers and found VIG was an effective professional development tool to improve communication skills and help create a more positive and relaxed classroom. In addition, research by Shaw and Martland (2014) used VIG to develop the confidence of school staff and enhance conflict resolution skills during lunch time. Previous research has predominantly explored the use of VIG with adult-child dyads. In this piece of research, the application of VIG is extended to include a teacher working with a group of pupils. This will be explained within the methodology section.

Research aims

This exploratory research aimed to develop a rich and complex account of the teacher and children's perspectives of: what they value about the teacher-pupil relationships; what factors contribute to this relationship; how this relationship can be enhanced through VIG; and their experience of VIG.

It was hoped that this research could contribute towards the second generation of research into teacher pupil relationships as identified by Hughes (2012). Hughes (2012) outlined a need for second-generation research, which aims to increase our understanding of the development of teacher-pupil relationships, and the processes responsible for their effects, as well as to explore interventions to enhance teacher-student interactions.

Two research questions were considered:
1. What understandings do teachers and children construct about what contributes to their relationships with one another?
2. How does VIG enhance these relationships?

Methodology

<u>Research design</u>

A qualitative case study design (Yin, 2014) was employed to enable a holistic and ecological approach (Bronfenbrenner, 1979). The aim of this exploratory research was to explore the perceptions and experiences of teacher-pupil relationships and the use of VIG in the context of one primary school teacher and a group of pupils within her class. The nature and the duration of the use of VIG was negotiated before and during the research process. The research involved three key stages: (1) pre semi-structured interviews; (2) three cycles of VIG; and (3) post semi-structured interviews. The research process is outlined in Figure 1.
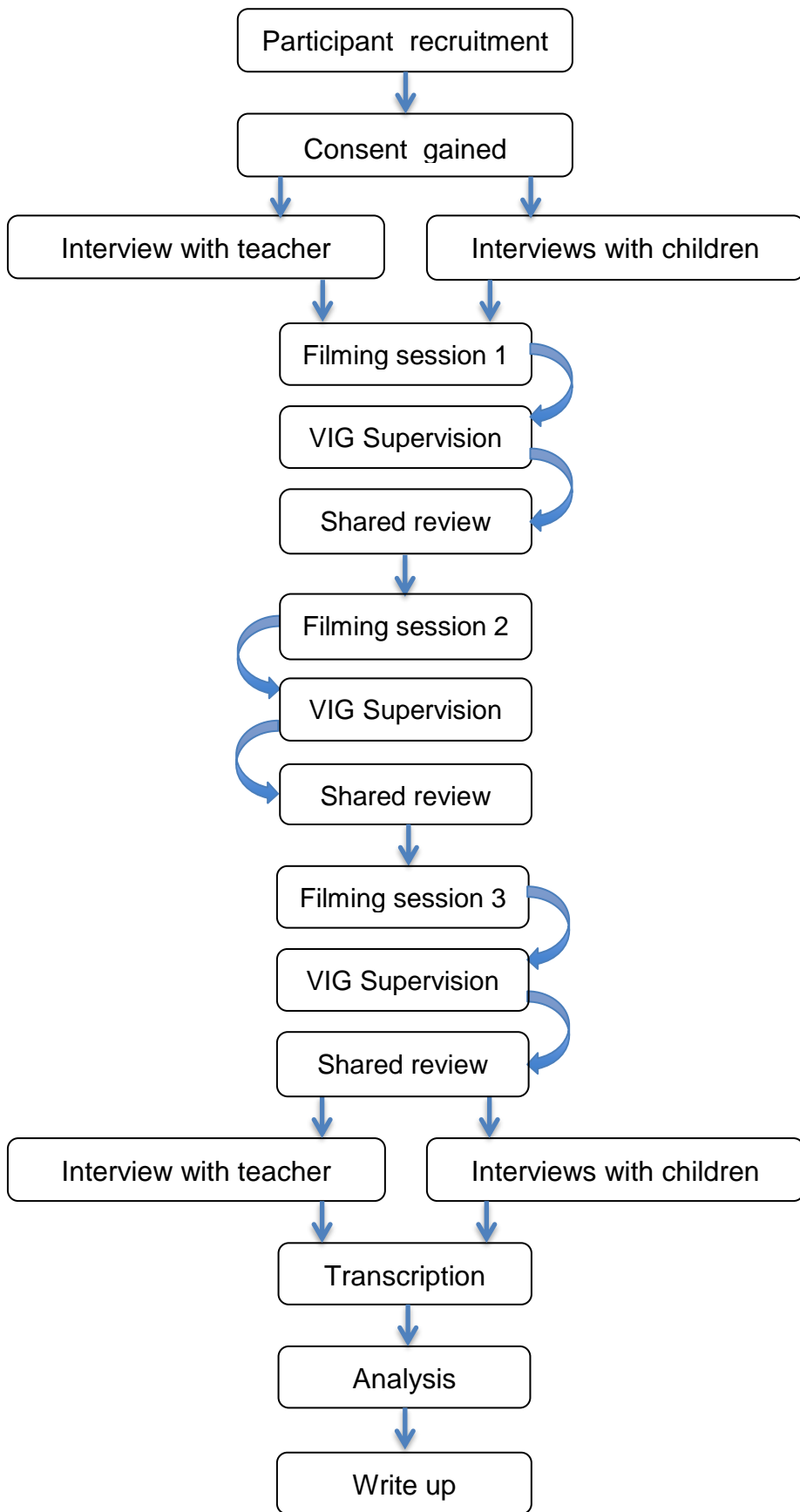
Figure 1: Empirical research process

<u>Participants</u>

The school in which this research was undertaken is particularly pertinent in the exploration of teacher-pupil relationships. This was in part due to the high mobility of pupils from Service families which meant the teachers needed to develop relationships with pupils at points other than the beginning of the school year. In addition, the majority of pupils moved schools every two years which meant they had usually experienced a greater number of teachers than if they had remained at the same primary school.

The participants included a primary school teacher and a group of six, nine and ten year old children agreed to take part. The group of pupils were selected based upon opportunity sampling; meaning that participants were drawn from a particular population (Cole, 2008). In order to ensure a mix of girls and boys, and varied range of teacher-pupil relational quality, the children who usually had their weekly guided-reading session on a certain day of the week were invited to take part.

<u>Methods of data generation</u>

Video Interaction Guidance

Three cycles of Video Interaction Guidance (VIG) were facilitated. For each cycle, a teacher was filmed facilitating a fifteen-minute guided reading activity with a group of pupils. I spoke with the participants at the beginning of each session and was present in the room throughout the filming. During each session there were some occasions where I moved the video camera and tripod around the classroom in order to capture interactions between the different participants whilst they were seated around a table. I acknowledge that my presence within the classroom environment may have had an effect on some of the behaviours of both the teacher and the children; this is often referred to as the Hawthorne effect (Coombs & Smith, 2003). I then went away and reviewed the videos and selected clips that demonstrated positive aspects of interaction based on the Principles of Attuned Interaction which are derived from the theory of intersubjectivity (Biemans, 1990; Kennedy, 2011; Trevarthen & Aitken, 2001; see Appendix 2). Following this I engaged in supervision with my VIG supervisor and discussed the clips I had selected along with the Principles of Attuned Interaction and Guidance they illustrated. After this I returned to the school (approximately a week later) to facilitate a shared review session with the class

teacher in my role as VIG guider. During each shared review the previously selected clips demonstrating positive moments of interactions provided the focus of shared reflection and collaborative discussion with attention given to what was valued within teacher-pupil relationships. This was repeated three times.

Interviews

Semi-structured interviews took place with the teacher and the group of children on an individual basis before and after the planned cycles of VIG (Wellington, 2015). The pre-interviews aimed to explore perceptions of teacher-pupil relationships and how they might be enhanced. In addition to this the interview with the teacher considered hopes and goals for the use of VIG. The post-interviews aimed to provide an insight into the teacher and children's experiences of the VIG intervention and its perceived influence on their thinking around teacher-pupil relationships (see Appendix 6 for sample interview questions). Pictorial strength cards and video stills were utilised as visual tools to support the children's participation in the interviews. Van der Riet (2008) suggested visual resources provide a shared focus for discussion and can support discussions to feel less confrontational. The pictorial strength cards were used in a scaling activity before and after the VIG cycles. The children were asked to select strength cards that represented strengths they believed were important for teachers and pupils to demonstrate in order to get on well together in the classroom. For each strength that the child chose they were asked to scale on how often the teacher or child demonstrated the strength before any VIG sessions had taken place and then after the third VIG session. After the VIG sessions, each child was shown video stills from the filming sessions of them exhibiting a positive interaction with their teacher. The purpose of this was to remind the child of the session and to support dialogue during the semi-structured interview. They children were asked to pick any strength cards that they could remember either themselves or their teacher demonstrated during the interaction. This process was audio recorded.

Ethics

The research project received approval from Newcastle University's Ethics Committee in accordance with The British Psychological Society's (2009) Code of Ethics and Conduct. The head teacher of the school and class teacher had opportunities to discuss the research on an individual basis. They read information

sheets and gave consent (Appendix 3). Parental consent was a prerequisite for the children's participation (Appendix 4). Children whose parents consented were then asked for their consent to participate after I had explained the research in child friendly language (Appendix 5). Due to the nature of the research, consent was reviewed throughout the process (Guillemin & Gillam, 2004). I explained verbally and in writing that participation was voluntary and participants were informed they could withdraw from the project at any stage until data had been processed. All data remained anonymous and was securely stored either on an encrypted memory stick or in a locked filling cabinet. Following transcription, the recorded data was deleted.

Data Analysis

Theory driven Thematic Analysis was chosen to analyse the data. This method is guided by existing theory and theoretical concepts (Braun & Clarke, 2006, 2013). Existing understandings of theories of intersubjectivity and the concept of attuned interactions underpinning VIG guided the analysis. As outlined by Braun and Clark, Thematic Analysis offers a flexible approach and has been widely utilised in research. It is recognised as a valuable method for those who are new to qualitative research (Braun & Clarke, 2006, 2013). In addition, Thematic Analysis is compatible with my social constructionist epistemological stance and research aims of seeking a deep and meaningful understanding of teacher-pupil relationships. A latent approach to analysis was adopted which enabled the consideration of underlying assumptions and ideas within the data (Braun & Clarke, 2006, 2013). The process I followed to analyse the data is outlined in Table 7.

Thematic Analysis Stage	Description of the process
1. Transcription	I transcribed the audio recordings of the pre and post interviews with the teacher and the children. I listened to each interview again for richness and to check the accuracy of my transcription.
2. Reading and familiarisation; taking note of items of potential interest	I then started a process of reading and re-reading the transcripts whilst noting down initial ideas and thoughts. I then re-read the data with a focus on noticing things of interest and relevance to the research question. I then re-read the data again whilst adopting a 'theoretical lens' and noted areas that were consistent with the Principles of Attuned Interaction and Guidance (see Appendix 2) underpinned by the theory of intersubjectivity.
3. Coding – complete; across entire data set	The next stage comprised coding across the whole data set (see Appendix 7 for an example). This involved systematically reading the data highlighting words and phrases with a note of the code and then separately listing potential codes. Whilst listing the codes, I paid attention to the existing codes to avoid repetition or overlap; similar codes were merged when appropriate. This was to ensure that each code was relevant and unique.
4. Searching for themes	The codes were collated into potential themes (see Appendix 8) ensuring they encompassed all the coded extracts.
5. Reviewing themes (producing a map of the provisional themes and subthemes, and relationships between them)	An initial thematic map was drafted to identify and organise possible themes and subthemes. The themes were reviewed in order to make sense of them in relation the whole data set and my research question. Through reviewing and refining the thematic map, it emerged that the subthemes could be encompassed by the themes.
6. Defining and naming themes	The names of themes were refined to ensure the analysis captured the richness and meaning of the data set whilst addressing the research question. Each theme was defined and pertinent data extracts which best illustrated the themes were selected for the final report.
7. Writing – finalising analysis	The writing process provided a final opportunity for analysis. I was able to further interpret the data in the context of my research questions and the wider literature.

Table 7: Stages of coding and analysis (Braun & Clarke, 2013)

Discussion of findings

I set out to explore children's and a teacher's understandings of their relationships with one another and consider how VIG could be used to explore this as well as enhance the relationships. The discussion of findings includes thematic analysis of participant interviews and information from the videos from the VIG intervention. All participant quotes are taken from the thematic analysis of participant interviews. In my final analysis, four themes were developed (see Figure 2) and will be discussed: attuned interactions, time and space, authenticity of relationships and VIG as an empowering experience which renews relational focus. Pertinent quotes are included within each theme.
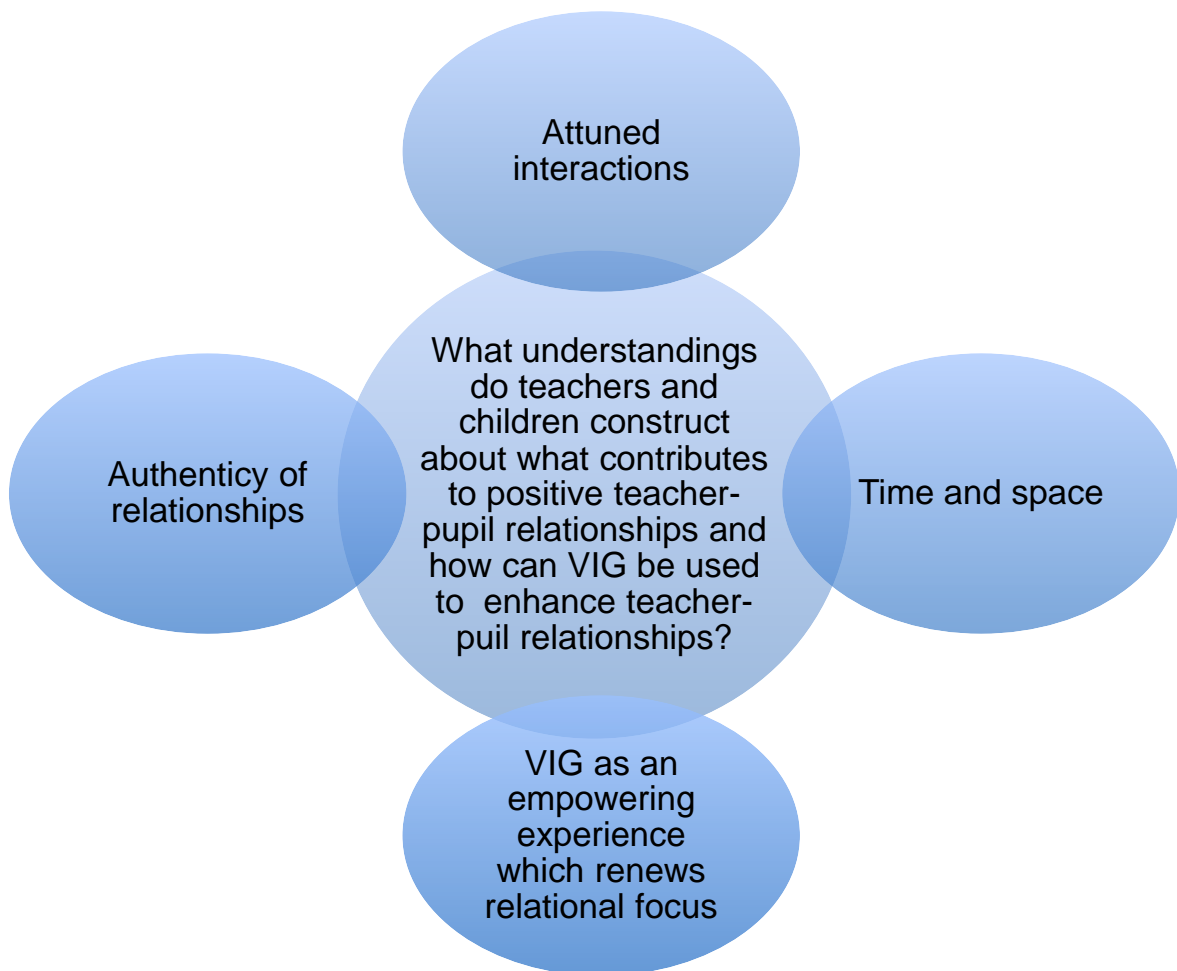

Figure 2: Final themes

Theme 1: Authenticity of relationships

When constructing themes in relation to the research question: what understandings do teachers and children construct about what contributes to positive teacher-pupil relationships and how can VIG be used to enhance teacher-pupil relationships? The teacher and the pupils highlighted authentic relationships as being important to them within a positive teacher-pupil relationship.

> *"It's an intuitive, natural process… You can't just say right follow this model and that's how you do it. You have to find your own way. I just think being very real and honest about who you are is key to the kids"* (Teacher)

> *"It just feels like she likes you…. Before I could feel when Mrs [teacher's surname] didn't like me"* (Child 5)

> *"Children very quickly figure out when you are not sincere or when you are putting up a front"* (Teacher)

The teacher and pupils both showed genuine interest in each other and described feelings of genuine attentiveness as being something they valued. Importance was placed upon having a holistic awareness of each other.

> *"I get on with her really well because I know a lot about her"* (Pupil 3)

> *"I also think that there is a point when kids know you are not being to yourself and I think that damages a relationship"* (Teacher)

The findings within this theme are consistent with the findings from a meta-review conducted by Cornelius-White (2007) who found that teacher-pupil relationships are most effective when they are learner-centred and underpinned by the values of humanistic psychology. Rogers (1995) theorised that acceptance, empathy and unconditional positive regard support human growth and argued that people should be viewed as unique and valued for who they are regardless of their attitudes or behaviour. Furthermore, all children and the class teacher identified fairness and respect as important factors in enhancing teacher-pupil relationships.

When exploring what people might see when viewing an authentic relationship using VIG, it was felt that they might be illustrated by responsive and authentic interactions between adult and child that happen in the moment without any consideration or planning:

> *"That can just be more sincere and genuine because they know you are genuinely reacting to something" (Teacher)*

Closeness, conflict and dependency are the three constructs that have been widely used in the research literature to conceptualise and measure the quality of teacher-pupil relationships (Fraire et al., 2008; Pianta, 2001). This theme shares similarities with the construct 'closeness' which encompasses affection and warmth, mutual trust and high-quality communication. The children conceptualised positive authentic teacher-pupil relationships to include sensitive and warm interactions and responsive feedback. Positive teacher-pupil relationships have been found to be characterised by high levels of closeness and low levels of conflict and dependency (Fraire et al., 2008). Previous research suggests that there is a correlation between increased levels of closeness and decreased levels of conflict (Baker, 2006; Hamre & Pianta, 2001; Jerome, Hamre, Pianta, 2009). It could be suggested that when findings within this theme are supported in teacher-pupil relationships, levels of closeness are increased whilst levels of the concept 'conflict' are reduced; thus, resulting in a more positive and valued teacher-pupil relationship. These findings link with the next theme to be discussed.

Theme 2: Attuned interactions

Within the theme of 'attuned interactions', the use of non-verbal communication to create connection and attunement between teacher and the pupil was an important component. An awareness of different types of body language was evident:

> *"Just how much you communicate with your face and how that can impact on your relationships because they know how you're feeling towards them" (Teacher)*

Similar to the previous theme, this theme is consistent with the 'closeness' construct which has previously established as a way of defining positive teacher pupil relationships (Pianta, 2001 & Fraire et al., 2008).

In the VIG stage of attuned interaction, interactions are understood and enhanced using the theory of intersubjectivity (Trevarthen & Aitken, 2001) which is conceptualised by the reciprocity of interactions where both members enjoy and contribute to the interaction equally. This stage suggests that adult and child develop and share a reciprocal understanding through their interactions. It is demonstrated when a gesture made by one person is completed by the other who gives meaning to it. Therefore, interactions involve each individual paying attention to and anticipating the other's reaction. The teacher and the pupils in the current study spoke about the different ways in which both adult and child found different ways to initiate interactions and to work together within the classroom. The teacher reflected upon how the communicative messages that are sent by body language and facial expressions are anticipated, received and responded to by the children. She described how children are quickly able to give meaning to the teacher's gestures:

> *"Sending messages all the time with your face and eyes…They kind of read you very quickly and I think that's interesting" (Teacher)*

It could be argued that the teacher might have noticed this due to the review process being guided by these principles. However, the teacher provided detail about what she had seen in the teacher-pupil interactions and applied this to experiences within the classroom.

The teacher reflected that video was a useful tool to notice the complexities of teacher pupil relationships and to notice things they she had missed during the interactions:

> *"It's sort of just reacting and responding backwards and forwards and not taking time to analyse in the moment so seeing them and how they responded and react is interesting" (Teacher)*

Attending to the other person is a prerequisite for achieving attuned interactions. The strength card "attentive" was selected by 5 out of the 6 children as something they noticed in their teacher as part of VIG:

"Attentive because she listens to people when they are speaking, she turns towards you and nods and smiles and her eyes look like they are listening" (Pupil 1)

Within the attuned interactions theme, humour and playfulness were identified as something both the teacher and pupils valued with their relationships with each other:

"She always makes us laugh" (Pupil 1)

"Like we know when we can have fun" (Pupil 6)

"There's time really and they know when it's time to be serious and then when there's time for fun. They need to be able to have fun with you and know you're human. They love sharing jokes with you too and making you laugh…they just know when it's genuine" (Teacher)

Bae (2012) argues that in spacious patterns of interactions include playful initiatives from both the teacher and pupil, which are then responded to in a positive way.

Theme 3: Time and Space

The theme time and space encapsulated physical resources (including the use of video), the physical environment and the nature of the interactions.

"It is nice just to pause for a moment and to celebrate…. And just to look at little things you don't even know you are doing and realise that they are having an impact" (Teacher)

The findings within this theme are consistent with findings by Doria et al. (2014), Fukkink and Tavecchio (2010), Fukkink et al. (2011), which suggests video-based reflection can support teachers to enhance their practice and confidence in their skills. Visual methods also have the potential to create space to enable meaningful interactions to take place (Bae, 2012).

Bae (2012) constructed two contrasting metaphors of 'spacious' and 'narrow' patterns of interaction. The level of space that is provided within interactions is said

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to be linked with relational quality and levels of children's participation. Features of spacious patterns include spontaneous sharing of thoughts, experiences and playful interactions. Teachers having and demonstrating a focussed attention and availability to be emotionally present can facilitate this level of interaction.

Within the research, value was placed upon interactions where time and space were allowed to explore misconceptions. One interaction during VIG involved the teacher seeking to better understand a child response, which was perhaps perceived as a misconception. Within the interaction, which had the potential to end prematurely, there was an opportunity for playfulness, anticipation and genuine wondering.

> *"It's all about creating room for children to respond, pulling them in and giving them the opportunity to think and develop the conversation" (Teacher)*

The pupil reflected on the interaction when he was shown a video still:

> *"Like it shocked me a first because I was just like "oh she wants to know why I thought that" and then we talked more and we both laughed" (Child 3)*

The teacher and pupils reflected that within the classroom this time and space for such interactions was not always allowed due to the perceived pressures relating to curriculum demands and pace of the lessons. The teacher shared that when relationships are not the focus, she can be inclined to quickly correct the children in order to move on.

> *"She wasn't in a rush" (Pupil 5)*

> *"In maths you don't get to speak as much" (Pupil 2)*

> *"When it was quieter we were able to cooperate more because we were able to hear everything everybody was saying and everyone looked like they were listening to you" (Pupil 3)*

Included within the time and space theme, four children discussed the availability of the teacher to provide help with their learning as something they valued within a

positive teacher-pupil relationship. This echoes similar findings by White (2016) who found that this was an important value from the children's perspective of teacher-pupil relationships.

Doria et al. (2014) acknowledged a level of uncertainty regarding the underlying mechanisms that explain the success of VIG. Findings from this research suggest that 'providing time and space' to consider and reflect upon existing relationships may be a significant contributing factor. Within the protected time and space that VIG provided, the teacher described how she was able to view her relationship with all of the pupils in the group through a lens of 'otherness'. This was achieved through the shared reviews when the teacher and guider were able to consider the video stills together and create new meanings and understandings from successful interactions.

<u>Theme 4: VIG as an empowering experience to renew relational focus</u>
The theme 'VIG as an empowering experience to renew relational focus' emerged from the data. This theme is pertinent in answering the second part of the research question: how can VIG be used to enhance teacher-pupil relationships?

> *"It is nice just to pause for a moment and to celebrate…. And just to look at little things you don't even know you are doing and realise that they are having an impact." (Teacher)*

> *"It is empowering. It has definitely made me feel more confident in what I do and when I am doing something in a skilled way, I can see I'm doing it in a skilled way there is no dispute about it." (Teacher)*

It appears that VIG provided an opportunity to reflect upon the complexities of the social space between teacher-pupil interaction in way that the teacher found empowering. Doria et al. (2014) identified co-construction of meaning between the participant and guider as one of the underlying mechanisms of success in VIG. Through this process, a renewed focus on relationships emerged which supported the teacher to prioritise moments of positive interactions, which contributed towards the relationships within the classroom. The following quote illustrates the change in relationship as perceived by a pupil following three cycles of VIG.

"I think we have got more friendly to each other. If I am listening she always turns to me and just like pulls a weird face and it makes me laugh. She started doing that after the video" (Pupil 2)

Throughout the process, it emerged that the teacher experienced tension between her core beliefs that relationships were at the heart of what she did and the lack of time she felt allowed for this within the current demands of the curriculum. She recognised that VIG had supported her to revisit her core values and concentrate upon relationships with the classroom in order to increase engagement in learning. This is consistent with McLaughlin and Clarke (2010) who acknowledged that relationships are often viewed as something additional within schools rather than foundations of effective social, emotional and academic outcomes (Martin & Dowson, 2009).

"No one has ever mentioned the word relationships to me or to be thinking about relationships in the class" (Teacher)

"To have the time and opportunity to reflect on something that we wouldn't really get chance to do it's so busy here as you know its full on, there's no space for anything really there are so many things going on and so many new initiatives happening all the time so it's just nice to pause for a moment and to celebrate something and to just look at things that you don't even know you are doing and realise they are having an impact" (Teacher)

The teacher described changes in how she experienced the VIG process as the intervention progressed. She explained that feelings of initial reservation and uncertainty were replaced with feelings of empowerment and enjoyment as she experienced more cycles of VIG. This was attributed to the development of a familiarity with the VIG process over time, along with the development of a relationship between the participant and guider, which was underpinned by a growing trust. This trust was established through co-construction of meaning in a way which was received genuinely and free of judgement. This is consistent with Shaw and Martland (2014) who found VIG to be an empowering tool to support school staff to identify strengths within their practice.

The concept of VIG as an evolving process whereby participants are gradually empowered in their participation resonates with the process of developing of relationships (Cross & Kennedy, 2011). In addition, this has implications for the anticipated length of VIG interventions. For example, it may be difficult to enhance teacher-pupil relationships in just one VIG cycle. At the other end of the scale, Fukkink et al. (2011) suggests that video feedback interventions that are too long can be less effective. Though, the researchers do not suggest an optimal length for the intervention. It is therefore important for guiders to consider the length of VIG interventions carefully so that they are neither too long nor too short to affect positive change.

Model to illustrate relationships between themes

Through discussing each of the themes a useful model emerged which encapsulates the findings. Ultimately, relationships were valued most when they felt genuine, however such a feeling is difficult to conceptualise. Though, it seemed to be supported by attuned interactions and time and space. It also emerged that VIG was a useful tool in noticing and enhancing attuned interactions and providing time and space for reflective dialogue. This is illustrated in the diagram below.
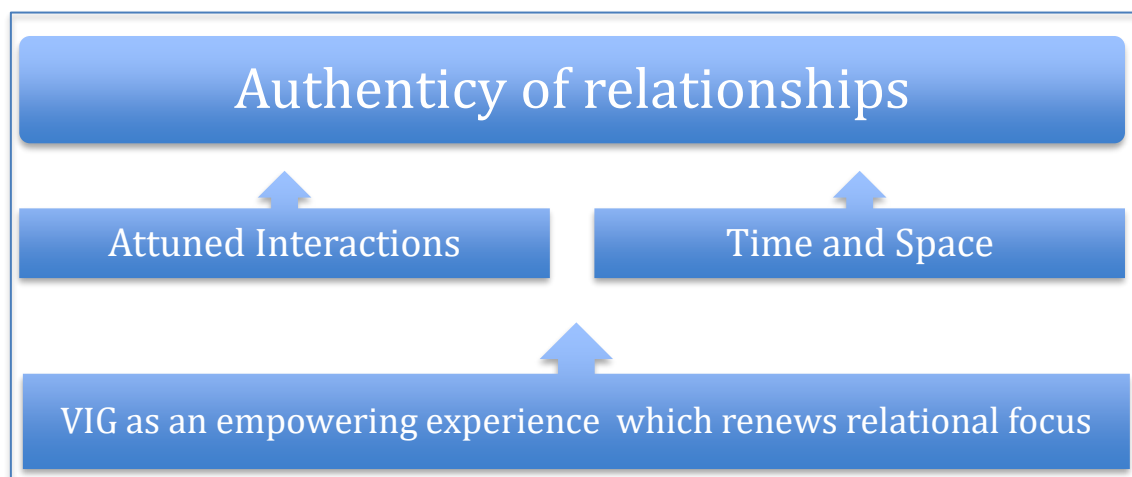

Figure 3: Model to illustrate relationships between themes

Limitations of the research

A number of limitations of the research are acknowledged. The focus of my research was to explore in depth perceptions and experiences within a context of teacher-pupil

relationships (Cordingley, Bell, Thomason, & Firth, 2005). However, the small number of participants may be seen as a limitation with regards to generalisability.

An additional limitation of the research is that I acted as both VIG guider and interviewer. This may have impacted on the type of information shared at interview, with more positive explanations of the intervention being perhaps more likely to be shared. Alternatively, it could be argued that the dual role as both VIG guider and researcher complimented each other as the relationships I developed as a VIG guider through the process of VIG may have enabled a greater level of engagement with participants (Doria et al., 2014). Throughout the process of VIG supervision I was able to reflect upon the way in which I was guiding the VIG process and demonstrating the attunement principles with the participants.

It is important to acknowledge that my lack of experience as a VIG guider may have limited the facilitation and impact of the intervention as my skills in guiding VIG are in the early stages of development.

A further limitation arose from the way in which I conducted the thematic analysis and constructed the themes. I was the only coder and other than discussing the themes with my research supervisor I did not formally use multiple coders. Alternatively, I could have utilised member checking and presented my themes to the research participants to triangulate my findings and ensure I had analysed and captured their views in a way which made sense to them. It is acknowledged that member checking can be a way of establishing credibility of thematic analysis (Braun & Clarke, 2013).

Implications for Educational Psychology practice and future research

This piece of research provides a basis for future research and further thinking about the role of Educational Psychologists and the use of VIG. The use of VIG in this research moved beyond the use of teacher-pupil dyads to involve a group of pupils. There is further scope to use research to explore the use of VIG in this way further as well as thinking about the possibility of joint shared reviews with groups of pupils and teachers. Although, ethical issues such as power imbalance and meaningful participation would need to be carefully considered.

The current research highlights a role for Educational Psychologists in supporting teachers to consider teacher-pupil relationships at an individual, group and classroom level in a way which is strength-based and empowering. McLaughlin and Clarke (2010) and Roffey (2012a) argue that teacher-pupil relationships should be at the core of school ethos rather than something which is seen as supplementary. Recognising and valuing such positive aspects of classroom practice is likely to strengthen teacher perceptions of their importance and the value of efforts to enhance teacher-pupil relationships.

Through dialogue, throughout the VIG intervention, the teacher involved indicated that the process had offered her new perspectives of the importance of teacher-pupil relationships and the ways in which she can support them at an individual, group and whole class level. The teacher suggested using VIG at a whole school level for wider staff reflection and performance management observations of teaching and learning within the classroom. In line with this, EPs could support school leaders to consider the time and space within their school calendar for teachers to reflect on how they might support teacher-pupil relationships within their classrooms.

Conclusion

This research explored the understandings that teachers and children construct about their relationships with one another and how VIG could be used to enhance these relationships. It emerged that the things teachers and pupils value as components to their relationships can be enhanced using VIG. This included relationships that felt authentic, frequent attuned interactions and time and space for relationships to be attended to.

VIG was appraised as being a useful tool to help a classroom teacher explore the complexities of teacher-pupil relationships at an individual and group level, which was then transferred into the classroom. The teacher considered the use of video as a tool for reflection and the strength-based shared dialogue focusing on attuned interactions to be empowering. These components provide interesting consideration for EP practice as it could be argued that time and space for reflection and strength-based dialogue underpins much of our work.

There is a growing evidence base for the effectiveness of a relational focus in schools (Roffey, 2012a) and VIG can be a useful intervention to enhance the interactions which contribute towards teacher-pupil relationships. Effective teacher-pupil relationships can enhance learning opportunities and support social and emotional wellbeing. Therefore, interventions which provide time and space to reflect upon the complexities of teacher pupil relationships and provide a relational focus should be considered. Educational Psychologists have the skills and knowledge to help teachers and head teachers establish and sustain a relational vision.

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Appendices

Appendix 1: Assessing study quality using EPPI Weight of Evidence

Based on: EPPI-Centre (2007) Review Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational

Research. Version 2.0 London: EPPI-Centre, Social Science Research Unit.

EPPI Weight of Evidence Questions	Driscoll and Pianta (2010)	Driscoll, Wang, Mashburn, and Pianta (2011)	Murray and Malmgren (2005)	Pianta, Mashburn, Downer, Hamre, and Justice (2008)	Spilt, Koomen, Thijs, and van der Leij (2012)
1. Are there ethical concerns about the way the study was done?	**Yes, some ethical concerns** Random allocation of teachers to groups. However: No information about how researchers discussed or gave information about the research to their participants. No information regarding how nature of the study / intervention was communicated to parents and children. No discussion of consent. No ethical considerations	**Yes, some ethical concerns** Random selection of children to participate. Teacher participants received information and relevant resources relating to the intervention. However: No information about how researchers discussed or gave information about the research study to their participants. No information regarding how nature of the study / intervention was communicated to	**Yes, some ethical concerns** Randomised control group design. Teacher participation was voluntary. Intervention was developed with teachers during 2 meetings. - Random allocation of students to groups. However: Students were nominated for possible participation by teachers (power imbalance in recruitment methods). No information regarding how nature	**Yes, some ethical concerns** Random allocation of teachers to groups. Detailed information about how researchers gave information about the research to their participants and how informed consent was sought. However: No information regarding how nature of the study / intervention was communicated to parents and children.	**No ethical concerns** Informed consent obtained from parents. Teacher participation was voluntary. Informed about participation in short-term training. Researchers state that participants were not informed about selection of children or experimental design (transparent). Schools were randomly assigned to experimental groups. However: No mention of child consent.

	documented. Control group not given intervention at a later date.	parents and children. No discussion of consent. No ethical considerations documented.	of the study / intervention was communicated to parents and children. No discussion of consent. No ethical considerations documented. Students approached by teachers and asked if they would be willing to begin meeting with the teacher regularly. (lack of informed consent) Teachers paid a "small out of pocket stipend by the researchers for participating in the meetings and for completing the assessments".	**No** No involvement from pupils in the design or conduct of the study. Parents were asked to complete a questionnaire about family demographic information. However,	**No** No involvement from parents or pupils in the design or conduct of the study.
2. Were students and/or parents appropriately involved in the design or conduct of the study?	**No** No involvement from parents or pupils in the design or conduct of the study.	**No** No involvement from parents or pupils in the design or conduct of study.	**No** No involvement from parents or pupils in the design or conduct of the study.	**No** No involvement from parents or pupils in the design or conduct of the study.	

Question	Study 1	Study 2	Study 3	Study 4	Study 5
(row 2, continued)				it is not clear how the study was communicated with parents. They were not involved in the design on the study.	
3. Is there sufficient justification for why the study was done the way it was?	**Yes, sufficient justification given** Good research background. Justification for aims and intervention. Rational provided by authors with regards to sampling and design.	**Yes, sufficient justification given** Informed by background research into teacher-pupil relationships and teacher professional development. Identifies gap in the research regarding interventions to specifically focus on teacher-pupil relationships as the outcome. Justification for target population, settings, aims and intervention. Rational provided for design.	**Yes, some justification given** Includes reference to previous research. Rational provided for target population and setting. However, did not provide rational for not including a measure from the adolescents.	**Yes, sufficient justification given** Informed by background research into teacher professional development. Justification for target population, settings, aims and intervention. Information obtained was in line with research aims.	**Yes, sufficient justification given** Overview of underpinning research provided. Research design was consistent with research aims. Good critical discussion about teacher perceptions of conflict. Study was part of a larger research project. Though, further details were not provided.
4. Was the choice of research design appropriate for addressing the research question(s) posed?	**Yes, appropriate choice** Pre and post design. Randomised control design. Teacher characteristics were diverse and not used to allocate to groups.	**Yes, appropriate choice** Pre and post design. Randomised control design. Characteristics of settings known but still random allocation to groups (control/	**Yes, somewhat** Pre and post design. Randomised control design. Characteristics of target participants (African American pupils) and settings ('high-poverty urban	**Yes, appropriate choice** Pre and post design. Randomised control design. Characteristics of target participants ('at-risk') and settings (area of deprivation)	**Yes, appropriate choice** Pre and post design. Randomised control design. Characteristics of target participants known ('behaviourally at risk') but still

	Study 1	Study 2	Study 3	Study 4	Study 5
	Characteristics of target participants (children identified as at rick for relational difficulties) known but still random allocation to groups (control/ intervention).	intervention). Clear mapping of research design and analysis on research questions.	school' known but still random allocation to groups (control/ intervention). Unclear why pupil measure of relationships was not also included.	known but still random allocation to groups (control/ intervention).	random allocation to groups (control/ intervention). Published intervention underpinned by interpersonal communication theory and adapted to teacher-child interaction.
5. Have sufficient attempts been made to establish the repeatability or reliability of data collection methods or tools?	**Yes, good** Details of data collection methods and tools provided with references and examples. Student Teacher Relationship Scale (STRS) and The Teacher–Child Rating Scale (TCRS) are reliable measures. Teacher participants, the researchers and research assistants (experienced psychology doctoral students) collected the data. Coders remained blind to treatment condition; attended 6 hr of training on the ordinal rating scales and administered a reliability test. 25% teacher–child	**Yes, good** Details of data collection tools and methods provided. Used well-established measures (STRS & TCRS); and own questionnaire to collect descriptive data. Internal consistency for subscales in TCRS found to be high: Cronbach's alpha 94 and .95 for problem behaviours scale at the beginning and end of year; Cronbach's alpha .92 and .90 for social competence scale. STRS internal consistency found to be good: closeness scale Cronbach's alphas of .86 and .84; conflict scale	**Yes, some attempt** Details of data collection tools provided. Use of three published measures with references and academic grades and absences. Measures taken at two time points. High internal consistency reliabilities for published measures used (Walker–McConnell scale of social competence and school adjustment (Walker & McConnell, 1996); Achenbach Child Behaviour Checklist (Achenbach, 1991); Classroom engagement (Connell & Wellborn, 1991)). Limitations of relying	**Yes, good** Methods of data collection clearly explained. Details of data collection tools provided. Researcher observers used an in-press tool (Classroom Assessment Scoring System; CLASS) by two of the same authors as the research paper. The CLASS provided framework for repeatability in observing teacher-pupil interactions. Also used another published tool with high test-retest and internal consistency reliability. Attempts to ensure reliability discussed in-depth with links to other research.	**Yes, some attempt** Details of data collection methods and tools provided with references and examples. Used well-established measure (STRS amongst others) Adequate interrater reliability for observer ratings of teacher-child interactions.

	interaction tapes were double-coded. Coders participated in collaborative coding sessions and reliability checks. TCRS - internal consistency ranges from .85 to .95; test–retest reliability ranges from .61 to .91. Use of triangulation. Cronbach's alpha for sample was .93.	Cronbach's alphas of .89 and .87.	on teachers to collect data acknowledged and discussed. A number of procedures in place to monitor the fidelity of the intervention were explained.	Interactions were coded by a team of observers who were trained to reliability on the data collection method and blind to study condition.
6. Have sufficient attempts been made to establish the validity or trustworthiness of data collection tools and methods?	**Yes, some attempt** Published versions of data collection tools used. Teacher-child interaction task included standardised instructions and coding (source sited). Authors discuss describe validity. STRS has demonstrated validity with regard to predicting academic and has been used extensively in studies of same aged children. Control group used. Data collection involved teacher report and blind report and blind	**Yes, some attempt** Published versions of tools used. STRS has demonstrated validity with regard to predicting academic and has been used extensively in studies of same aged children. Authors do not explicitly describe ways they have addressed the validity or trustworthiness of their data collection tools. Control group used. Data collection comprised teacher report only.	**Yes, some attempt** Published versions of tools used. Construct validity of tools considered. One data collection tool, designed by two of the authors, still in press. Authors do not explicitly describe reliance on teachers for data collection regarding posed a threat to internal validity and made efforts to minimise this. Control group used. A number of procedures were in place during the research to monitor the fidelity of the intervention.	**Yes, some attempt** Data collection involved teacher report and observer observations. Control group used. Published versions of tools used. Shortened scales of Closeness and Conflict used which reduces validity – not acknowledged. Authors signpost to further information on predictive validity of naturalistic observations. The authors acknowledge that the validity of the CLASS data collection tool had not been previously

	Study 1	Study 2	Study 3	Study 4	Study 5
	observer observations.	Implementation fidelity was not measured.			examined in in structured situations.
7. Have sufficient attempts been made to establish the repeatability or reliability of data analysis?	**Yes** Detailed description of statistical data analysis used. Repeated measures of analyses of covariance (ANCOVAs) conducted to compare means before and after intervention. Means and standard deviations provided. Cronbach's alpha used. Non-significant results stated.	**Yes** Clear description of analysis using logistical regression, multilevel logistic regression and multilevel regression analysis used to examine research questions. Cronbach's alpha used. Non-significant results stated.	**Yes** Detailed description of statistical data analysis used. Five separate one-way analysis of covariance (ANCOVAs) conducted to compare means before and after intervention. Means and standard deviations provided. Non-significant results stated and discussed.	**Yes** Clear description of analysis using Hierarchical Linear Modelling. Non-significant results stated.	**Yes** Description of data analysis provided. Non-significant results stated and discussed.
8. Have sufficient attempts been made to establish the validity or trustworthiness of data analysis?	**Yes** Analysis is justified and valid. Explanations for the findings and limitations discussed. Significance levels provided. Authors attempted to justify their decision to adjust the alpha level to .10 in order to increase likelihood of	**Yes, some attempt** Analysis is justified and valid. Discussed factors which may have influence results. Acknowledges limitations. Effect sizes clearly stated.	**Yes, some attempt** Analysis is justified and valid. Explanations for the findings and limitations discussed.	**Yes, some attempt** Analysis is justified and valid. Explanations for the findings and limitations discussed	**Yes** Analysis is justified and valid. Latent class growth analyses performed for unexplained slope variances to explore unobserved subgroups that may be differentially impacted by the intervention. Significance levels

9. To what extent are the research design and methods employed able to rule out any other sources of error/bias which would lead to alternative explanations for the findings of the study?	A little	A little	A little	A little	A little
	Use of control group. Random allocation to groups. Likelihood of Type 1 error increased by setting the significance level at .10. Children and teachers from different classrooms compared – does not take into account environmental explanations. Links made to previous research to explore and rule out alternative explanations. Differences between teachers delivering intervention are acknowledged to exist and therefore could lead to alternative explanations. Responses from young children were significant results.	Use of control group. Random allocation to groups. Implementation fidelity was not measured. Reliance on teacher for report and delivering intervention. Analysis undertaken to predict whether each child participated in intervention. Exploration of alternative explanations through child characteristics. Links made to previous research to explore and rule out alternative explanations. Acknowledges unmeasured factors that may contribute to teacher implementation	Use of control group. Random allocation to groups. A number of procedures were in place during the research to monitor the fidelity of the intervention. Reliance on teacher for report and delivering intervention. Links made to previous research to acknowledge alternative explanations.	Use of control group. Random allocation to groups. Alternative explanations for some findings acknowledged. Recognises need for replication and independent evaluation of the intervention in more highly controlled research. Questions of researcher bias. Limitations are acknowledged. Sources of error discussed and alternative explanation for findings offered.	Use of control group. Random allocation to groups. Shared source error variance but alternative explanations for findings are acknowledged. Likelihood of Type 1 error increased by setting the significance level at .10. No description about consistency of person collecting data/delivering intervention across groups. Limitations acknowledged. Alternative explanations for finding discussed and considered in the context of previous research.

provided. Authors attempted to justify their decision to adjust the alpha level to .10 to reduce chance of Type-II error.

	Study A	Study B	Study C	Study D	Study E
	omitted due to unreliability. quality.				
10. How generalisable are the study results?	**Generalisable to some extent** Gender of children equally represented. Two different school contexts were included. Participating teachers represented diversity in ethnicity, age and teaching experience. Intervention only delivered to children 'at risk for relational difficulties with teachers.	**Low generalisability** Specific sample – African American young people with emotional and behavioural problems who were living in a high-poverty urban environment; 75% were male.	**Generalisable to some extent** Large sample size Conducted across a state in the USA. Key characteristics of classes, pupils and teachers provided. Only included children who were 4 years old.	**Generalisable to some extent** Large sample size. Conducted across 24 school districts in one state in the USA. Only included children who were 4 years old. Demographic information provided for pupils and teachers.	**Generalisable to some extent** Involved 15 different schools. Intervention delivered to children identified as "disruptive" or "inhibited-disruptive".
11. In light of the above, do the reviewers differ from the authors over the findings or conclusions of the study?	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
12. Have sufficient attempts been made to justify the conclusions drawn from the findings, so that the conclusions are trustworthy?	High trustworthiness	Medium trustworthiness	High trustworthiness	Medium trustworthiness	High trustworthiness
13. Weight of evidence A: Can the	High	Medium	High	Medium	High

study findings be trusted in answering the study question?	High	High	Low	Medium	High
14. Weight of evidence B: Appropriateness of research design & analysis for addressing this systematic literature reviews research question?	High	High	Low	Medium	High
15. Weight of evidence C: Relevance of particular focus of the study for addressing this systematic literature reviews research question?	Medium	Medium	Low	Low	Medium
Overall Weight of Evidence rating (WoE)	High	High	Low	Medium	High

Being attentive	• Looking interested with friendly posture • Giving time and space for other • Turning towards • Wondering about what the other is doing, thinking or feeling • Enjoying watching the other
Encouraging initiatives	• Waiting • Listening actively • Showing emotional warmth through intonation • Naming positively what you see, think or feel • Using friendly and/or playful intonation as appropriate • Saying what you are doing • Looking for initiatives
Receiving initiatives	• Showing you have heard, noticed other's initiatives • Receiving with body language • Being friendly and/or playful as appropriate • Returning eye-contact, smiling, nodding in response • Receiving what the other is saying or doing with words or phrases
Developing attuned interactions	• Receiving and then responding • Checking the other is understanding you • Waiting attentively for your turn • Having fun • Giving a second (and further) turn on the same topic • Giving and taking short turns • Contributing to interaction/activity equally • Co-operating – helping each other
Guiding	• Scaffolding • Extending and building on the other's response

	• Judging the amount of support required and adjusting • Giving information when needed • Providing help when needed • Offering choices that the other can understand • Making suggestions that the other can follow
Deepening discussion	• Supporting goal-setting • Sharing viewpoints • Collaborative discussion and problem-solving • Naming difference of opinion • Investigating the intentions behind words • Naming contradictions/conflicts (real or potential) • Reaching new shared understandings • Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)

Teacher Information Sheet and Consent Form

Information Sheet

My name is Stacey Sketchley; I am a Trainee Educational Psychologist currently in the third year of my training on the Doctorate for Applied Educational Psychology at Newcastle University. I currently work in XXXXX as part of the Educational Psychology Service. As part of my course I am asked to carry out a research project in an area of interest. In my research I am exploring what contributes towards positive teacher-pupil relationships and how these relationships can be enhanced using a tool called Video Interaction Guidance. Please read the following information and think about whether you would like to take part in this research.

What does the research involve?

Through this research I plan to work with children and their teacher using an intervention called Video Interaction Guidance. Video Interaction Guidance (VIG) is a video-based intervention which is aimed at enhancing communication and supporting already existing positive relationships between adults and children. VIG aims to give professionals a chance to reflect on their interactions, focusing on successes and when things are going really well. During the VIG sessions a few short films (10-15mins) will be made of a group of children enjoying a learning activity with their teacher. Following this, the VIG guider (me) will review the film and edit it to focus on moments which highlight particularly positive interactions. Later the teacher and VIG guider will review the edited film together during a VIG feedback session and engage in a discussion around this. I will film on up to three occasions and will return to school to show the teacher selected clips from the videos. Both the adult and children involved will be asked to take part in a short interview before and after the filming. After the filming I may show the children some clips which show a positive interaction that they have experienced during filming.

What will happen to the data collected?

The video footage will be viewed by me, you and my university supervisors. Names will not be included on any written documents and no identifiable information will be

included in the research paper. Any written information and recordings will be shared only with my university, and those employed to look at the data.

Any personal information (i.e. from consent forms or information from the discussions) will be kept securely and either locked away or password protected. Recorded data and written information will be held in accordance with university guidelines and destroyed after 10 years upon completion of the research.

When this research project is finished, the findings of the research will be shared with the school. I will share the findings in a letter to parents of children who have taken part in the research. You will be given my contact details and given the opportunity to discuss with me any questions you may have about the findings.

Do I have to take part?
Taking part is entirely voluntary. You can withdraw from this research at any point up to the point of writing up.

If I require further information who should I contact?

For more information please contact me on XXXXX or at XXXXX. My work is being supervised by XXXXX, Educational Psychologist and Research and Academic Supervisor at Newcastle University. If you have any questions or concerns about the project, please contact him on XXXXX or XXXXX. If you are happy to take part in this research, please complete the attached consent form and return it to me.

Many thanks,
Stacey Sketchley
Trainee Educational Psychologist

Teacher Consent Form

Please read the following statements and place a tick in each box if you agree with the statement.

I have read and understood the information sheet.

☐

I agree to:

Being filmed doing a learning activity with a group of children in school.

☐

The videos being shown to the university VIG supervisor.

☐

Interviews taking place.

☐

The interviews being voice recorded and transcribed.

☐

The research being written up and submitted as a thesis in which all details   ☐   will
remain confidential and anonymous.

☐

I understand take part in the research is voluntary and that I can withdraw at
any time up to the point of writing up.

Name: _____

Signed: _____   **Date:** _____

All confidential information will be securely stored and destroyed after 10 years upon of completion of the research.

Parent/Carer Information Sheet and Consent Form

Information Sheet

Dear Parent/Carer,

My name is Stacey Sketchley; I am a Trainee Educational Psychologist currently in the third year of my training on the Doctorate for Applied Educational Psychology at Newcastle University. I currently work in XXXXX as part of the Educational Psychology Service. As part of my course I am asked to carry out a research project in an area of interest. In my research I am exploring what contributes towards positive teacher-pupil relationships and how these relationships can be enhanced using a tool called Video Interaction Guidance. Please read the following information and think about whether you would like your child to take part in this research.

What does the research involve?

Through this research I plan to work with a group of children and their teacher using an intervention called Video Interaction Guidance. Through this research I plan to work with children and their teacher using an intervention called Video Interaction Guidance. Video Interaction Guidance (VIG) is a video-based intervention which is aimed at enhancing communication and supporting already existing positive relationships between adults and children. VIG aims to give professionals a chance to reflect on their interactions, focusing on successes and when things are going really well. During the VIG sessions a few short films (10-15mins) will be made of a group of children enjoying a learning activity with their teacher. Following this, the VIG guider (me) will review the film and edit it to focus on moments which highlight particularly positive interactions. Later the teacher and VIG guider will review the edited film together during a VIG feedback session and engage in a discussion around this.

I will film on up to three occasions and will return to school to show the teacher selected clips from the videos. I will use the video footage to discuss with staff how teacher-pupil relationships can be enhanced. Both the adult and children involved will be asked to take part in a short interview before and after the filming to talk about

teacher-pupil relationships. After the filming I may show the children some clips which show a positive interaction that they have experienced during filming.

What will happen to the data collected?

The video footage will be viewed by me, your child, your child's class teacher and my university supervisors. Names will not be included on any written documents and no identifiable information will be included in the research paper. Any written information and recordings will be shared only with my university, and those employed to look at the data.

Any personal information (i.e. from consent forms or information from the discussions) will be kept securely and either locked away or password protected. Recorded data and written information will be held in accordance with university guidelines and destroyed after 10 years upon completion of the research.

When this research project is finished, the findings of the research will be shared with the school. I will share the findings in a letter to parents of children who have taken part in the research. You will be given my contact details and given the opportunity to discuss with me any questions you may have about the findings.

Does my child have to take part?

Taking part is entirely voluntary. You will be told the dates of filming and you and/or your child can withdraw from this research at any point up to the point of writing up. You need not provide a reason for withdrawing your child from the research. If you give your consent for your child to take part in this research. I will then ask your child to give their consent. If your child does not want to take part on the days when I visit the school, then they will not be included in the research. If you decide to withdraw your child, please either let your child's class teacher know or contact me on the details below.

If I require further information who should I contact?

For more information please contact me on XXXXX or at XXXXX. My work is being supervised by XXXXX, Educational Psychologist and Research and Academic Supervisor at Newcastle University. If you have any questions or concerns about the project, please contact him on XXXXX or XXXXX.

If you are happy for your child to be involved with this research, please complete the attached consent form and return it to [School SENDCo].

Many thanks,

Stacey Sketchley

Trainee Educational Psychologist.

Parent Consent Form

Please read the following statements and place a tick in each box if you agree with the statement.

I have read and understood the information sheet.

☐

I give consent for my child to take part in research regarding teacher-pupil relationships.

☐

I agree to:

My child being filmed doing a learning activity with a group of children and a teacher in school.

☐

The videos being shown to the university VIG supervisor.

☐

Interviews taking place with my child.

☐

The interviews being voice recorded and transcribed.

☐

The research being written up and submitted as a thesis in which all details will remain confidential and anonymous.

☐

I understand that my child does not have to take part in the research and that I and/or my child can opt out at any time up to the point of writing up.

☐

Name of child (please print): _____

Your name: _____ **Relationship to child:** _____

Parent/Carer signature: _____ **Date:** _____

(This information sheet will be discussed with the children on an individual basis a week before the research and then at the beginning of each interview.)

Information Sheet

My name is Stacey Sketchley; I am a Trainee Educational Psychologist who currently works in your school and other schools in XXXXX. I work with lots of different children but next week / today I will be coming into school to do a research project with some children in your class and your teacher. As part of my project, I would like to talk to you about what you think about teachers in school and to film you with a group of children doing some activities with your teacher.

I will come into school first to meet you and have a chat before the project starts. I will then come back and do some filming with you and a group of children from your class working on a learning activity with your teacher. I will be looking at the films afterwards to see how well you work with your teacher, and then I will come back and tell you and your teacher all the things I liked from the video. We might do two or three lots of filming. Apart from you and your teacher, the only people who will see the videos is me and the person helping me to do this work, a teacher at University.

I would like to talk to you before and after the video sessions. This will be called an interview because I will ask you some questions but I plan for this to be like having a chat. When we have a chat I might ask you to do some drawing as well, if it is helpful for you to explain some of your answers. If you choose to take part, you can ask me to stop at any time during the interview. The interviews will last up to 30 minutes each, depending on how much there is to say. Because I want to remember all of the important things you say, I will be recording our voices on a voice recorder but no-one will know it is you talking on it. Eventually, it will be deleted off the voice recorder. I will check throughout the interview that you are happy to keep going. 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.

If we talk about anything that makes me worried that you or someone else is in danger then I will need to tell someone else about this. You can change your mind at any time if you don't want to be in the project anymore, just tell me, your teacher or your parents.

I have asked your parents and they said it is okay for you to take part in this project if you would like to. Would you like to take part in this project? Do you have any questions?

Pupil Consent Form

Would you like to take part in this project when you are filmed with a group of children and your teacher doing a learning activity in school?

_____

Please read and listen to the following sentences and place a tick in each box if you agree.

I have read the information sheet and I have had a chance to ask any questions. ☐

I agree to:

Being filmed doing a learning activity with a group of children and my teacher in school ☐

The videos being shown to the adults helping Stacey with the project ☐

Be asked questions about what makes a good teacher and how you get on with teachers ☐

My voice being recorded and typed up ☐

The project being written about ☐

I know that I can change my mind if I want to. ☐

Name: _____

Signature: _____ **Date:** _____

Sample teacher interview questions

- Can you tell me about 'positive' teacher-pupil relationships in your class?
    - What does it mean to you to have 'positive' teacher-pupil relationships with pupils in you class?
- Video Interaction Guidance can be used an intervention to enhance positive relationships. What things do you already do to create and enhance relationships with pupils?
- How would you describe VIG in three words?
- The videos highlighted lots of principles that you demonstrated in all the videos, what have you liked about your interactions?
- Do you think there have been any changes in the way you think about teacher-pupil relationships?
- Have you noticed anything different in the classroom since we started doing VIG?
- Do you think anything that has changed in your relationships with the children in the group?

Sample pupil interview questions

- Can you think about a teacher that you like? How do they make you feel? What do they do to make you feel that way?
- What could a teacher do to help you enjoy [learning/school/time in the classroom] more?
- If someone in your class asked you about the videos, what would you say to them?
- Can you tell me about something you remember from the videos?
- What strength cards do you think are important to get on well with your teacher?
- Are there any of these strength cards that your teacher was doing during the videos?
- Do you think anything has changed in the classroom since the videos?
- Do you think anything has changed between you and your teacher since the videos

Appendix 7: Example of coding

Interviewer: How have you found the VIG process?

Teacher: It has been nice to see us filmed and to have the time and opportunity to reflect on something that we wouldn't really get chance to do it's so busy here as you know its full on, there's no space for anything really there are so many things going on and so many new initiatives happening all the time so it's just nice to pause for a moment and to celebrate something and to just look at things that you don't even know you are doing and realise they are having an impact. I think that's nice to see.

Curriculum demands
empowering
time
reflecting together

Interviewer: That's really interesting. Has anything surprised you during the process?

Teacher: I'm just always fascinated by the tiny, its tiny interactions isn't it? But you have got hundreds of those in you school day and it's just capturing a snapshot of those but you'll be doing that and many more throughout the school day. It's great to capture some of that. There is evidence there and you can go back and look at it and think.

facial expressions
power of video

Interviewer: Do you think there has been a change in the way that you view yourself as a teacher after you have seen that?

Teacher: It is empowering. It has definitely made me feel more confident in what I do and what I am doing something in a skilled way, I can see I'm doing it in a skilled way there is no dispute about it. Yeah I think it's been nice to see me reacting when I looked at myself there I thought you know that is the kind of stuff you might see like on demonstrations of interacting with children it's not like there was good skills there I think in terms of communication so I don't feel quite like, no I don't do it well, I do think I have something, I must have had something because I've been kept in the job for 20 years. So if I don't have something then someone's making some serious mistakes somewhere along the line so the ability to communicate with children, the ability to illicit information out of them and get them to a place of understanding. It is the first time I have actually been able to identify that because I can't, it's hard for me to see my strengths. It has definitely helped me and my self-esteem and how I work with myself, it has been beneficial.

empowering
recognising and responding
reflecting together
power of video
professional identity
professional identity
empowering

Interviewer: You were interested in engaging the children quite quickly, at the beginning we talked about some of the children's needs and you were hoping to engage them through the process. Do you think you were able to either reflect on that or see any progress whilst using the video?

Teacher: Well yes, I think just talking about how to direct the conversation. It's all about creating room for children to respond, pulling them in and giving them the opportunity to think and develop the conversation.

creating space
recognising and responding

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Appendix 8: Codes linked to themes

Theme	Codes
Authenticity of relationships	Intuitive natural process
	"Children know"
	Reciprocal caring
	Genuine
	Remembering the other
	Sharing self
	Trusting relationships
	Finding connections
	Comfortable way of being together
	Holistic
Attuned interactions	Being attentive
	Being received
	Body language
	Facial expressions
	Eye contact
	Sending messages
	Playful
	Recognising and responding
Time and space	Feeling of time
	Create space
	Time pressures
	Curiosity
	Available
	Curriculum demands
	Calm and quite environment
VIG as an empowering experience to renew relational focus'	Empowering
	Power of video
	Reflecting together
	Familiarity increase
	Relational focus
	Professional identify
	Continuously developing