



UNIVERSITY OF
BIRMINGHAM



**Gathering the pupils voice regarding
teaching and learning at Langley
Secondary School
Exploring the Pupil Voice?..**

**Lorraine Jebbett & Daniel Rouse - April 2009
The University of Birmingham & Solihull Educational
Psychology Service**

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Introduction

Aim:

The aim of the present study was to gather the ‘pupil voice’ (an exploration of the views of pupils) regarding the teaching and learning at Langley School. Although the school wanted the scope of the study to be broad and directed by the pupils, they specified that they were interested in what pupils thought were the most important factors that impacted on teaching and learning.

Researcher position:

Both Daniel Rouse and Lorraine Jebbett are Trainee Educational Psychologists studying on the first year of Doctoral training in Educational Psychology at the University of Birmingham. The Langley School Project makes up an element of core first year work required by the University.

Rationale:

The rationale and focus for the present study was negotiated during a meeting with stakeholders during the initial phase of the research. The purpose of this was to identify possible research topics from the School Improvement Plan for the academic period 2007-9. The area considered most important **by senior staff?** was to work with **students?** to establish their experiences of teaching and learning. The School Improvement **P**lan has explicit reference to this:

*“... a commitment to the enhancement of learning and teaching at Langley...(through) the value we place on the student voice, underpinned **on** self-esteem...”*

More specifically, aim 5 of the school improvement plan sets out the ambition to ‘increase student involvement in curriculum and teaching and learning evaluation’:

- 5i. Provide a structured system for student voice/consultation*
- 5v. Student input to curriculum delivery/learning and teaching*

Background/context

As is clear above, Langley school places great importance on the role and voice of the pupils in a number of issues. This is demonstrated in the **vast** number of initiatives that they have previously and still currently utilise, including:

- The PASS (Pupil Attitudes to Self and School) survey. This was previously used but has not been renewed for the present academic year.
- Every Child Matters working group.
- Student council
- Year group council
- LA training for student council using materials produced by the DCSF.
- External agency involvement, with a focus of specific target groups, such as a visit from Cambridge lecturers for Gifted and Talented Students.
- Focus groups formed for specific issues, such as the development of the behaviour policy and the rewards/sanctions.

However, **as a school**, school staff at? Langley still feel that they can learn more and utilize the role of pupils in the development of teaching and learning, of which this research represents a start.

Literature review

The growing interest in pupil perspectives in the UK includes literature on pupil voice, students as researchers and consulting pupils (Noyes 2005). To avoid confusion, for the purpose of the present study, we shall refer to this as the pupil voice. A major catalyst in the 'Pupil Voice' movement came in the 1989 UN Convention on the Rights of the Child which marked a landmark in the developments of rights of children. Article 12 states:

'parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'

The convention declares the human rights of children as individuals in their own right. Broadly in educational terms, the convention asserts rights for children to participate in decision making, have equal opportunities in accessing education and being protected from harm. It offers a framework of principles within which to analysis UK education policies. Freeman (1996) comments on the importance of this landmark:

'The right enunciated here is significant not only for what it says, but because it recognizes the child as a full human being with integrity and personality and the ability to participate freely in society. ... the views of children are to count [in relation to] decisions ranging from education to environment, from social security to secure accommodation, from transport to television'. (Freeman, 1996, p. 37).

More recently, the importance of children's participation has been emphasized on a national policy and local authority level. Following the 2001 general election, the Children and Young People's Unit was developed, which aimed to provide a systematic structure to bring young people into Government decision-making. The unit was followed in 2003 by the Green Paper *Every Child Matters* (ECM, 2003) and in 2004 by the *Children Act*, which represents the main piece of legislation in relation to children's rights in England (Whitty et al 2007). 'The *Children Act* stipulates that local children's services should reflect the needs of children and young people and that, accordingly, local authorities and partners need to encourage a good level of participation by children and young people in the design and delivery of services' (Whitty et al 2007, p304). The *Act* also provided for the establishment of the Office of the Children's Commissioner in 2005, whose main purpose is to give children and young people a voice in public life.

More recently still, the publishing/**publication?** of 'Working Together: Listening to the voices of children and young people' (2008) **is an** updated version of the Working Together guidance (2004). The guidance acknowledges that whilst there is now widespread agreement **with/ on?** the principles of participation, it seems there is no single right way of supporting children's and young people's participation, and the process of developing effective values and structures to this end is not a straightforward one. However, the principles **s** set out in this guidance, identified

through consultation (**with children/young people?**) as key aspects of involving **them?** children and young people, offer a point of reference for local authorities and schools in taking forward this work. Within this guidance, advice is offered on:

- Defining pupil participation
- Its benefits
- Key principles of participation
- Turning principles into practice
- And also provides a checklist to ensure effective practice

In addition to the legal obligation to gather **the perspectives of pupils**, Cooper (1993) goes further and suggests that we should also be interested in this field for two reasons. Firstly, Cooper draws attention to the idea that the principles within much of psychology posit individual's perceptions as paramount (e, g, perceptions on self and environment). Secondly, Cooper suggests that establishing the pupil voice allows schools and organisations to understand effects and evaluate effectiveness of provision and interventions, thus allowing us to move away from crude measures of outcome used historically.

More specifically to education, the right to participate applies to all aspects of pupils' lives in schools and is especially important, but perhaps most neglected, in relation to teaching and learning, the core purposes of schooling (McIntyre et al, 2005). The main body of research into this area was collected as part of the Teaching and Learning research Project (TLRP) undertaken within the Economic and Social Research Council (ESRC). As part of the research, researchers investigated the role of 'Consulting Pupils about Teaching and Learning (2000–2003)'. This pupil voice movement reflects a new departure in education, as it is based on the premise that schools should reflect the democratic structures in society. It moves away from the more traditional role of schools as 'working on' children, towards 'working with' children (Noyes, 2005). This pragmatic but equally important premise highlights the importance that pupil voice offers schools towards their own improvements at a number of levels (See figure 1).

Figure 1: The impact of Pupil Voice on schools

What's in it for pupils?

Being able to talk about your learning helps students:

- Feel more positive about school and more included in its purposes – the organisational dimension
- Have a stronger sense of self worth – the personal dimension
- Have a stronger sense of self-as-learner so that they are better able to manage their own learning – the pedagogic dimension
- Contribute to improvement in teaching and learning and wider school matters – the political dimension

What's in it for teachers?

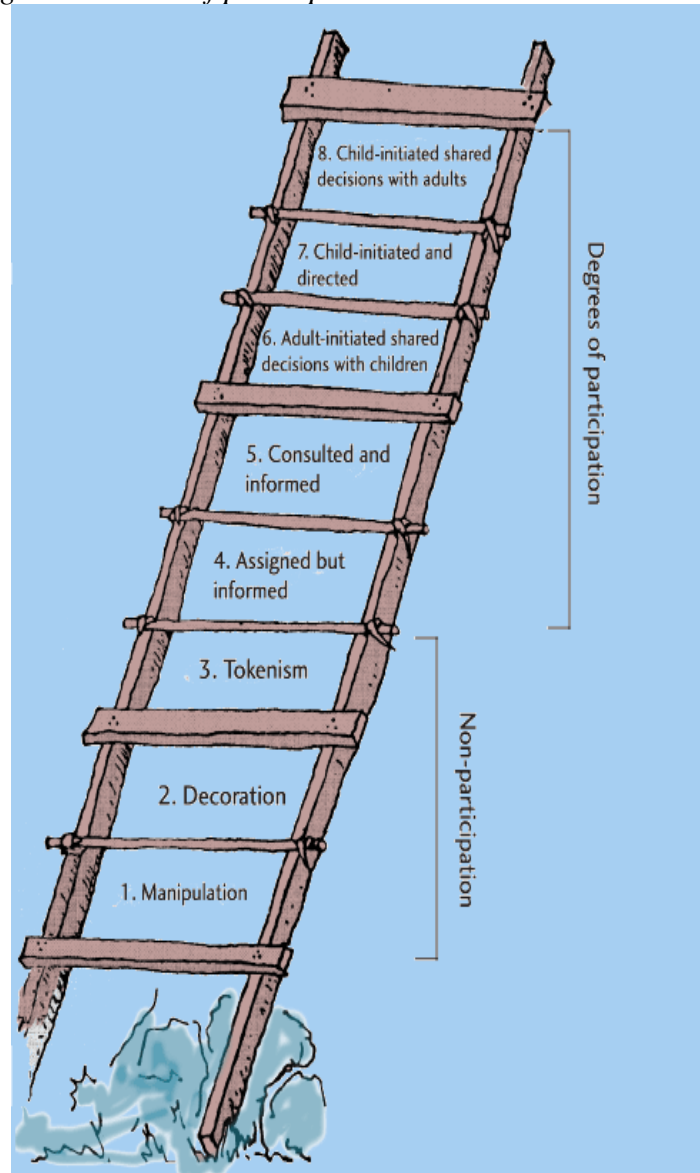
- A deeper insight into young people's capabilities
- The capacity to see the familiar from a different angle
- A practical agenda for improvement
- A renewed sense of excitement in teaching

What's in it for schools?

- A practical agenda for change that pupils can identify with
- Enhanced engagement with school and school learning
- A more partnership-oriented relationship between pupils and teachers
- A sound basis for developing democratic principles and practices
- A more inclusive approach to self-evaluation
- Support for developing the school as a learning organization

Figure 2: Levels of participation

Based on the idea that ‘voices are nothing without hearers’ (Noyes, 2005, p536), the key issue in this area is whether schools and teachers can make the most of the ideas of pupils when consulted. A model for this was suggested in ‘Hear by Right’, a framework for organisations across the statutory and voluntary sectors to assess and improve practice and policy on the active involvement of children and young people. The framework draws attention to a representation of levels of participation offered by Hart (1992), who proposes eight levels of pupil involvement. This ladder helps organisations to consider how children and young people may be able to get involved and evaluates the relative effectiveness of different approaches (See figure 2).



Taken from ‘Hear by Right’ (2008, p7)

Hart’s ladder helps to illustrate that in practice, how young people get involved varies enormously. The ladder has eight rungs, **with the lowest level being manipulation** (where adults use young people to support causes and pretend that the causes are inspired by young people), **intermediate levels where decisions are adult led but shared**, **and the highest levels involve children and young people initiating projects/programmes and sharing decisions with adults**. The ladder highlights that participation can take various forms, offering both a gauge to the nature of involvement and a guide to how its quality might be improved.

McIntyre et al (2005) take a more in depth look at the issue of how responsive schools are to the pupil voice. From their research, they suggest that there are a number of comfortable and uncomfortable learnings for teachers that need to be considered (see figure 3). These findings should represent a starting point and note of caution for those organisations wishing to involve pupil voice in the development of teaching and learning.

Figure 3: Comfortable and Uncomfortable Learning's for Teachers from using the Pupil Voice

Comfortable learnings

1. In most settings there is nothing to fear from giving pupils opportunities to comment on teaching. Pupils in this study commented almost without exception in polite, serious, thoughtful and constructive ways.
2. The general thrust of what pupils have to say about desirable approaches to classroom teaching and learning is highly consensual—across teachers, subjects, schools, gender and different levels of previous academic success.
3. The general thrust of what pupils have to say about desirable approaches coincides closely with teachers' own general views. This and previous studies show that teachers generally agree in principle with what pupils suggest.
4. Pupil suggestions are most commonly derived directly from teacher practices which they value. Far from saying 'Do something completely different', pupils tended very often to ask for more of teachers' existing or past practices or for extensions and elaborations of these.
5. Incorporating pupil suggestions into one's teaching to their satisfaction is not difficult and indeed teachers often took up and developed pupil ideas with enthusiasm and imagination, though not without effort.

Uncomfortable learnings

1. Pupils who have experienced most success in school learning tend to be the most articulate about what helps them to learn. Those from whom teachers most need to hear are those whom it will be most difficult to consult.
2. It is as easy as it is legitimate for teachers to claim that pupils' suggestions rarely take adequate account of the complexity of the teacher's task. Only teachers who believe that pupils' perspectives are important will make the sustained effort that they will need to make if they are to engage in pupil consultation and to change their teaching in response to it.
3. Sustained and significant responding to pupil suggestions about what should happen in classrooms involves some change in the balance of classroom power. Committed teachers need to remember that pupils will need adequate opportunities to learn how to undertake any new responsibilities.
4. Given current pressures, teachers can easily feel that they have to choose between professional compliance and responding to their pupils. Some of the most impressive incorporation of pupil ideas that we saw was reserved for marginal end-of-term 'less serious' times. It does seem however that sustained incorporation of pupil ideas into everyday 'serious' classroom teaching is possible if teachers have the confidence, commitment and skill to make it happen.

Taken from McIntyre et al (2005), P 166-167.

In summary, it is clear to see that the concept of pupil voice has progressed a great deal from early policy and legislation. Through recent guidance, pupil voice is gathering momentum, aiming to be universally translated into practice across all settings, and with particular to this study to the school environment. As discussed above, it appears that the ideal of pupil participation offers much to the school on a number of levels (individual, teachers and school). However, in practice it appears there are a number of factors that need to be considered, such as levels of

participation, power balances within school settings, and giving caution due to distortions from prevailing circumstances (i.e. the ability to engage with all children, not just those more articulate and confident learners) (Cooper, 1993). The hope is that once pupil voice has become embedded in schools way of thinking, a moment is reached when ‘members of the school come to value critical reflection as a way of learning and are committed to building a climate of openness, trust and respect, in which review can be used and experienced as a constructive process rather than a top-down whiplash’ (Ruddock et al, 2003, p140).

The present study gathered a sample of the pupil voice on teaching and learning at Langley School. This was accomplished using pupil tracking, focus groups and by gathering a range of responses using a questionnaire. It is hoped that the data gathered will inform future school development plans and act as a catalyst for future change within the school.

Research epistemology

The nature of the present study required an approach that allowed the research participants (i.e. pupils) to determine the area, breadth and depth of enquiry. As such, we have chosen to employ a Grounded Theory research approach. The aim of grounded theory is to generate a theory to explain what is central in the data. The main task is to try to find a core category, which is at a high level of abstraction and grounded in (i.e. derived from) the data that has been collected and analysed (Robson, 2002, p493). There are several features of this theory:

- Theory is emergent rather than predefined and tested
- Theory emerges from the data rather than vice versa
- Theory generation is a consequence of, and partner to, systematic data collection and analysis.
- Patterns and theories are implicit in the data, waiting to be discovered
(Cohen et al, 2007, p 491)

This is done in 3 stages (Robson, 2002, p493):

1. Find conceptual categories in the data
2. Find relationship between these categories
3. Conceptualise and account for these relationships through finding core categories

Throughout the analysis, theory is built through interaction with the data, making comparisons and asking questions of the data.

Methodology

A questionnaire was developed that was administered to approximately a quarter of the year 8 pupils. A grounded theory approach was adopted in developing the questionnaire as the content was derived from information gathered from two exercises: a pupil tracking exercise and focus groups. These exercises are described below:

Pupil Tracking

The purpose of the tracking exercise was for the researchers to experience the ‘life of a **student?**’ at Langley School. This was done by the researchers tracking two year 8 pupils (1 boy, 1 girl) through their classes during a typical morning at school. Each pupil attended three classes: Mathematics, English and either French or German (with one researcher attending French and the other German). Consent was gained from the teachers for the researchers to attend their class prior to the exercise. There was limited opportunity to discuss what the pupils liked and did not like about the lessons during the morning.

The researchers recorded observations of any factors that might impact on teaching and learning during the tracking exercise. There were a number of factors identified and these were later grouped into themes that are shown in Figure 4 below. The themes were used to generate prompts (if required) for the focus groups that are described below.

Themes	Factors
Fun	Variety, Games, Social Grouping, Humour, Competition, Friendliness, Interaction, Activity.
Teacher	Friendliness, Humour, Strict, Praise, Interaction.
Physical Environment	Light, Space, Temperature, Noise, Layout, Size of Class, Time of Day, Seating Arrangements.
Teaching	Pace, Interaction, Questions, Goals, Variety, Relevance, Competition, Structure/Plan, Expectations, Individual/Group Work, Interest, Resources, Challenge, Activity, Length, Objectives, Explanation.
Assessment	Relevance, Rewards, Contribution to Formative Outcomes, Type.
External factors	Friends, Family, Health.

Figure 4. Factors and themes generated from the pupil tracking exercise.

Focus Groups

The purpose of the focus groups was to gain the views of pupils on what impacts on effective teaching and learning. The information was then used to inform the design and content of the questionnaire. 16 pupils from year 8 were selected by the Head of year to take part in the focus groups that comprised 12 males and 4 females. The pupils met with the researchers after registration for a brief introduction and explanation. The pupils were then divided in two groups of 8 and 8 of the pupils were asked to return at a specified time so that the groups could be ran back-to-back with both researchers together facilitating each group.

The focus groups were structured for consistency and a copy of the format can be seen in appendix 1. The format included an introduction and explanation where the pupils were told that all information would be anonymised but that the information would be fed back to the teachers. The pupils were then split into two groups (4 pupils in each) for discussions relating to what impacts on teaching and learning. The facilitators aimed to promote discussion regarding aspects of lessons and teachers that contribute to learning, and to donate as little as possible. However, prompts relating to the themes derived from the pupil tracking exercise were used if required. The information generated from the discussions was noted on 'post it' notes (sometimes written by the pupil and sometimes by the facilitator but checked with the pupil) that were later collated. The pupils then regrouped for a discussions relating to assessment and changes the pupils may expect to see in the school if their views had been listened to. The pupils were thanked for their participation and an explanation of how the information would be used was given.

The information generated from the focus groups was collated and can be seen in appendix II. Similarly to the information derived through the pupil tracking exercise, a list of factors that impacted on teaching and learning was generated that was grouped into 6 themes (Teacher Attributes, Behaviour Management, Delivery, Assessment, Environment and Pupil Factors). These themes were used to inform the content of the questionnaire that is described below. The grouping of the comments into factors and themes required some subjective judgement and the factors were not always easily identified as belonging to a particular theme. However, the process of categorisation was undertaken by both researchers who reached a high level of agreement. The resultant themes and associated factors can be viewed in Appendix II.

Questionnaire

The information generated from the pupils tracking and focus group exercises were fed back to the stakeholders at the school. The school suggested that it would be useful to find out which of the factors/themes were considered by the pupils to be most important. It was decided that a questionnaire was the best method to gather this information from the pupils. A draft questionnaire was produced and presented to stakeholders that resulted in minor changes to the wording and layout and examples were added to factors to **help students better understand and differentiate between them**. The final questionnaire can be seen in appendix III. The questionnaire comprised 4 sections (A, B, C and D) each of which is described below.

Section A

Section A of the questionnaire was designed to gain the pupils' views on which of the factors/attributes relating to each of the 6 themes identified from the focus groups were the most important for their learning. Pupils were asked select the two or three (depending on the question) most important factors/attributes from a list. They were also given the opportunity to provide a different factor/attribute if they felt it to be more important.

Section B

Section B aimed to find out which of the themes the pupils thought to be the most important for their learning. To achieve this, pupils were asked to select from the list of themes the 3 that they felt were the most important.

Section C

Section C aimed to find out the level of satisfaction that the pupils felt with their involvement in teaching and learning in their school by giving a rating between 1 = 'Not at all happy' and 10 = 'very happy'. The pupils were also asked to give 3 things that would make them happier with their involvement in the teaching and learning.

Section D

Section D aimed to find out what changes the pupils might expect to see if their views had been listened to. This was done with an open-ended question that asked the pupils what changes they would expect to see in the school if their views had been listened to.

Pupils were selected from the year 8 list (with around 180 pupils) using a system (briefly outline the system) in order to achieve a population of around 40 pupils. Using this system, 43 pupils (20 girls and 23 boys) were selected to take part in the questionnaire. This included two students described as having dyslexia.

The questionnaires were administered during a 1 hour session in the library where 41 of the pupils attended. In order to ensure that the pupils felt comfortable to provide honest and unbiased responses, no teaching staff were present. However, a Learning Support Assistant was available for students who might require support with filling out the questionnaire. Pupils were not required to give their names or any identifying information and were informed that although their views would be fed back to the school, all information would be anonymous. The researchers then talked through the instructions on how to fill out the questionnaire for each section and an example question was used to illustrate how to fill out Sections A and B. The pupils were then given the opportunity to ask any questions and were asked to work on their own. When the pupils had finished filling out the questionnaire, they were invited to provide feedback as to whether the questionnaire was too easy or difficult to complete and whether they had opportunity to fully give their views. The pupils indicated that the questionnaire was pitched at the appropriate level and that it comprehensively covered everything that they wanted to say. The results of the questionnaire are discussed in the next section.

Results

41 pupils from Year 8 filled out the questionnaire. The group comprised 20 girls and 23 boys, including 2 described by staff as being dyslexic. The responses to the questionnaire were collated and can be seen in Appendix IV. The results for each section of the questionnaire are described below.

Section A

Section A of the questionnaire aimed to determine the views of students on the most important factors/characteristics for teaching and learning. These related to the themes identified through the pupil tracking exercise and focus groups. The themes were: Teacher Attributes, Lesson Delivery, Behaviour Management, Assessment, Environment and Personal Feelings. There were six Items in Section A that corresponded to each of the themes. For each theme/item, the pupils were invited to choose the most important factors they felt impacted on their learning. The results give the number and percentage of pupils who selected each factor as being one of the most important.

Item 1A. Teacher Attributes

Pupils were asked to select 3 teacher characteristics they believed to be the most important to help them to learn. All the pupils completed this as instructed and the number and percentage of pupils who selected each characteristic can be seen in Figure 5 below.

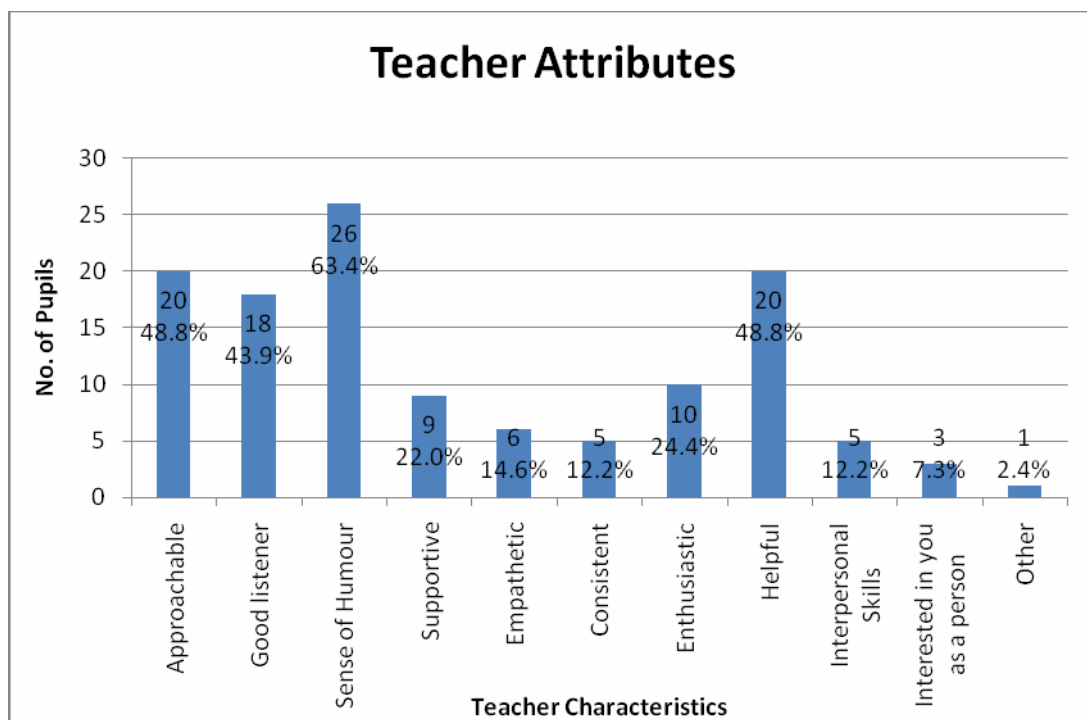


Figure 5 Percentage and number of pupils who selected each teacher attribute.

Figure 5 shows that the three most commonly chosen attributes are ‘sense of humour’, ‘approachable’ and ‘helpful’. Over a half (63.4%) of the pupils selected ‘sense of humour’ and just under a half of pupils (48.8%) selected ‘approachable’ and ‘helpful’ (48.8%) as the most important teacher characteristic to help them to learn. A teacher being a ‘good listener’ was also chosen by nearly one half of the pupils (43.9%). One of the pupils selected the ‘other’ category and indicated that it is important for the teacher to be “firm enough to control class but not too strict”.

Item 2A Lesson Delivery

Pupils were asked to select the 3 most important factors from a list of factors that they considered contributed to a lesson in which they learnt a lot. However, 1 of the pupils selected 7 factors that they thought to be the most important. All 41 pupils responded to this item and the number and percentage of pupils who selected each factor can be seen in Figure 6 below.

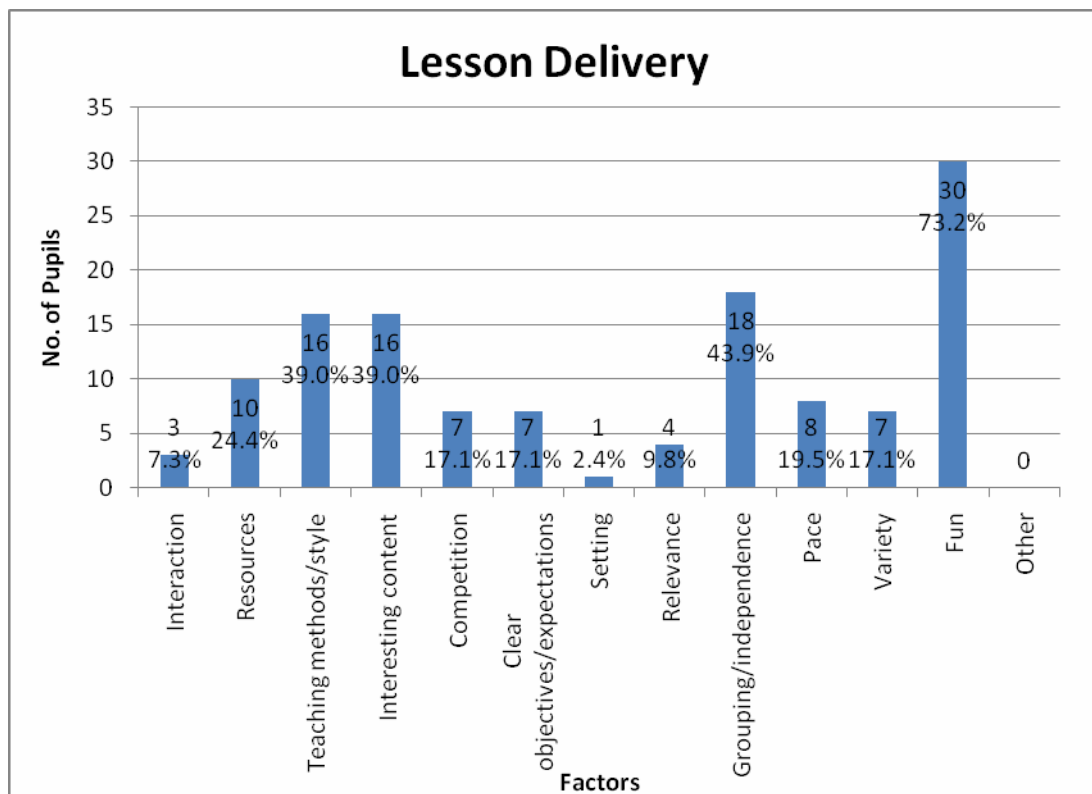


Figure 6. Percentage and number of pupils who selected each factor relating to lesson delivery.

Figure 6 shows that ‘fun’ that was chosen by 73.2% of the pupils as one of the 3 most important factors. The next most often chosen factors were ‘grouping/independence’ that was selected by 43.9% of pupils and this is closely followed by ‘teaching methods/style’ and ‘interesting content’ that were each chosen by 39.9% of the pupils. Only one pupil chose ‘setting’ as one of the most important contributing factors to a lesson in which they learnt a lot.

Item 3A Behaviour Management

Pupils were asked to give the three most important factors that reflected how they felt behaviour should be managed in order to help them to best learn. All pupils responded to this item and the number and percentage of pupils who chose each factor is shown in Figure 7 below.

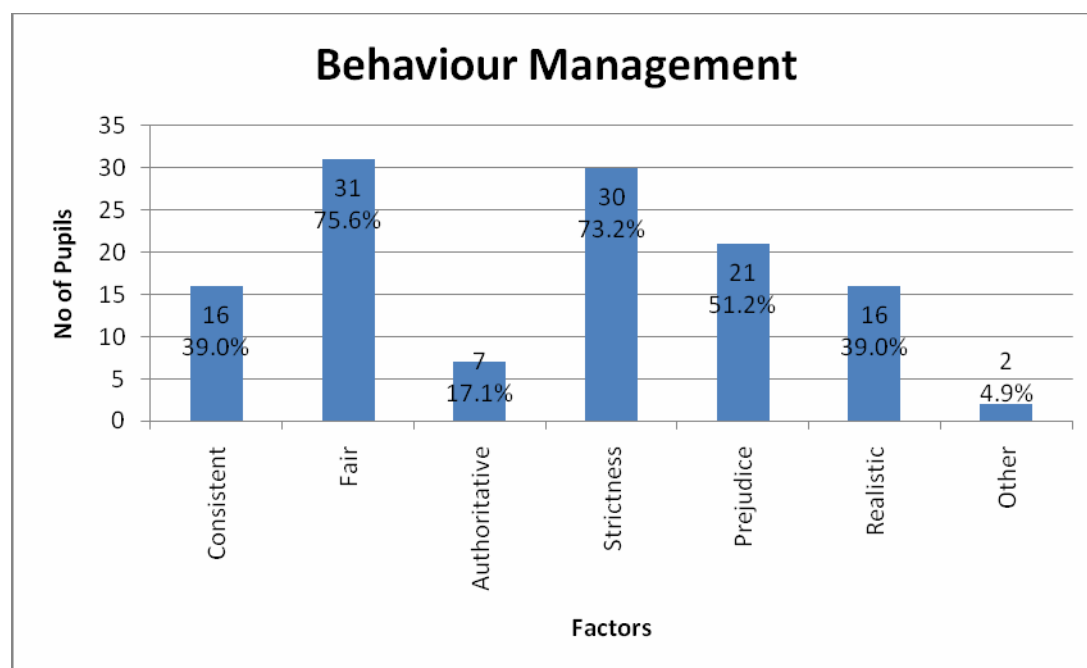


Figure 7. Percentage and number of pupils who selected each factor relating to behaviour management.

Figure 7 shows that around three quarters of pupils selected ‘fair’ and ‘strictness’ (75.6% and 73.2% respectively) as one of the most important factors for behaviour management. Just over half of the pupils selected ‘prejudice’ (51.2%) as one of the most important factors. Two pupils gave other factors as most important and these were “people with bad behaviours punishment does affect other people” and “if one person does something then all the class shouldn’t get in trouble”

Item 4A Assessment

Pupils were asked to select the three most important factors relating to assessment that they thought were most important to help them to learn. All 41 of the pupils responded to this item and the number and percentage of pupils who selected each factor of assessment is shown in Figure 8 below.

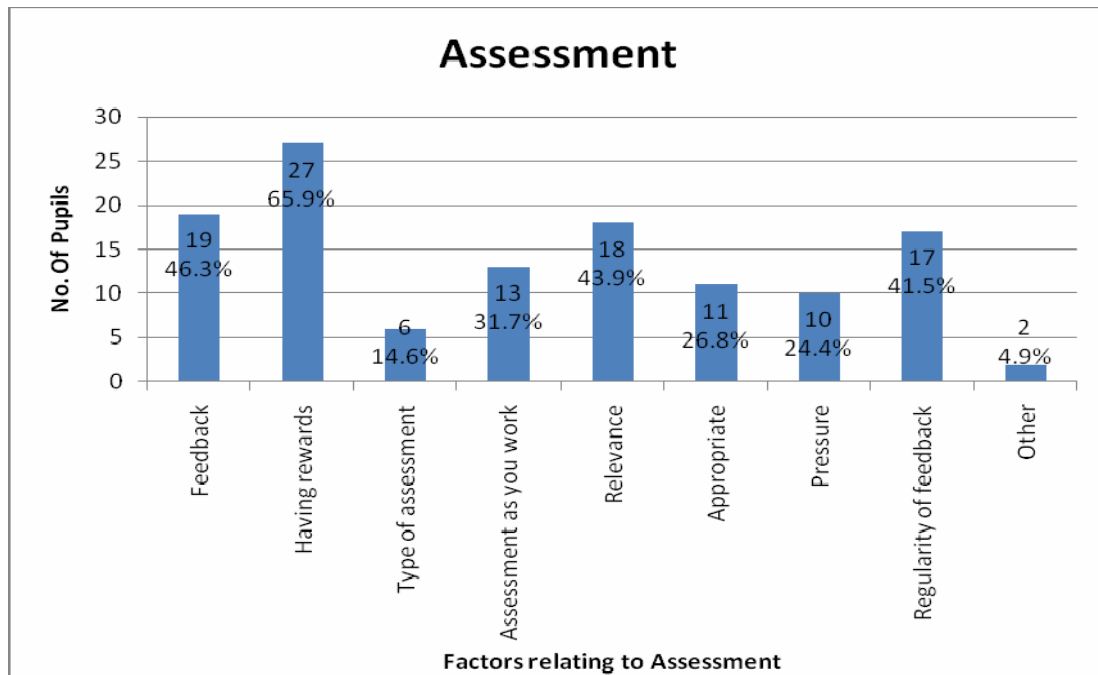


Figure 8. Percentage and number of pupils who selected each factor relating to assessment.

Figure 8 shows that the most commonly selected factor is ‘having rewards’ that was selected by 65.9% of the pupils. This was followed by ‘feedback’, ‘relevance’, and ‘regularity of feedback’ that were selected by 46.3%, 43.9% and 41.5% respectively. Two of the pupils thought other factors relating to assessment were more important and these were “No assessment (no stress for revising)” and “not having them often (not having them every week)”. The least selected factor was ‘type of assessment’ that was selected by 14.6% of the pupils. This suggests that the in general, pupils felt that the type of assessment is less important than rewards and regular feedback in helping them to learn.

Item 5A Environment

The pupils were asked to select the two most important factors relating to the environment that affected how they learn. All the pupils responded to this item however, one of the pupils chose three factors. The number and percentage of pupils who chose each factor can be seen in Figure 9 below.

Figure 9 shows that ‘noise’ was most often chosen as being the most important environmental factor that affected learning with 73.2% of pupils choosing this followed by ‘space’ and ‘temperature’ (51.2% & 46.3% respectively). However, 17.1% of the pupils felt that other factors were more important and the following comments were given: “how people behave in lessons”, “concentration”, “Friends not talking to you during lessons”, “being able to quietly talk while working”, “how many pupils in the class”, “where you do it (outside, inside) and “the people around me might not like me, so people to communicate”. These comments indicate that many of the pupils also considered the social environment to be an important factor that impacts on learning .

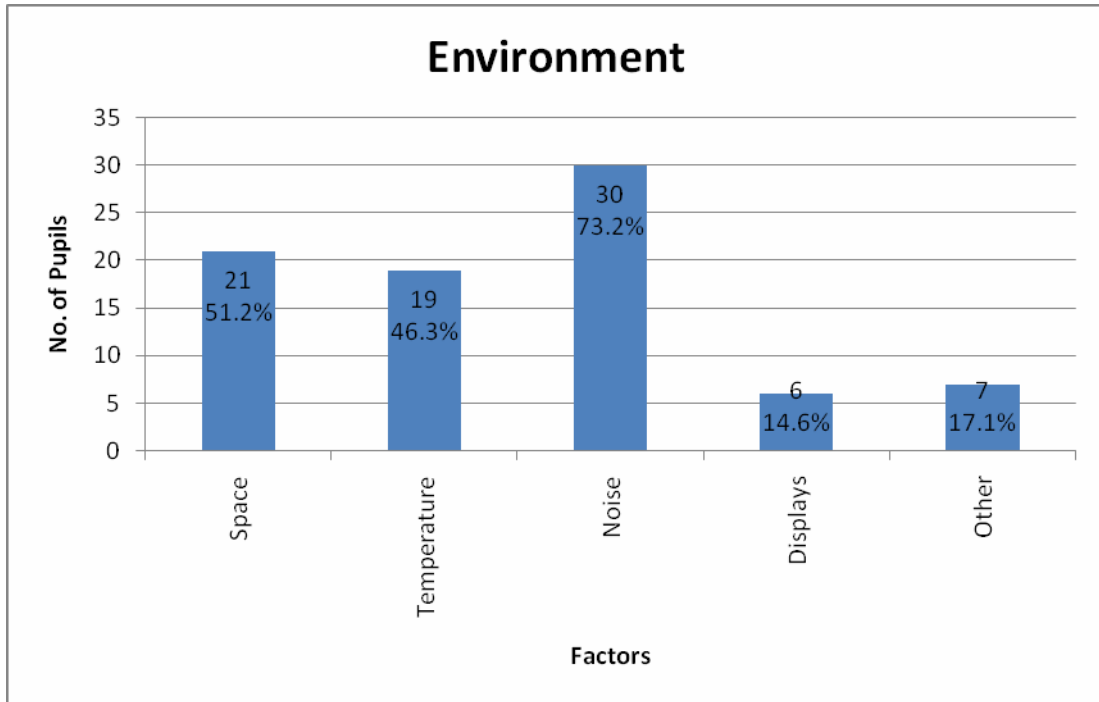


Figure 9. Percentage and number of pupils who selected each factor relating to the environment.

Item 6A Personal Feelings

Pupils were asked to select the two most important factors relating to them that affects their learning. All of the pupils responded to this item however, two of the pupils chose three factors. The number and percentage of pupils who selected each factor is shown in Figure 10 below.

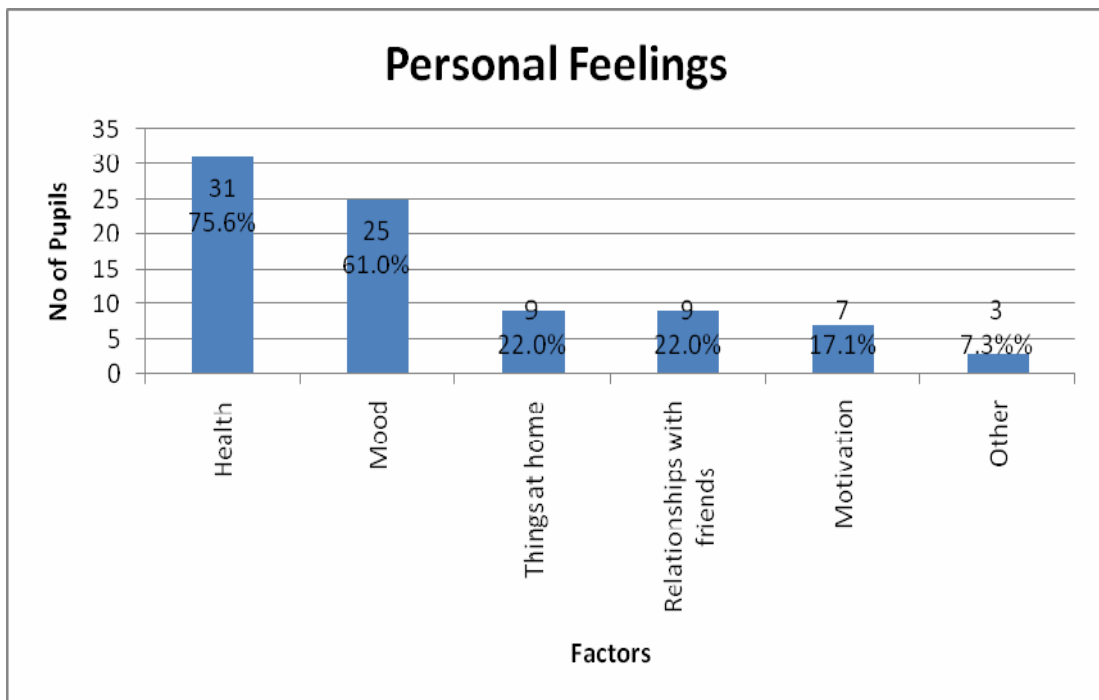


Figure 10. Percentage and number of pupils who selected each factor relating to the personal feelings.

The figure 10 shows that just over three quarters (75.69%) of the pupils selected 'Health' as the most important factor that impacted in their learning. The next most often chosen factor was 'Mood' that was chose by 61.0% of the pupils. Three of the pupils selected the 'other' category and gave the following comments: "School itself", "People distracting you" and "people having chats behind".

Section B

Section B of the questionnaire aimed to find out which of the 6 themes covered in Section A the pupils felt were most important for learning. Pupils were asked to select 2 themes from the list of themes that they felt were most important. All the pupils responded to this item however, one pupil selected only 1 theme. The number and percentage of pupils who chose each theme is shown in figure 11 below.

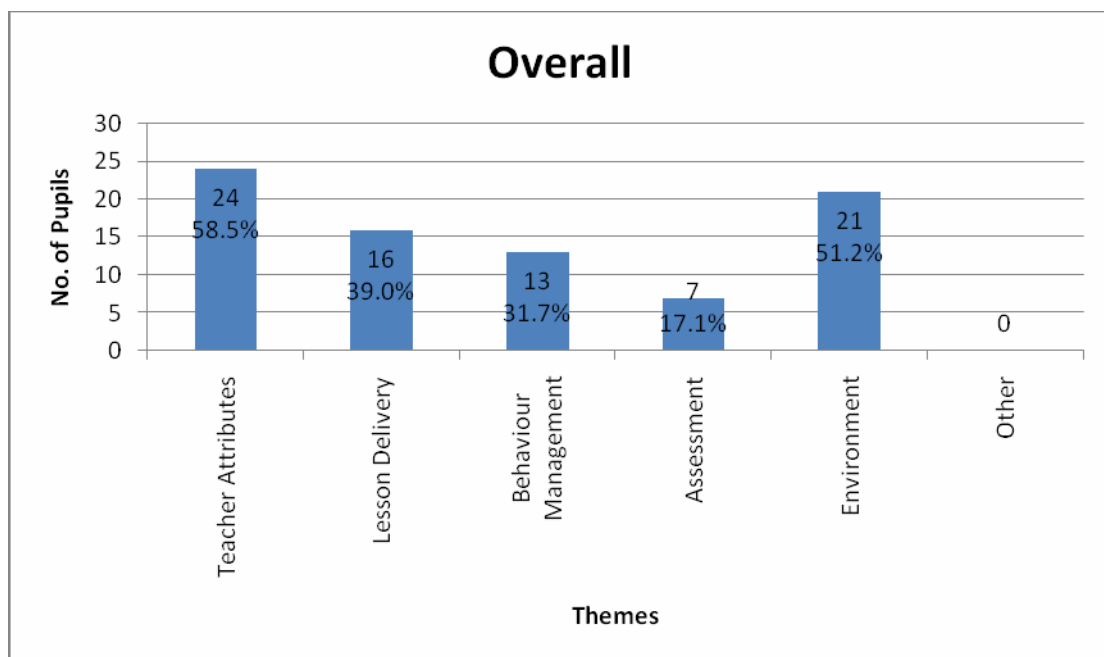


Figure 11. Percentage and number of pupils who selected each theme.

Figure 11 shows that just over half of the pupils selected 'Teacher attributes' and 'Environment' (58.5% and 51.2% respectively) to be the most important themes overall for learning. The next most selected theme was 'Lesson Delivery' followed by 'Behaviour Management' that were selected by 39.0% and 31.7% of the pupils. 'Assessment' was the least often selected theme that was chosen by 17.1% of the pupils. Thus, the pupils views show they believe the most important themes for learning are 'Teacher Attributes' and the 'Environment'. However, caution should be applied in interpreting the results as the 'personal feeling' theme was accidentally ommitted and replaced with 'other'. It is possible that the pupils felt that factors relating to 'personal feelings' were considered to be most important but felt that they were not given opportunity to select this. However, the results presented in sections C & D later suggest that this is not the case as factors relaing to personal feelings were rarely cited.

Summary of the Results from Sections A and B

The responses to Section A and B indicate that the pupils felt that the most important factors for learning overall related to teacher attributes and the environment. Of the teacher attributes the most important characteristics for learning were ‘sense of humour’, ‘helpful’, ‘approachable’ and a ‘good listener’. The environmental factors chosen most often as being the most important were ‘noise’, ‘space’ and ‘temperature’. Thus, the pupils views suggest that the most important ways to positively impact on learning in their school would be for teachers to have a sense of humour, be helpful, approachable and to be a good listener and to ensure that teaching occurs in an environment with an appropriate level of noise, temperature and space. Furthermore, the themes ‘Teacher Attributes’ and ‘Environment’ were selected as being the most important more often than ‘Lesson Delivery’, ‘Behaviour Management’ and ‘Assessment’.

Section C

Section C aimed to find out how happy the pupils were with their involvement in teaching and learning in their school. The question asked pupils to rate their happiness on a scale of 1-10 where 1 indicated ‘Not at all happy’ and 10 indicated ‘very happy’. All the pupils responded to this item. The number and percentage of pupils who gave each rating is given in Figure 12 below.



Figure 12. Percentage and number of pupils who selected each rating.

Figure 12 shows that the most often selected rating was 7 that was chosen by 29.3% of the pupils. This was followed by ratings of 6 and 8 that were both selected by 22.0% pupils. Thus, 73.3% of pupils gave a rating of 6, 7 or 8. The mean average rating given was 6.71 (275/41) that suggests that on the whole, pupils report to be fairly happy with their level of involvement with teaching and learning in their school.

The second part of section C aimed to gather qualitative data concerning how happy the pupils were with their involvement in teaching and learning in their school. The

question asked pupils to give 3 things that would make them happier with their involvement with teaching and learning. The raw data can be found in Appendix IV and the codings can be found in Appendix V.

Although pupils were asked to give 3 responses, a number of children gave fewer answers, thus reflecting the inconsistency between possible total responses and actual total responses. To analyse the data, a decision was made to draw out themes from the responses, the results of which can be seen below in Figure 13.

Section C data analysis: Give 3 things that would make you happier with your involvement, with T & L	
Theme	Frequency
Teacher attributes	26
Lesson delivery	32
Behr management	14
Assessment	2
Environment	7
Grouping	16
Other	20
Total (41 participants)	117

Figure 13. Number of comments relating to each category.

The results principally reflected the themes that were analysed in the formation of the questionnaire (Teacher attributes, lesson delivery, behaviour management, assessment, environment and an other category). The only difference was found in the amount of responses given concerning the ‘grouping’ in class. Consequently, an additional theme was included pertaining to ‘grouping’.

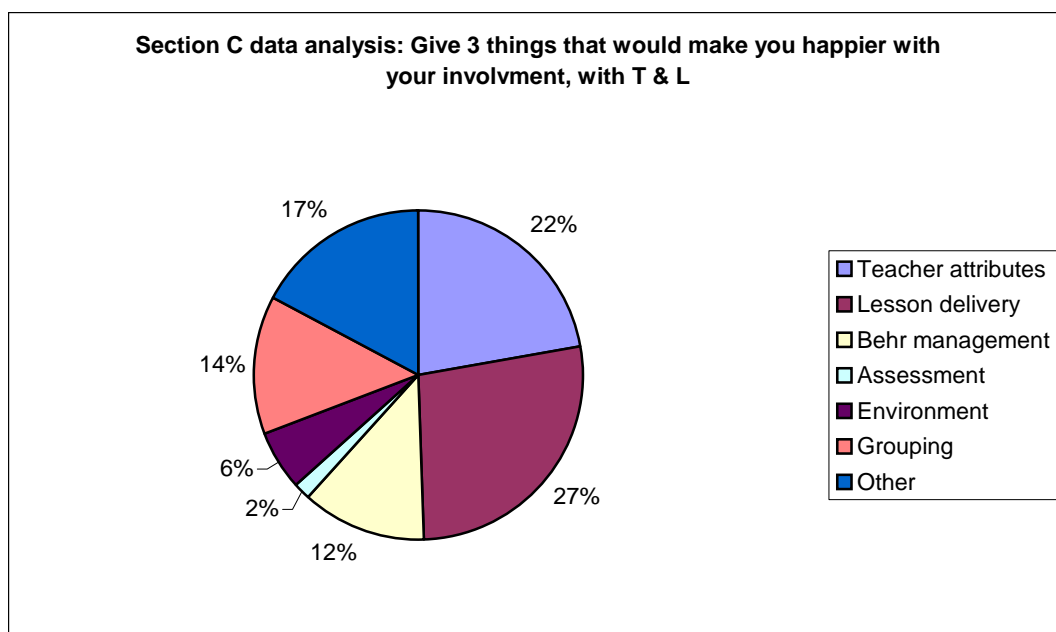


Figure 14. Percentage responses relating to each category.

The above chart reflects the distribution of themed responses given by the children as to what would make them happier with their involvement. Pupil responses identified ‘lesson delivery’ as the most important factor, being identified in just over one quarter of all responses given (27%). Examples of this include ‘more interesting lessons’ and ‘more practical lessons’. This was closely followed by a ‘teacher attributes’ theme, which reflected 22% of the responses given, e.g. ‘the teachers listen to what you have to say’ and ‘teachers are more supportive’. Although not specifically themed, 17% of the responses given reflected a miscellaneous group named ‘other’. Within this group, responses were made up of responses relating, amongst others, to the amount of homework, timings of the school day and class size. The amount of homework was not included within the assessment section so as not to falsely distort the assessment theme within the data. The response given the least by participants related to ‘environment’ and ‘assessment’ (6% and 2% respectively).

Section D

Section D aimed to find out how the pupils would know that their views had been listened to (E.g. what would change in the school and how would they know that it had changed). This was an open-ended question, which allowed the pupils freedom in the number of responses they could give. All but 2 of the pupils responded to the question. Of the 41 pupils, a total of 79 responses were given. The foremost factor within the responses to this question involved a ‘change’ to current elements of teaching and learning. Once again, the results principally reflected the themes that were analysed in the formation of the questionnaire (Teacher attributes, lesson delivery, behaviour management, assessment, environment and an other category).

<i>Section D data analysis: How would you know that you had been listened to?</i>	
Theme	Frequency
Changes in teacher behr	26
Changes in lessons	32
Changes to behr. man.	14
Changes to assessment	2
Changes in atmos./env.	7
Other	16
Total (41 participants)	97

Figure 15. Number of comments relating to each category.

The figure below suggests that for the research sample, pupil responses identified ‘changes in lesson delivery’ as the factor most considered by pupils to represent how they would recognise change, being identified in just over one third of all responses given (34%). Examples of this factor include ‘lessons more enjoyable e.g. less written work, more interactive’ and ‘just the lessons being different, more interesting and fun’. ‘Changes to teacher behaviour’ (e.g. ‘teachers be more approachable’) was found to be the second most important factor identified with 27% of all the responses given. These two themes account for more than half of the total responses given to the

question (61%). The least selected responses given by pupils related to ‘changes in environment/atmosphere’ and ‘changes in assessment’ (7% and 2% respectively).

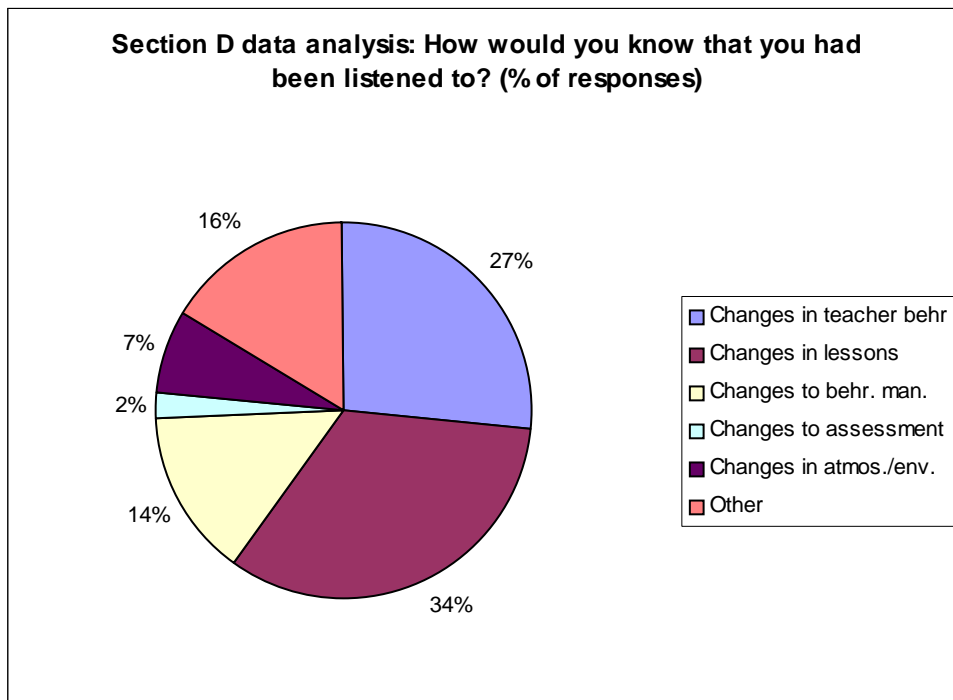


Figure 16. Percentage responses relating to each category.

Making up 16% of the total responses given, the ‘other’ category represents a number of miscellaneous responses that failed to fit within the central themes. However, several responses given by the pupils seem worthy of particular note as they represent suggestions that identify how the process of ‘change’ may be achieved. These responses highlight specifically that pupils should have an active choice in their teaching and learning experiences: ‘A choice in how each subject is taught e.g. group work, interactive work, outdoors work’; ‘More choice in groups’; ‘Teachers allowing pupils to choose how the lesson is taught’.

Discussion

The aim of the project was to gather the views of the pupils at a secondary school regarding what they felt were the most important factors that impacted on teaching and learning. The school aimed to use this information to inform the school improvement plan and impact positively on practices within the school. The pupils' views were gathered through a questionnaire that was administered to around a quarter of year 8 pupils (41 pupils). The questionnaire also asked pupils to rate how happy they were with their involvement in the teaching and learning in the school and what changes they would expect to see if their views had been listened to. The pupils' responses to each of these questions are discussed below:

The most important factors that impact on teaching and learning

The factors that were cited as the most important overall were 'teacher attributes' and the 'environment'. Of the factors relating to 'teacher attributes', a majority of the pupils felt that a 'sense of humour' was one of the most important factors that impacted on learning. A teacher being 'helpful', 'approachable' and 'a good listener' were also selected as important factors. Of the factors relating to the environment, a majority of the pupils felt that the level of 'noise' and around half of the pupils felt that 'temperature' and 'space' were the most important factors.

The pupils' views suggest that the most important factors to target to make a positive impact on teaching and learning relate to the qualities of the teacher and the teaching environment. These views have potential implications in terms of how teachers relate to pupils and perhaps advocates an argument for a greater involvement of pupils in the selection and training of teaching staff. Furthermore, the pupils' views suggest that attention should be paid to the regulation of the physical environment in terms of the level of noise, temperature and space. Further research may be helpful to identify **optimum conditions with regard to** noise, temperature and space for an effective teaching and learning environment.

The themes 'Teacher Attributes' and 'Environment' were selected as being the most important more often than 'Lesson Delivery', 'Behaviour Management' and 'Assessment'. This reflects Maslow's (1954) hierarchy of needs that suggests that people are motivated first to satisfy physiological needs relating to shelter, warmth and biological functioning before factors relating to a sense of belongingness and esteem and only then by higher ordinate processes relating to learning and self-actualisation.

A note of caution should be applied in interpreting the results as the 'personal feeling' theme was accidentally **omitted** and replaced with 'other' in Section B of the questionnaire. It is possible that the pupils felt that factors relating to 'personal feelings' were considered to be most important but felt that they were not given opportunity to select this. However, the results presented in sections C & D suggest that this is not the case as factors relating to personal feelings were rarely cited. Comments relating to personal feeling were so infrequent that there was an insufficient numbers to warrant a category to itself and instead they were grouped within the 'other' category.

Acknowledgement should also be given to the subjective **judgement** applied in creating the themes and factors used within the questionnaire when interpreting the results. However, there was a high level of agreement between the researchers in the creation of the factors and themes, and verbal feedback from the pupils regarding the content of the questionnaire indicates that the pupils felt that the list of factors/themes was comprehensive and that they were given the opportunity to fully give their views. The pupils also indicated that the questionnaire was not too difficult or easy to complete.

Level of involvement in teaching and learning

Pupils generally reported **that they were** fairly happy with their level of involvement in teaching and learning in their school. When asked how this could be improved many of the pupils' responses were not as anticipated and instead related to changes to lesson delivery (such more interesting and practical lessons), teacher attributes (such as teachers listening and being more supportive). Many of the responses could not easily be categorised and **were** grouped into the 'other' category, which included changes to, the amount of homework, timing **of the school day** and class size. Other changes suggested related to changes to the environment and assessment.

Although consideration should be given to the subjective judgement applied in creating the categories and the coding used to interpret the pupils' responses, the results have implications in terms of suggesting that pupils may wish to have more input into decisions regarding lesson delivery, teacher attributes, the environment, assessment and a number of discrete areas such as the amount of homework. However, the pupils were not asked to further qualify how they might be involved in decisions that would lead to these changes. The pupils were also not asked how they are currently involved in the teaching and learning practices in their school. The pupils' views therefore do not illustrate the good practices that the school already undertakes in involving them such as the student and year group councils. Furthermore, after an informal feedback of the preliminary results from this research, the stakeholders involved students in a 'taster day' to which potential applicants for teaching positions were invited to get a 'taste' of the school.

How the pupils will know that their views have been listened to.

The pupils indicated what changes they would expect to see in the school if their views had been listened to. Again consideration should be given to the subjective judgement applied in creating the categories and the coding used to interpret the pupils' responses. However, many of the pupils' responses related to changes in lesson delivery (such as more enjoyable, interactive, interesting and fun lessons and less written work) and teacher behaviour (being more approachable). Furthermore, many of the pupils' responses could not easily be grouped into categories and were put into an 'other' category. This indicated that there was some variability in the changes that the pupils would expect to see. However, of note was the recognition that pupils would be given more choice and in particular, some pupils advocated a choice in how each subject is taught e.g. interactive work, outdoors work, more choice relating to the social grouping during classes and choice in how the lesson is taught. Furthermore, changes relating to behaviour management were also cited fairly frequently as expected changes.

There were few pupils who cited changes to the environment/atmosphere and or assessment and it is not known whether this is because the pupils felt that there was less scope to changes in these factors. However, because the pupils had reported the environment to be one of the most important factors relating to their learning, it is likely that they did not put this down as an expected change because there is little scope for this change. This could be examined in future research.

Conclusion

Collecting the pupils' voice not only allows the school to evaluate effectiveness of the provision but is also reputed to have further positive benefits for the pupils, teachers and the school (Ruddock 2003 & Cooper 1993) including the development of an agenda for improvement. This project gathered the pupils' voice regarding teaching and learning, the scope of which was derived using grounded theory and driven by the views of the pupils. The pupils' voice can be used to inform the school regarding target areas to promote positive change as discussed above. However, the results suggest that the expected changes that the pupils might see as a result of their views being listened to do not map directly onto what the pupils considered to be the most important factors relating to teaching and learning. It is possible that this is because of recognition by the pupils of factors that may inhibit the scope for change such as the requirements of the National Curriculum or resource/funding issues. Furthermore, the results found that, in general, the pupils reported to be fairly happy with the level of involvement with the teaching and learning in their school but, that further improvement could be made predominantly in areas relating to lesson delivery, teacher attributes, the environment, assessment.

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Appendices

Appendix I: Focus group plan.

Focus Group Planning/Structure

Introduction-purpose (5-10 mins)

Introduce ourselves (*First names*). We are here to help you and the other students to have a say in what goes on in your school.

Ask the children to introduce themselves (*they should have a short extract to read about themselves*).

The purpose of today is to find out what things you think are helpful in learning. The school hopes that this will lead to improvements in how they teach so that you can learn well. This is the first part of the work we'll be doing in school. We will use what you tell us today to develop some materials that help us to find out more about what helps you to learn best. You guys/girls are the lucky few who get to help shape what goes on in the school for you and the other students.

The school thinks that it is very important to make sure that what you say is listened to and will make a real change. One of the reasons that there are no teachers in the group is so that you feel free to say what you really feel. Whilst we will feedback what comes out of the group to the school, we will not be telling the school who said what.

We will ask you later how you will know that what 'you' tell us makes a difference.

Now, before we start a few housekeeping points: We're going to go on for about an hour. If anyone needs to go to the toilet please ask. Also, if anyone feels uncomfortable during the tasks and feels they can't carry on- please tell us.

To make sure we use the time as well as possible, we need to set some rules so that everyone can have say:

- Everyone's opinion is important – no right or wrong answers;
- Take turns to speak;

- Listen to each other
- Has anyone else got any ideas?

Section 1- Teaching and Learning:

Split into 2 smaller groups in order to facilitate discussion. Record on post-it notes. Place on flip chart under question headings. 10-12 minutes each.

Activity 1:Teaching:

I'm sure if we asked who your favorite teachers were you could give us some examples. *Perhaps give an example of a teacher we remember from our own schooling...?*

What we want you to think about is:

- What makes that person a good teacher?
 - What do they do that makes them a good teacher?
 - How do they act?
 - What do they do that's different from a bad teacher?
- Why are they a good teacher?

Prompts: Friendliness, Strictness, Humour, Praise, and Interaction

Activity 2: Learning:

Tell me about a lesson when you have learnt lots? What happened in this lesson that helped your learning? What made this lesson stand out?

Prompts:

Physical Environment: (light, space, temperature, layout, size of class, time of day).

Fun: Variety, Games, Social Grouping, Humour, Competition, Friendliness, Activity.

Resources: Books, Computer, Whiteboard/Display

Feedback: Praise, Recap, Interaction, Rewards

Other: Pace, Relevant, Feedback, Expectations, Explanations, Goals, Plan, Individual/group work, Resources, Challenge, Length, Activity, Interaction, questions, variety.

Relevance: to real life, to grades/assessment,

Activity 3: Assessment:

In one larger group. The children feed into the flipchart as a whole. 10 mins.

- What do we mean by assessment?
- What kinds of assessment do you have at Langley?
- How do these types of assessment help you to learn?

Prompts:

Type: Exams, Written Work, Peer Assessment, Marking etc

Activity 4: Participation

In one larger group. The children feed into the flipchart as a whole. 10 mins.

How will you know that what we've been doing today has worked or being successful? What will happen? How will you know that the school has listened?

What next...? (5 mins)

- End on a positive (Praise/how important their work has been...)
- Invite questions
- Re-affirm uses of findings and confidentiality

Our next steps: After today we're gonna take all the information that we've gathered through our discussions and hopefully come up with some materials that can help us understand what is most important about teaching and learning for you. You'll probably see us around school until March.

Thank you for your help.

Appendix II: Focus Group Data

Focus Group Data

1st small group (all boys – one who declared he had dyslexia):

Activity 1

A Good Teacher:

1. Shows interest;
1. Enthusiastic;
1. Funny;
1. Gets enthusiastic when you do something right;
1. Is always positive;
1. A good teacher shows interest and listens to everyone;
1. Friendly (not teacher like);
1. Understands;
1. Does not change mood in class. An example was given where a teacher would shout and then tell a joke to “redeem them-self” One pupil suggested that he did not like teachers that make it sound like getting good marks is a life or death decision because this would “get you all worked up and stressed”;
1. Is someone you can go to for a problem, an example was given of going to a teacher about another teacher being too harsh and
1. Is someone you can talk to;
1. Pupils felt that teachers were different in class to when they are on their own. They felt that there were more friendly on a one-to-one basis.
1. The pupils felt that some of the teachers were on an ego/power trip. An example was given of a boy who fell off his chair and was given detention for it. The teacher wrote only three words to explain why a detention was given. This pupil felt that at least a whole sentence was required.
2. Is not “over the top”. An example was given of when the pupil was sent to another teacher because he had not got his shirt tucked in at the back. The teacher refused to speak with him until he had his blazer on, and shouted. The pupil felt that this teacher did not expect anyone to answer back but he did;
2. One pupil felt that there is an unwritten rule that what teachers say is always right and the pupils have to conform to this. However, another pupil felt that this was not always the case;
2. Gives a 2nd chance;
3. Gets you involved such as playing games;
3. Plays music and gives ideas for songs;
3. Is someone who would ‘do stuff instead of just writing’, They felt that just writing was boring and that they would switch off;

Activity 2

What helps learning?

1. The knowledge that teachers aren't there just because they get paid. This pupil said that "teachers' won't remember me when I leave";
3. All pupils felt that "when you just write stuff down you get bored and then switch off";
3. Pupils get bored if they write from textbooks;
3. The pupils did not like setting and would rather be grouped in terms of level of maturity;
3. When information is useful;
3. One pupil felt that he learnt more from the internet than from school;
3. Interesting work;
3. Enjoyable class such as the use of role, drama, and ITC. One pupil felt that this helps you to pay attention;
3. A good lesson is one that "I'm interested in, teachers I like and people being mature in group work";
3. One pupil thought "being by your-self unless in music, drama and science in practicals" helps learning;
3. The pupils felt that they liked group work but it depended who it was with.
4. Homework that reflects what has been taught;
4. One pupil felt that he had difficulty with meeting English targets that were too difficult for him;
4. Pupils felt that there may be too much emphasis on tests and give the example of when a teacher informed them that they would no longer be undertaking SATs but to "not worry as they have another test that they can do instead";
4. Pupils felt that there was too much emphasis on grades. An example was given where a teacher would give a detention for not achieving a grade 5. The pupils felt that the detention was a disguise for 'study-time' where they were required to do a retest until they reached the target;
4. One pupil felt that regular reports (every term compared to at the end of the year) are useful as they help pupils to know what they could improve on;
6. One pupil felt that there was not a good selection of vegetarian food at dinner times;

2nd small group (2 girls and 2 boys):

Activity 1

A Good Teacher:

1. Is friendly;
1. Has a sense of humour;
1. Understands if you have a problem;
1. Is helpful;
1. Is caring;
1. Is supportive in all ways;
1. Can make pupils laugh;
1. Is responsible;
1. Listens. An example was given of where one of the pupils was given detention for not doing homework when they had. The homework was in the front of a workbook and not the back of the book where the teacher had looked. The pupil felt that they were not given opportunity to explain this. However, the pupil told another teacher who listened and got them out of detention;
1. Lets you explain a problem. An example was given of a teacher not believing a reason why they were unable to do homework;
1. Doesn't makes you scared to get involved;
1. Is not biased. An example was given of a teacher giving different amounts of attention according to whether the teacher likes a pupil or not;
2. Gets a balance between being strict and getting work done;
2. Can make pupils do the work they have set;
2. Has a balance between having a sense of humour and not being too strict and actually getting the work done;
2. Is too picky or someone who tells you off for minor things;
2. Is not too strict;
3. Gets pupils involved. An example was given of teachers picking pupils rather than pupils putting their hands up;
4. Congratulates you.

Activity 2

What helps learning?

1. Good teacher;
1. A good teacher (a bad teacher does not help learning);
1. Cheerful;
2. Not too strict;
3. Setting as pupils with different abilities work at different speeds;
3. Use of electronic boards;
3. Rewards. An example was given of lollipops given for correct answers, pink slip sent home, gold stars;
3. Strict but fast time limit;
3. Pace suited to class abilities;
3. Fun.
3. Being involved;
3. Interesting. An example was given where teachers use examples of what pupils find interesting and makes jokes;
3. Enjoyable;
3. Interesting topics;
3. Use of electronic board;
4. Not too cramped/too many pupils;
5. Good environment/atmosphere;
5. Not too noisy;
5. Good temperature;
5. Everyone listening/quiet class.
6. One pupil felt that being in a better mood helps learning;
6. Not getting annoyed by the teacher;

Themes and associated factors generated from the focus group data.

Theme	Associated Factors
Teacher Attributes	<ul style="list-style-type: none"> • Approachable • Good listener Sense of Humour • Supportive • Empathetic • Consistent • Enthusiastic about the subject • Helpful • Interpersonal Skills • Interested in you as a person
Lesson Delivery	<ul style="list-style-type: none"> • Interaction between you and the teacher • Resources • Teaching method/style • Interesting content • Competition • Clear objectives/expectations • Setting • Relevance to the real world • Grouping/independence • Pace • Variety • Fun
Behaviour Management	<ul style="list-style-type: none"> • Consistent • Fair • Authoritative • Strictness • Prejudice • Realistic
Assessment	<ul style="list-style-type: none"> • Feedback • Having rewards • Type of assessment • Assessment as you work • Relevance • Appropriate • Pressure • Regularity of feedback/marking
Environment	<ul style="list-style-type: none"> • Space • Temperature • Noise • Displays
Personal Feelings	<ul style="list-style-type: none"> • Health • Mood • Things at home • Relationships with friends • Motivation

Appendix III: Questionnaire

Pupil Voice Questionnaire

Thank you for taking the time to complete this questionnaire.

Back in October, your school asked us to undertake some work that would look at what **you** think about the teaching and learning that goes on at Langley School.

To do this, we held some focus groups in the Autumn Term, in which we talked to some of your classmates to help us to find out the kind of things that you felt were important. The questions below have come out of this work.

Please take the time to carefully complete and **really think** about your answers. This is an excellent opportunity for you to really be listened to.

We hope that your responses will help shape the things that happen in your school on a day-to-day basis and help you to learn.

Most of the questions follow the same structure. You are asked to pick the factors that are most important to you. Each question will say how many you need to tick.

Example Question: If you wanted to say which 3 things are the most important for a good weekend, you might think that seeing your friends was important along with playing on the computer and having a lay in.

Weekend	
Your classmates told us what would happen in a good weekend. Please look at all of the factors below and tick (✓) the <u>3</u> that are most important to you.	
Riding bike	
Going swimming	
Playing on computer (Xbox, DS, Wii)	✓
Sleeping in	✓
Reading	
Seeing friends	✓
Shopping	
Other (Please say) <i>Watching the football</i>	

This 'other' box gives you the chance to add something else that you feel is important. You can then put this as one of your most important choices if you wish.

Section A

<u>1A. Teacher Attributes</u>	
Your classmates told us what a good teacher that helps you to learn would be like. Please look at all of the characteristics below and tick (✓) the <u>3</u> that are most important to you.	
Approachable (makes you feel at ease to talk with them)	
Good listener (listens to what you say)	
Sense of Humour	
Supportive (i.e. encouraging)	
Empathetic (how the teacher understands your feelings)	
Consistent (teachers' behaviour does not change)	
Enthusiastic about the subject	
Helpful	
Interpersonal Skills (i.e. communicates clearly)	
Interested in you as a person	
Other (please say)	

<u>2A. Lesson Delivery</u>	
Your classmates told us what would contribute to a lesson in which you learned a lot. Please look at all of the factors below and tick (✓) the <u>3</u> that are most important to you.	
Interaction between you and the teacher	
Resources (i.e. books, whiteboard)	
Teaching method/style (the way the lesson is taught)	
Interesting content (makes the lesson interesting)	
Competition	
Clear objectives/expectations (knowing what is expected of you)	
Setting (ability)	
Relevance to the real world	
Grouping/independence (working on own or with classmates)	
Pace (how fast or slow you move onto new things)	
Variety (different activities)	
Fun (makes lessons enjoyable i.e. plays games)	
Other (please say)	

<u>3A. Behaviour Management</u>	
Your classmates told us how they felt they wanted behaviour to be managed in order to learn the best. Please look at all of the factors below and tick (✓) the <u>3</u> that are most important to you.	
Consistent (the same rules all the time)	
Fair (the teacher is the same to all pupils)	
Authoritative (tells you what to do)	
Strictness (a balance between controlling behaviour and having fun)	
Prejudice (the teacher does not judge you based on past behaviour)	
Realistic ('the punishment fits the crime')	
Other (please say)	

4A. Assessment

We asked your classmates about the kind of assessment that took place in school. Please look at the factors below and tick (✓) the 3 that are most important to help you to learn.

Feedback (on the work that you are doing/have done)	
Having rewards	
Type of assessment (i.e. exam, oral etc.)	
Assessment as you work (on-going assessment during work that helps you to see how you are getting on)	
Relevance (working towards a goal or outcome)	
Appropriate (whether you feel that these assessments follow on from what you're doing)	
Pressure (the importance of getting a good mark)	
Regularity of feedback/marking (how often your work is marked)	
Other (please say)	

5A. Environment

Your classmates told us what physical things affected how you learn. Please look at of the factors below and tick (✓) the 2 that are most important to you.

Space (how much room you have to work in)	
Temperature (hot or cold)	
Noise (background noise, loud/quiet)	
Displays (quality and relevance of displays)	
Other (please say)	

6A. Personal feelings

We would also like to find out what things about you affect your learning. Please look at the factors below and tick (✓) the 2 that are most important to you.

Health (tiredness, headache, cold etc.)	
Mood (angry, tired, happy etc.)	
Things at home	
Relationships with friends (falling out etc.)	
Motivation (long-term aims)	
Other (please say)	

Section B

Overall

In Section A you told us about what is most important to you to help you to learn. We would also like to know which of these themes you think is the most important. Please look at of the list of themes below and tick (✓) the 2 that are most important to you.

Teacher Attributes	
Lesson Delivery	
Behaviour management	
Assessment	
Environment	
Other (please say)	

Section C

How happy are you with your involvement in the teaching and learning at your school?

Please tick (✓) the most appropriate number.

1	2	3	4	5	6	7	8	9	10
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Not at all happy

Very happy

Give 3 things that would make you happier with your involvement with teaching and learning.

1.

2.

3.

Section D

How would you know that your views have been listened to? E.g. What would change in the school as a result of this work and how would you know that it had changed?

Thank you for taking part.

Appendix IV: Questionnaire data

Questionnaire Data

Each pupil was assigned a number to allow the data to be collated. The numbers in the 'Tally' column represent each pupil who selected the attribute/factor/theme.

Section A

1.A Teacher attributes	
Attributes	Tally
Approachable	1 2 3 5 9 11 12 17 20 21 22 24 25 28 30 31 33 37 39 40
Good listener	2 5 6 8 14 15 16 18 19 21 25 29 35 36 38 39 40 41
Sense of Humour	3 4 5 6 7 10 11 12 13 14 16 17 18 20 23 27 28 30 31 32 33 34 37 38 39 41
Supportive	1 4 7 15 22 24 27 29 38
Empathetic	2 9 17 21 35 36 37
Consistent	20 26 32 33 39
Enthusiastic	3 4 7 10 22 23 27 28 31 34
Helpful	1 8 9 11 12 13 14 15 16 18 19 26 29 30 32 34 35 36 40 41
Interpersonal Skills	8 13 19 24 25
Interested in you as a person	6 10 23
Other	26 Firm enough to control class but not too strict

2.A Lesson Delivery	
Attributes	Tally
Interaction	3 28 36
Resources	7 15 21 27 29 31 32 35 36 39
Teaching methods/style	2 4 5 6 10 11 16 18 21 22 26 29 30 37 38 39
Interesting content	1 4 7 8 13 14 15 19 25 28 33 34 37 39 40 41
Competition	10 12 17 19 20 24 39
Clear objectives/expectations	1 9 22 26 31 32 38
Setting	37
Relevance	4 6 14 38
Grouping/independence	1 2 3 5 8 11 12 13 15 16 18 23 25 29 30 39 40 41
Pace	9 17 21 23 24 27 34 35
Variety	3 16 20 26 32 33 39
Fun	2 5 6 7 8 9 10 11 12 13 14 17 18 19 20 22 23 24 25 27 28 30 31 33 34 35 36 39 40 41
Other	

3.A Behaviour Management	
Attributes	Tally
Consistent	1 6 8 12 14 16 18 21 23 27 29 30 31 32 33 41
Fair	2 3 5 6 7 8 9 10 11 15 16 17 18 21 22 24 25 26 27 28 29 30 31 33 34 35 36 38 39 40 41
Authoritative	4 15 31 32 37 38 41
Strictness	2 3 4 5 7 8 9 10 11 12 13 14 15 16 17 18 19 20 22 23 24 25 28 29 30 34 35 36 37 39
Prejudice	1 2 5 6 9 10 11 13 14 17 19 26 27 28 32 34 35 36 38 39 40
Realistic	1 4 7 12 13 19 20 21 22 23 24 25 26 33 37 40
Other	3 People with bad behaviours punishment does affect other people 20 If one person does something then all the class shouldn't get in trouble

4.A Assessment	
Attributes	Tally
Feedback	1 7 8 10 11 13 14 18 22 25 29 30 31 32 33 34 35 38 41
Having rewards	2 3 5 6 7 8 9 12 13 16 17 18 19 21 22 23 24 25 27 29 30 34 35 36 37 39 41
Type of assessment	4 9 11 20 38 39
Assessment as you work	3 6 10 21 24 31 32 33 36 37 38 40 41
Relevance	3 4 5 10 13 14 15 16 17 19 20 21 23 27 28 29 32 40
Appropriate	1 15 17 18 20 22 26 28 33 35 37
Pressure	2 4 6 9 12 16 26 36 39 40
Regularity of feedback	1 2 5 7 8 11 12 15 19 23 24 25 27 28 30 31 34
Other	14 No assessments (no stress for revising) 26 Not having them often (not having them every week)

5.A Environment	
Attributes	Tally
Space	1 3 5 6 11 12 13 14 15 18 20 21 23 24 25 26 29 31 36 37 41
Temperature	1 6 9 10 14 16 17 18 19 21 26 27 28 31 33 34 37 40 41
Noise	2 3 4 5 8 9 10 11 12 13 15 16 17 19 20 21 22 23 24 25 28 29 30 32 34 35 36 38 39 40
Displays	2 4 7 30 32 39
Other	7 How people behave in lessons 8 Concentration 22 Friends not talking to you during lessons 27 Being able to quietly talk while working 33 How many pupils in the class 35 Where you do it (outside, inside) 38 The people around me might not like me, so people to communicate

6.A Personal Feelings	
Attributes	Tally
Health	1 2 4 5 8 9 11 12 13 14 15 16 17 18 19 21 23 24 25 26 28 29 30 31 35 36 37 38 39 40 41
Mood	1 3 6 9 11 12 16 17 18 19 20 22 23 25 26 28 29 30 31 33 34 37 38 39 41
Things at home	2 5 10 13 21 22 27 35 36
Relationships with friends	3 6 7 10 21 24 27 32 33
Motivation	4 7 8 15 29 32 40
Other	14 School itself 20 People distracting you 34 People having chats behind

Section B

Overall	
Attributes	Tally
Teacher Attributes	1 3 4 5 8 9 10 13 15 16 17 19 20 22 23 24 27 30 31 33 34 37 39 40
Lesson Delivery	1 4 11 12 14 17 18 19 20 21 26 28 33 35 36 41
Behaviour Management	2 3 7 8 9 16 25 26 32 34 38 40 41
Assessment	6 24 29 36 37 39 41
Environment	2 5 6 7 10 11 12 14 15 18 22 23 25 27 28 29 30 31 32 35 38
Other	

Section C

Happy with involvement	
Rating	Pupil number
1	
2	14
3	
4	37
5	11 13 17 32 33 34
6	8 12 19 20 26 35 38 40 41
7	1 2 5 6 15 16 18 21 23 25 27 29
8	3 7 9 10 22 24 28 30 31
9	4
10	36 39

Section C cont...

The number assigned to each pupil is given in the 'pupil' column. The comments made by each pupil are given in the 'Comments' column.

Pupil	Comments
1	Being able to work in groups and not just in classes or by yourself Be more confident Teachers to be more approachable
2	If people help me with methods of studying Learn that a teacher will not spread anything or laugh when I speak to them Learn not to be ashamed of finishing quicker than everyone else or when I know something
3	A sustainable timetable of homework More teacher pupil communication Enjoyable lessons e.g. more varying forms of learning
4	More humour Teachers are strict but not too strict Try and cut down background noise
5	Work in groups more The teachers aren't so strict He teachers listen to what you have got to say
6	Making stuff Chat with friend if you need help If the teacher don't shout about you in a form
7	Teacher punish children who mess around Funner lessons More interesting lessons (not all written work)
8	Working with class mates Enjoyable work
9	Less homework No too strict teachers
10	More lessons with fun and active objectives like debates More group work More interactive lessons
11	More practical lessons A teacher who comes and helps each person individually A teacher that talks to you like an equal, not a student
12	Work in groups Sit next to people you know Go to IT rooms for certain lessons
13	Fun lessons More interesting lessons A nice teacher
14	Less homework Later start and finish No breeze block walls- they're depressing
15	Teachers more supportive Teachers listen a bit more Share views in groups
16	Doing something fun

	Behaving properly Less assessments
17	More nicer teachers Teachers more approachable Making our views heard when we're being told off
18	Fun Keep temperature just right Approachable
19	Don't judge on past behaviour Sit next to people you know Work in groups
20	Teachers give the views of pupils The things e say should come true for a long time, not just a week Do more group work
21	If we had more to do with the lesson More rewards A better lesson plan
22	Maybe don't be strict about the uniform 24 hours a day Let us learn but have fun at the same time Let us have chewing in school
23	The teacher pays more attention to you The classroom isn't either quiet or loud but in between The class works together more
24	If teachers listened a bit more so they could help more Making sure everyone understands Behaviour in class is managed and under control
25	Being able to work in a group instead of on my own To be more confident so I can put my hand up more To get more help from the teacher instead of them just helping the same people all of the time
26	Not being forced to work with unfriendly people unless needed. Make sure we have a general idea of what the next lesson will be about Less homework
27	More encouragement More praise Working at a better pace
28	More fun it helps us to learn and enjoy learning (want to learn) Make it completely clear what we are doing (understandable) Teachers coming up to you asking if you understand or need help
29	I would like to understand things/subjects properly Have a bit of fun A little less noise sometimes
30	If there was a variety of lessons that we did e.g. fun If we got more feedback on the work that we are doing If teachers were more fair
31	Make the room quieter e.g. talking
32	Giving more ways to learn different subjects Less people in the class More active things so you are not just sitting in class

33	Less people in the class More ways of learning More help on projects
34	Having more active lessons To not have seating plans The teacher being more fun and not being really boring
35	If we don't have to work in a classroom all of the time The teachers were more kind and listen to you The time the school starts, the time the school finishes
36	Having more help Getting support in lessons Having more time
37	To be able to choose how the lesson is taught To be put into sets in English groups
38	Being able to communicate with people better No name calling and making people feel bad Be allowed to have your own image and saying
39	The teachers moods need to be constant There needs to be more varieties of teaching lessons
40	More activities Less writing Not as strict
41	Less work in class Work made fun but understandable Music twice per week

Section D

The number assigned to each pupil is given in the 'pupil' column. The comments made by each pupil are given in the 'Comments' column.

Pupil	Comments
1	Teachers be more approachable Atmosphere in rooms have changed Environment in classes will change
2	The teachers would be more understanding Teachers methods of learning would change I would feel less ashamed and less scared to speak out
3	The teachers would be more helpful Homework would be more spread out Activities in lessons would vary Punishments would not conflict with the innocent
4	That most teachers would try to put humour in and then notice that enough is enough and get on with the lesson
5	That we don't have so many tests The teachers make it more fun I would know if they had been listened to because I would see a change
6	That teacher get involved with children's gossip how that I know its going to change is teacher are nicer
7	Teachers are more enthusiastic and there are more visual learning rather than

	<p>writing all the time. Also more class discussions and everyone is involved in the lesson.</p>
8	Some people during lessons start messing about while test or revision (put the naughty students in a different group while test or revision)
9	No strict teachers
10	<p>Lessons would be more active and possibly more group work Lessons would possibly more often in the computer rooms. This would make lesson more interactive.</p>
11	A more positive feeling among classes during lessons and a more comfortable relation between teachers and pupils
12	Because the teachers give feedback to you so you know what level you're at.
13	The teachers would be less strict and do more fun things
14	<p>Less homework Later start and finish Plastered walls Generally happier teachers</p>
15	<p>They would listen They would be supportive</p>
16	<p>Teachers would give us more activities to do We would have less assessment</p>
17	<p>A change in most of the teachers Lessons more enjoyable e.g. less written work, more interactive</p>
18	The teacher will set more enjoyable lessons instead of just answering questions form a book and copying things off the board
19	The teachers aren't off with you because of past behaviour
20	<p>Teachers respect pupils more and help them if they don't understand More group work where the pupil is the one that chooses what to do A choice in how each subject is taught e.g. group work, interactive work, outdoors work</p>
21	<p>If the lessons were more involving us How the teachers attitudes change The punishments made fairly And me happy and much better behaviour to learning</p>
22	<p>You would see people chewing gum Notices Feedback</p>
23	<p>I'm not really sure if the school would change but the teachers might. I'm not too sure if these views will be taken into account because children's views hardly ever are. I also think my views are different to many others. I'm not too bothered if my view isn't taken into account because I am happy now and will be in time to come.</p>
24	<p>I would know that my views had been listened to by the structure of each lesson changing slightly and school overall becoming more fun. I think that school would run better and there would be less problems with behaviour and motivation in class. It would also help a lot if teachers attitude changed towards class.</p>
25	I would know that things have changed because everyone would be more relaxed and the behaviour would improve.

26	We will have warning about tests and lessons Unnecessary/unrelated homework not given More choice in groups
27	My German teacher moves on too fast and I very rarely learn anything, so if she slowed down, then that would be better. Being able to have a quiet chat while working
28	Just the lessons being different, more interesting and fun Teachers coming up to you more often and talking to you
29	-
30	If not every lesson was just writing and we had more fun. Also if more work was marked by teachers so we can see how we're doing.
31	The environment
32	There would be less people in the class and more active and fun things to do Making sure the teachers know you know what to do before starting
33	Lessons would be more fun and teachers would understand us better by helping more in lessons and made sure we understood the work before starting our own work
34	The lessons will be more fun and teachers will be more fair in class And we will enjoy the lessons
35	What the teachers do or where the lesson is (outside or inside)
36	Me getting more help and me understanding lessons
37	Set groups for most subjects Teachers allowing pupils to choose how the lesson is taught Classrooms under more control
38	I would know things have changed if people communicate better and be friendly no matter who or what religion/background you are Helping the school but not too many small rules, like what you wear in terms of coats and scarves/gloves I think it's not fair everything has to be black, I think we should be able to wear any colour for winter hats/coats etc. I think it would not effect our learning in anyway. If anything happens to take action, so it does not happen again
39	-
40	The teachers wouldn't be as strict
41	You would know when you have music twice per week

Appendix V: Section C Data Coding

Section C Analysis: Give 3 things that would make you happier with your involvement with teaching and learning.

Key:

- | | |
|-------------------------|----------------|
| 1. Teacher attributes | 4. Assessment |
| 2. Lesson delivery | 5. Environment |
| 3. Behaviour management | 6. Grouping |
| | 7. Other |

Pupil	Coding	Comments
1	6 7 1	Being able to work in groups and not just in classes or by yourself Be more confident Teachers to be more approachable
2	2 1 7	If people help me with methods of studying Learn that a teacher will not spread anything or laugh when I speak to them Learn not to be ashamed of finishing quicker than everyone else or when I know something
3	7 1 2	A sustainable timetable of homework More teacher pupil communication Enjoyable lessons e.g. more varying forms of learning
4	1 3 5	More humour Teachers are strict but not too strict Try and cut down background noise
5	6 3 1	Work in groups more The teachers aren't so strict He teachers listen to what you have got to say
6	2 6 3	Making stuff Chat with friend if you need help If the teacher don't shout about you in a form

7	3 2 2	Teacher punish children who mess around Funner lessons More interesting lessons (not all written work)
8	6 2	Working with class mates Enjoyable work
9	7 3	Less homework No too strict teachers
10	2 6 2	More lessons with fun and active objectives like debates More group work More interactive lessons
11	2 1 1	More practical lessons A teacher who comes and helps each person individually A teacher that talks to you like an equal, not a student
12	6 6 2	Work in groups Sit next to people you know Go to IT rooms for certain lessons
13	2 2 1	Fun lessons More interesting lessons A nice teacher
14	7 7 5	Less homework Later start and finish No breeze block walls- they're depressing
15	1 1 6	Teachers more supportive Teachers listen a bit more Share views in groups
16	2 3 4	Doing something fun Behaving properly Less assessments

17	1 1 3	More nicer teachers Teachers more approachable Making our views heard when we're being told off
18	2 5 1	Fun Keep temperature just right Approachable
19	3 6 6	Don't judge on past behaviour Sit next to people you know Work in groups
20	1 7 6	Teachers give the views of pupils The things e say should come true for a long time, not just a week Do more group work
21	7 3 2	If we had more to do with the lesson More rewards A better lesson plan
22	3 2 7	Maybe don't be strict about the uniform 24 hours a day Let us learn but have fun at the same time Let us have chewing in school
23	1 5 6	The teacher pays more attention to you The classroom isn't either quiet or loud but in between The class works together more
24	1 1 3	If teachers listened a bit more so they could help more Making sure everyone understands Behaviour in class is managed and under control
25	6 7 1	Being able to work in a group instead of on my own To be more confident so I can put my hand up more To get more help from the teacher instead of them just helping the same people all of the time

26	6 7 7	Not being forced to work with unfriendly people unless needed. Make sure we have a general idea of what the next lesson will be about Less homework
27	1 1 2	More encouragement More praise Working at a better pace
28	2 2 2	More fun it helps us to learn and enjoy learning (want to learn) Make it completely clear what we are doing (understandable) Teachers coming up to you asking if you understand of need help
29	2 2 5	I would like to understand things/subjects properly Have a bit of fun A little less noise sometimes
30	2 4 3	If there was a variety of lessons that we did e.g. fun If we got more feedback on the work that we are doing If teachers were more fair
31	5	Make the room quieter e.g. talking
32	2 7 2	Giving more ways to learn different subjects Less people in the class More active things so you are not just sitting in class
33	7 2 2	Less people in the class More ways of learning More help on projects
34	2 6 1	Having more active lessons To not have seating plans The teacher being more fun and not being really boring
35	5 1 7	If we don't have to work in a classroom all of the time The teachers were more kind and listen to you The time the school starts, the time the school finishes

36	1 1 7	Having more help Getting support in lessons Having more time
37	7 6	To be able to choose how the lesson is taught To be put into sets in English groups
38	1 7 3	Being able to communicate with people better No name calling and making people feel bad Be allowed to have your own image and saying
39	1 2	The teachers moods need to be constant There needs to be more varieties of teaching lessons
40	2 2 3	More activities Less writing Not as strict
41	7 2 7	Less work in class Work made fun but understandable Music twice per week

Appendix VI: Section D Data Coding

Section D Analysis: How would you know that your views have been listened to? E.g. What would change in the school as a result of this work and how would you know that it had changed?

Key:

1. Changes in teacher behaviour
2. Changes in lessons
3. Changes to behaviour management
4. Changes to assessment
5. Change in atmosphere/environment
6. Other

Pupil	Coding	Comments
1	1 5 5	Teachers be more approachable Atmosphere in rooms have changed Environment in classes will change
2	1 2 6	The teachers would be more understanding Teachers methods of learning would change I would feel less ashamed and less scared to speak out
3	1 4 2 3	The teachers would be more helpful Homework would be more spread out Activities in lessons would vary Punishments would not conflict with the innocent
4	1	That most teachers would try to put humour in and then notice that enough is enough and get on with the lesson
5	4 1 6	That we don't have so many tests The teachers make it more fun I would know if they had been listened to because I would see a change
6	1	That teacher get involved with children's gossip how that I know its going to change is teacher are nicer
7	1,2 2	Teachers are more enthusiastic and there are more visual learning rather than writing all the time. Also more class discussions and everyone is involved in the lesson.
8	3	Some people during lessons start messing about while test or revision (put the naughty students in a different group while

		test or revision)
9	3	No strict teachers
10	2 2	Lessons would be more active and possibly more group work Lessons would possibly more often in the computer rooms. This would make lesson more interactive.
11	1	A more positive feeling among classes during lessons and a more comfortable relation between teachers and pupils
12	4	Because the teachers give feedback to you so you know what level you're at.
13	2,4	The teachers would be less strict and do more fun things
14	4 6 5 1	Less homework Later start and finish Plastered walls Generally happier teachers
15	1 1	They would listen They would be supportive
16	2 4	Teachers would give us more activities to do We would have less assessment
17	1 2	A change in most of the teachers Lessons more enjoyable e.g. less written work, more interactive
18	2	The teacher will set more enjoyable lessons instead of just answering questions form a book and copying things off the board
19	3	The teachers aren't off with you because of past behaviour
20	1 2 6	Teachers respect pupils more and help them if they don't understand More group work where the pupil is the one that chooses what to do A choice in how each subject is taught e.g. group work, interactive work, outdoors work
21	2 1 3 6	If the lessons were more involving us How the teachers attitudes change The punishments made fairly And me happy and much better behaviour to learning
22	6 6	You would see people chewing gum Notices

	4	Feedback
23	1	I'm not really sure if the school would change but the teachers might. I'm not too sure if these views will be taken into account because children's views hardly ever are. I also think my views are different to many others. I'm not too bothered if my view isn't taken into account because I am happy now and will be in time to come.
24	2 3 1	I would know that my views had been listened to by the structure of each lesson changing slightly and school overall becoming more fun. I think that school would run better and there would be less problems with behaviour and motivation in class. It would also help a lot if teachers attitude changed towards class.
25	3	I would know that things have changed because everyone would be more relaxed and the behaviour would improve.
26	4 4 6	We will have warning about tests and lessons Unnecessary/unrelated homework not given More choice in groups
27	2 3	My German teacher moves on too fast and I very rarely learn anything, so if she slowed down, then that would be better. Being able to have a quiet chat while working
28	2 1	Just the lessons being different, more interesting and fun Teachers coming up to you more often and talking to you
29		-
30	2 4	If not every lesson was just writing and we had more fun. Also if more work was marked by teachers so we can see how we're doing.
31	5	The environment
32	6,2 1	There would be less people in the class and more active and fun things to do Making sure the teachers know you know what to do before starting
33	2,1	Lessons would be more fun and teachers would understand us better by helping more in lessons and made sure we understood the work before starting our own work
34	2, 3 2	The lessons will be more fun and teachers will be more fair in class And we will enjoy the lessons
35	1,2	What the teachers do or where the lesson is (outside or inside)
36	1	Me getting more help and me understanding lessons

37	6 6 3	Set groups for most subjects Teachers allowing pupils to choose how the lesson is taught Classrooms under more control
38	6 3	I would know things have changed if people communicate better and be friendly no matter who or what religion/background you are Helping the school but not too many small rules, like what you wear in terms of coats and scarves/gloves I think it's not fair everything has to be black, I think we should be able to wear any colour for winter hats/coats etc. I think it would not effect our learning in anyway. If anything happens to take action, so it does not happen again
39		-
40	3	The teachers wouldn't be as strict
41	6	You would know when you have music twice per week