Combatting deficit perceptions: Uncovering Funds of Knowledge at the junction of primary to secondary school in Germany: A case study approach

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“Combatting deficit perceptions: Uncovering Funds of Knowledge at the junction of primary to secondary school in Germany: A case study approach”.

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Joanne Hughes-Neske

Tutor: Maggie Gidney
# Table of Contents

Abstract ................................................................................................................................... 5  

**Chapter 1 - Introduction** .................................................................................................... 6  

**Chapter 2 - Review of the Literature** ............................................................................. 10  
  2.1 Inclusion/ Exclusion: ....................................................................................................... 10  
  2.2 Deficit Perception .......................................................................................................... 11  
  2.3 Dominant Discourse ..................................................................................................... 13  
  2.4 Position and Space ....................................................................................................... 13  
  2.5 Agency and Voice ......................................................................................................... 15  
  2.6 Funds of Knowledge Approach ................................................................................ 17  
      2.6.1 Recognition and Valuing Home Literacies ...................................................... 18  
      2.6.2 Connection between Identity and Learning ................................................. 18  
      2.6.3 Development of Hybrid Space ........................................................................ 19  
  2.7 Conclusion ................................................................................................................... 20  
      2.7.1 Development of Research Questions ............................................................ 20  

**Chapter 3 - Methodology** .............................................................................................. 21  
  3.1 Research Philosophy & Positionality .......................................................................... 21  
  3.2 Overarching Methodological decisions and paradigms ............................................. 23  
  3.3 Research Strategy- Case Studies .............................................................................. 23  
  3.4 Methodology ............................................................................................................... 25  
  3.5 Design of Research Instruments .............................................................................. 26  
      3.5.1 Interviews .......................................................................................................... 26  
      3.5.2 Graphic methods ............................................................................................... 28  
      3.5.3 Reflective diary ................................................................................................. 29
3.6 Number of respondents ...................................................................................................... 29
3.7 Ethical Issues .................................................................................................................. 29
  3.7.1 Consent and Assent .................................................................................................... 29
  3.7.2 Data Storage and Anonymity .................................................................................. 30
  3.7.3 Covid Recommendations ....................................................................................... 30
  3.7.4 Choosing Participants ......................................................................................... 30
  3.7.5 Awareness of Co-Construction of Knowledge .................................................... 30
  3.7.6 Border Crossing .................................................................................................... 31
3.8 Contextual Issues .......................................................................................................... 31
3.9 Planned Approach to Analysis ..................................................................................... 32

Chapter 4 - Data presentation and Analysis ........................................................................ 33
  4.1 Data Results ................................................................................................................ 33
  4.2 Combatting Deficit Perceptions .............................................................................. 34
  4.3 Funds of Knowledge .................................................................................................. 37
    4.3.1 Language ............................................................................................................... 37
    4.3.2 Place ...................................................................................................................... 39
    4.3.3 Creativity ............................................................................................................. 40
    4.3.4 Animals and Nature ............................................................................................ 41
  4.4 Student and Parent Voice ........................................................................................... 42
  4.5 Teacher Position .......................................................................................................... 45

Chapter 5 - Conclusions and Implications ......................................................................... 48
  5.1 Funds of Knowledge .................................................................................................. 48
  5.2 Teacher Position ......................................................................................................... 49
  5.3 Belonging: Independence and Control ....................................................................... 51

SSI Postscripts: Narrative Critical Reflection ...................................................................... 52
Critical Analysis and Evaluation ......................................................................................... 52
References ........................................................................................................................... 55

Appendices .......................................................................................................................... 67

Appendix A: Ethical Appraisal Form ................................................................................. 67
Appendix B: Cover Letter: Documents ............................................................................ 70
Appendix C: Cover Letter Interview ................................................................................. 71
Appendix D: Information Letter for children .................................................................... 73
Appendix E: Consent and Assent Forms: Interview ....................................................... 75
Appendix F: Document Consent and Assent Form .......................................................... 76
Appendix G: Excerpt from Transcript ............................................................................. 78
Appendix H: German original quotes used in the main text ........................................ 81
Appendix I: Research Instruments .................................................................................. 87
Appendix J: Data Analysis .................................................................................................. 92
Appendix K: All Themes prior to uniform colour coding .............................................. 94
Appendix L: EMA Reflection Grid ................................................................................... 95
Abstract

(100 words)

The transition from primary to secondary school has proved to be a point at which the gap between achieving and under-achieving pupils widens. Influences of social background and country of origin have been identified. These case study inquiries investigate the role that the funds of knowledge approach offers to bridging this gap. The case study approach embedded in a socio-cultural paradigm enabled the activation of parent and student voice and reflection on shifts in teacher position to take place. This paper suggests that the funds of knowledge approach provides great insight into issues of position, voice and belonging affecting transition.
Chapter 1 - Introduction

(852 words)

The German school system as described by Wischmann & Riepe (2017) has always been highly selective in that its mainstay has been a Prussian based 4 tiered secondary school system of grammar- (Gymnasium), upper- and lower middle school (Real- und Hauptschule) and then special needs schooling (Förderschule). Within this system of education pupils are placed according to ability and taught at diverse levels and therefore achieve different school leaving certificates. The selection process takes place after 4 years of primary schooling with few pupils making transitions upwards rather than downwards.

Thus, pupils' future paths are often determined at an early age. The early selection process can be seen to affect children in a number of ways. Firstly, they have little control over changing their pathways and the system of schooling can therefore be seen as a breeding ground for disengagement. Secondly, the way in which children are positioned affects how they are seen and leads to deficit perceptions according to school form.

Since the Salamanka agreement of 1994 (CSIE, 2022) schools worldwide have been called upon to an agreement on more inclusive schooling. This call echoes a political will for wider participation and a broader encompassing of human rights within society's and school structures and thinking. The emphasis has been upon providing a more equal distribution of opportunity with the possibility of all children learning together in one place. Fundamentally, such a move encompasses a recognition of the exclusive nature of schooling up to this point and a challenge to exclusion within education that still
exists today. It also seeks to position children with special needs on a more equal playing field.

In 2008 the Convention on the Rights of Persons with Disabilities (CRPD, 2022) was passed in which the rights to inclusive education and the necessary accommodations to ensure special needs children were viewed as subjects with fundamental rights to freedom were ratified in Article 24. This led to a shift in educational provision and statutory rights within the German education system.

Parents and children received more rights to determine their own trajectories through the right to an inclusive system. However, the system of schooling did not change adequately to accommodate the desired provision apart from offering a type of add-on approach, in which children were included in classrooms with some support. Over the past 15 years a further shift in thinking, accompanied by waves of migration due to war and social instability in Syria, Afghanistan and most recently the Ukraine has taken place. Teachers and society have come increasingly under pressure to take a different approach to inclusion.

Applying a funds of knowledge approach to schooling seems to be pertinent for multiple reasons. Firstly, due to the influx of refugees within the school system the dynamic of cultural diversity has become more intense. Often, attempts to adequately understand and include perspectives that are of importance to individuals has not been possible. A broader perspective of social inclusion is therefore necessary.

Secondly, institutes such as the Sachverständigenrat deutscher Stiftungen (2016) confirm that children from working class families who come from a different cultural background, experience the most difficulty in school
achievement. The four-tiered system of secondary education within German schools seems to exacerbate inequality rather than confronting it. Particularly, at the change from primary to secondary school (4\textsuperscript{th} to 5\textsuperscript{th} grade) the gap widens significantly between achievers and underachievers (Benner (2007) cited in Wischmann & Riepe, 2017 p139). Sabrin (2020) clarifies this further when he claims that curricula and teaching methods are inadequate to meet the manifold socio-cultural needs of learners.

This research intended to address this gap and took place around a large secondary comprehensive school in mid Germany. The school has Gymnasium, Real- and Hauptschule all under one roof and includes children as is required by the state. Of particular note is that in 5\textsuperscript{th} grade all children are taught together and not streamed. This approach attempts to include on a more even basis but this provides unique challenges that often appear overwhelming.

This research is of importance to me as I teach children coming into 5\textsuperscript{th} grade of school and have experienced these challenges. Pupils experience difficulty in engaging with curricula content or seem to lose motivation. Finding new ways of understanding the challenges facing pupils is therefore paramount. Moreover, discovering pathways for reengagement would be beneficial. I believe the role of the teacher could be significant in this process.

My literature review, thus, examines literature around the concepts of combatting deficit perception and the importance of position for engagement. It then considers the funds of knowledge approach as a tool for uncovering home knowledge.
The inquiry itself examines these funds of knowledge in two families by the use of mixed methods of interview and graphic representation within a case study approach. Five interviews conducted with each family shed light on different aspects of life. Timelines, significant circle and photography were used to triangulate data.

A case study approach enabled the gathering of rich data. It sought to recognise and identify themes that were important in combatting deficit perceptions within teachers and encourage pupil and parent voice identifying links to bettering practices of inclusion.
Chapter 2- Review of the Literature

(2887 words)

Reviewing literature provided insight into important pillars of the research question and refined the research question in that it uncovered key themes. Open University databases, google scholar and module material were significant tools in finding relevant literature.

In this section, literature on the following topics will be reviewed that shed light and question the premises of this research:

- Inclusion/Exclusion
- Deficit Perception
- Dominant Discourse
- Position and Space
- Agency/Voice
- Funds of Knowledge

2.1 Inclusion/Exclusion

Children in Germany have a right to and an obligation to attend school until at least year 9. It could thus be argued that inclusion is a given as no one is excluded from the provision. All children have the same rights and are treated, in this sense, equally. The intentions of government and educating bodies is, as in England, to reform, improve and optimise provision as set out by Michael Gove (2014). Governments seek to do this through the setting of standards, increased testing and improving provision.

Although on the surface this may seem admirable, the intentions have economic and social functions to supply a competent workforce and establish common values.
The actions moreover, seek to meet the needs of a globally expanding economy and the multi-cultural societies we have become. These are of benefit having increased involvement in society and expanded material well-being, but not all can participate in the same way.

The system of provision, falls short of its aims for a number of reasons as demonstrated by Sir Ken Robinson (2010) in his animated video. Firstly, not all members of society share these common goals and consequently seek goals not represented by the system as Moje & Luke (2009) demonstrate in their explanation of identity as difference. Secondly, a system of equal distribution does not mean that all can participate, since a recognition of individual, particular situations is necessary. Thirdly, and maybe most importantly, Sir Ken Robinson (2010) suggests, the system of education is, in its present form, not able to meet the needs presented by today’s society. Undoubtedly, governments have invested in measures they believe to better inclusion but these have been based on a system of education suiting the needs of a population in industrialisation not in a globally high tech age in which we live.

Thus, provision is often inadequate for needs. In determining the needs of the people it seeks to serve, it is often highly bureaucratic or causes division in that the criteria for provision causes labelling or even stigmatisation, examples being dyslexia or ADHD. In fact, the system itself can be seen to produce alienation and disengagement.

2.2 Deficit Perception

This tendency to think in deficit structures within education has a long history. Foucault in Ball (2012) calls this view a grammo-centric world (Hoskin, 1990 in Ball,
He implies, that regulation and discipline in education have made it more simple to compare people. With comparison comes naturally, that some are more able than others and as a consequence a decision can be made in whom it is worth investing or not, selecting some, disregarding others.

The norms evolving from a comparable world dominate every day teaching and seem to mirror Bourdieu’s ideas that, in fact, the education system itself breeds exclusion (Edgerton and Roberts, 2014 p 193). This would imply that teachers and educators by nature therefore work in a system built to exclude and position individuals as included or excluded, although its intention is other.

Bourdieu’s ideas about habitus (Maton in Grenfell, 2012) display how an individual is never a free agent, but is determined by his past, his culture, his surroundings. These dispositions are durable and difficult to change. The individual makes decisions about how to act but these are always socially influenced. He develops this idea to the extent that he maintains that it is possible for individuals to take a position similar to the stance of resistance similar to that of Polman, (2010) where learning becomes an undesirable objective. Particular aims and trajectories may also be perceived as unattainable or inappropriate.

Bourdieu and Foucault’s thinking posit an important dialectic in relation to exclusion within education. On the one hand, Bourdieu places the responsibility for positioning within the individual reacting from a complex cultural and social past, whereas it seems Foucault places this responsibility within a positioning coming from the system of education itself. This fundamental difference, would seem to explain the multi-faceted and complicated nature of exclusion within teaching and thus complicate an individual’s ability to change course.
Moreover, Bourdieu's explanation seems to explain the field of school well, where the intersection of field, habitus and capital appear as a Gordian knot (Thomson in Grenfell, 2012). Thus, some pupils are constrained in converting their skills or knowledge into a capital useful to themselves, either, because they perceive themselves as being of less worth or their position on the field inhibits the conversion of skills into capital. Indeed, this is the crux of the matter. Regardless of whether an equality of opportunity is achieved, even so inequality may remain because educational skills and knowledge cannot be converted into capital.

2.3 Dominant Discourse

More challenging for the individual teacher is, however, the confrontation with his/her own often white, middle class discourse discussed by Picower (2009) as this is not universal. Picower confronts these, often invisible, hegemonic privileges in his research, showing the difficulty in perceiving and reflecting on this innate state. Interestingly, participants in research were unaware of these influences, often expressing fear, or using tools to protect their own position. Similarly, Milner (2008) identifies how this position of power affects classroom discourse, presenting people of colour as lacking and how hegemony is unwittingly re-inforced in the classroom. Thus, teachers can and do exclude, albeit unintentionally. Comber and Kamler (2004) identify how these deficit discourses are reproduced through deficitary ways of speaking and identifies the teacher in a pivotal role for changing discourse. To what extent, a teacher is capable of throwing off this mantle passed on to him/her through this culture is difficult to determine.

2.4 Position and Space

The will to reposition and reflect on one's own discourse will aid reducing unwitting exclusion although Freire (1972) calls for a more radical overthrowing of the
system of education claiming that should the banking concept of education remain, true liberation would not be possible. He called for a foundational change towards critical, problem posing education, into an education in which learners become co-investigators of the world. Teachers accompany pupils, learning with them in dialogue, constantly developing critical perception. While the challenge to a stayed system is necessary, Freire never developed his ideas to a concrete system but saw his ideas as constantly reinventing themselves and in flux. Nevertheless, radical rethinking about position is necessary as Ravet (2007) suggests since not all pupils can and wish to adapt to the system leading to pupil disengagement, therefore making engaging or re-engaging pupils essential.

Bourdieu’s thinking about field addresses this issue. He defines field as social space (Thomson in Grenfell, 2012). The habitus of the individual and the field in which he moves affect the practice of the individual. Fields are competitive and are always relational. How much agency an individual shows within a field will depend on his/her habitus. Each person on the field brings his potential and power to play but is affected by other players on the same field. Producing equality on the field is thus not just a question of resources but of position and relations on the field.

Furthermore, an individual acts in many fields simultaneously. Due to positioning in school a pupil may disengage from one field but be thoroughly engaged in another field. Smyth et al (2013) suggests addressing these socio-material factors and reflects on the stress often encountered on the boundaries of school. Street (2012) also appeals for educators to embrace the wider social context in which pupils move so that social literacy practices already known to pupils can be incorporated into school practice.
Teachers are pivotal in this process, being the vital link between home and school. Rogoff (2018) suggests investing time learning about where children spend their time emphasising the vital role of communication. This would call on teachers to leave the field of school and see pupils from a contrasting perspective. With the emphasis on combatting dyslexia, Davis and Deponio (2014) also mirror this in maintaining a more holistic approach to the child encompassing the perspective of parents.

### 2.5 Agency and Voice

It is not only in the opening of perspectives towards wider societal influences that teachers are essential but also in classrooms. Space must be made for agency so that pupils can reposition themselves and become agents in their own learning trajectories. Vygotsky (Mahn (1999) & Jaramillo, (1996)) shows through his concept of the zone of proximal development how the understanding of a teacher’s role changes to one of facilitator instead of director of learning.

Comprehending each individual’s learning curve and the potential inherent in the learning process is central to this process. The learner is seen to construct knowledge with other learners, a more empowering experience than remaining a passive object. The role of the teacher becomes one of understanding the learner's world, modelling and scaffolding learning to provide a continuity in the learning process. Enlightening about this approach is that it does not cut off one field (school) from the other fields inhabited by the individual but embraces a broader picture of who the individual is and which influences affect him/her.

Sen argues that exactly this agency is critical to being able to make positive social change, even if a pupil chooses different objectives to those of the teacher.
(Walker & Unterhalter, 2007, p9). Nussbaum too, sees education as playing an instrumental role, in that it can redistribute resources and provide a field in which agency can be exercised (Nussbaum in Stanford Encyclopedia of Philosophy, 2022). Optimising agency will be dependent on the circumstances in the field and how power is distributed among the other actors. Sen argues for participation and dialogue to increase the value of capabilities. This would mean an end to the banking concept of learning and a move to a more balanced distribution of power in which pupil knowledge is recognised and valued and in which democratic learning processes take place with a plurality of understandings.

Inextricably linked with agency is the concept of voice. McArdle and Mansfield (2007) describe this as the lens through which the world is viewed. The voice most often heard in education is, as mentioned above, dominant discourse. Whilst it could be argued that this is legitimate under present circumstances, to maintain curricula and standards, this view disenfranchises the minorities that education is now called upon to include. The voice of the mainstream does not speak for them but rather as Foucault points out creates binaries, a "them and us" environment (Ball, 2012 Chapter 3).

Perceiving individuals from this mainstream and speaking for them, so Fielding (2004) suggests only marginalises them more as it terminates their own agency and leads to false representation. Although it may be seen to be admirable to think on behalf of others, it assumes that we understand them fully and are aware which goals they wish to achieve.

In addition, McArdle and Mansfield (2007) point out that listening is as important as creating space for voice. Again, dominant discourse can often hinder truly listening to what is said. Munn and Lloyd (2005) refer to this inability to listen as
one of the most important reasons why students disengage but is as essential as creating space for student voice.

Thus listening to student and family voice is crucial. One way of accessing family voice is through a funds of knowledge approach.

### 2.6 Funds of Knowledge Approach

The Funds Of Knowledge Approach was established in the late 1980s to counteract negative views of cultural knowledge and to inform educators about how to change teaching practice for greater inclusion (Rodriguez, 2013, p88). In essence the approach seeks to recognise and value skills and knowledge as Rogoff (2018) suggests from communities and families that otherwise remain unnoticed and untapped within schools whilst building bridges between home and school knowledge.

Moje (2004) and Barton & Tan (2008) suggest that FoK can make fundamental changes in significant ways if they are integrated into lesson planning to create third or hybrid space. Barton & Tan (2008) suggest that this approach could lead to broader outcomes and forge links between learning and identity formation. Clearly, this could stimulate learning outcomes for those disengaged and create new knowledge.

Three main core aspects of Funds Of Knowledge have been identified that are relevant for this research.

- Recognition and Valuing Home Literacies
- Connection between Identity and Learning
- Development of Hybrid Space
2.6.1 Recognition and Valuing Home Literacies

Recognising home literacies and knowledge challenge power structures within schools by developing a counter narrative to the dominant discourse as described by Milner (2008). School discourses can often particularly alienate pupils of different cultural background because they are based on norms that are not shared. In investigating home knowledge a teacher can create displacement space as Brock (2006) suggests in which he/she undergoes a transformation. In taking part in the world outside school a teacher’s position will shift.

In this process, embracing lived experience through someone else’s eyes helps us not only to recognise other discourses as Moje (2004) proposes, but also to see pupils differently and help link instruction to pupil’s lives. Changing focus away from purely curricula needs will automatically have a knock on effect since educational decisions can never be seen in isolation but are always interconnected. Problematic for an individual teacher becomes how new approaches to teaching affect other colleagues who do not share the same insight, or how far such a move will challenge curricula, structures or practice on a wider scale.

2.6.2 Connection between Identity and Learning

As Polman (2010) suggests, not only do educators and knowledge position pupils as learners by attaching labels, but pupils position themselves, too, according to how they see themselves. This is inevitable since learning and identity cannot be separated from one another. Esteban Guitart & Moll (2014) claim that learning can become a place of conflict and turmoil and Moje (2004) adds that differing views between home and school can lead to identity splitting. Indeed, identity does not remain stable but develops throughout life. Compton Lilly (2006) asserts that teachers should seek funds of learner identity and identify the stories that pupils
tell about themselves. This view is supported by Moje & Luke (2009) in their assessment of identity as narrative. Undertaking research into funds of knowledge provides us with these stories although as Sugarmann (2010) points out they are not always easy to uncover.

The social context of home, social groups and school all influence identity development and particularly the influence of social groups and media become a greater influence in pre puberty and puberty (Moje, 2004). At this time, young people live in a delicate balance between home influences and those around them in society. Linking identity to learning through agency is therefore of great significance in maintaining or establishing engagement. Although the process of uncovering Funds of Knowledge can be time-consuming it is one way of gaining parent and pupil perspectives on lived realities and opening doors for new engagement and agency for children in schools.

At a point in educative trajectories in which learning is no longer only based at desks in schools, understanding what motivates and engages young people is insightful, as well as being aware of how pupils learn and which skills they view as essential for later life. Activating parent and student voice is therefore relevant and worthwhile, enabling an assessment of the zone of proximal identity development assumed necessary in classrooms by Polmann (2010). Within the current system, little space is available for the development of individual trajectories through scaffolding learning because everyday practice is determined by curricula expectations.

2.6.3 Development of Hybrid Space
The concept of hybrid space, the space where home and school knowledge are combined to make new space, are highly contested since they challenge present curricula restrictions although it is obvious that pupils draw on multiple sources in learning processes. Investigating which funds pupils draw on and how they could be integrated into lesson planning is one aim of this research.

2.7 Conclusion

The exclusion of individual pupils is dependent on numerous and interlinking factors. The pivotal role of teachers in creating space for change has become evident although I question whether this assumption of itself is not an expression of power. Nevertheless, moving teacher position provides reflection on the role of dominant discourse and creates space to activate voice and listening in a different way to in school. A conscious willingness to shift position, therefore, seems vital to changing deficit perceptions and providing space for greater inclusion.

In examining funds of knowledge parent and student voice will be active, integral parts of research into discovering avenues for greater inclusion.

2.7.1 Development of Research Questions

The discussion above has led to the development of the following research questions:

- Which Funds of Knowledge can be identified within two learners and their families?
- Which insights can be gained through opportunity to hear student and parent voice?
- How does the process of interaction with families affect teacher position?
Chapter 3 - Methodology

(2950 words)

The following chapter discusses methodological considerations that were fundamental to the process of research. Issues of positionality as well as paradigmatic considerations are explained. Based on these, the choice of methodology and methods are expounded upon. Finally, ethical issues affecting research have been explained.

3.1 Research Philosophy & Positionality

My thinking and experience are shaped by the dominant German culture in my teaching practice and British culture since birth. Both cultures are predominantly shaped by Western societies. In order to understand research fully a broader perspective was needed to grasp the subjective meaning and understandings of the individual pupils and their families. This understanding stems from a personal belief that every person is unique in the way in which he interprets his surroundings and constructs meaning; as Moje (2004) indicates not even two people sharing the same cultural background may have the same understanding of life and lived reality. When pupils come to school, they do not become separated from their social setting, culture, family and community but retain their identity formed through their home and social experiences. Therefore, access to knowledge will be similarly individual and unique.

Understandings of lesson content, form and language may therefore differ widely amongst pupils. My belief mirrors that of Smyth et al (2003) that at this point the interaction between school understandings and non-dominant culture can be frictional and thus not only lead to ineffective learning but also to changed
behaviour. Sfard (2010) supports this in that he sees behaviour as individual, context dependent and socially situated. In research, I sought to understand how the participants make sense of their world in a deeper way. As Pollock (2008) observes, understanding behaviour involves experiencing interactional processes and recognising that each family is influenced by many different factors.

Although I do not share the cultural backgrounds being investigated, I attempted to comprehend contexts and nuances exploring lived realities, valuing home literacies and building bridges of recognition. Using an inductive approach the intention was to find patterns in the data and to draw conclusions from them in the light of the literature review.

Research position moved from outsider to partial insider as the children knew me from the context of school, one mother was a neighbour’s friend and I had known the other mother as the sister of a former pupil. I believe my shared status as a foreigner within German society and as a person they knew strengthened the willingness to talk and provided acceptance for a different point of view. Nevertheless, contact had been diminished and distant due to Covid restrictions and the parents did not know me on any deep level. As a researcher, I found myself thus moving between an inside and outside role. My role did not seem to present a dilemma for pupils, as the topics we discussed were not school related. As Kim (2012) suggests there is, however, interference by the changing role that teachers play and the influence of power. This will be discussed further in chapter 4 as they were reflected upon in the research journal and reflective diary.
3.2 Overarching Methodological decisions and paradigms

Uncovering home knowledge has often been undertaken within ethnographic studies. Within this present research this approach was not applicable since the data collection and analysis period was too short. Action research and case study approaches have also been widely used (see Barton & Tan, 2009; Moje, 2004; Sugarmann, 2010).

The decision to use the funds of knowledge approach in the form of two case studies to discover parents’ and children's perceptions of reality was based on its embeddedness within a socio-cultural research paradigm. Scholars such as Gonzalez & Moll (2002) and Maje et al (2004) have worked within this approach in communities on the borders of America and Latin America for many decades. I believe that this approach is appropriate for critically considering the role of power within the education system since the perspectives of children and their families can be actively discovered within the research and similarities and differences can be uncovered. The knowledge I wish to unveil is to be found within the complex social networks within which an individual lives and acts.

3.3 Research Strategy- Case Studies

I chose to use a case study approach. Firstly, an interpretivist approach mirrored the researcher's own ontological and epistemological stance as will be shown in the following. Secondly, this approach provided a framework to unearth rich data, which is qualitative in nature.

A case study approach takes place from the bottom up. It calls for the researcher to view lives or processes in depth as Stake (1995) defines in order to completely understand and comprehend the peculiarities and complexities within which it is
embedded (Stake 1995 in Cohen, 2018). For this research an explorative, interpretative and reflective approach was taken as the realities experienced by two families was the focus of the research.

The case studies took place parallel to one another. Each case was unique in itself, yet with this approach convergent and concurrent validity of information could be analysed even though Mill questioned over 150 years ago just how comparable data can be (Mill 1843, in Hamersley et al).

The boundaries of case study blur as Yin (2009) iterates within the context in which it is set but can be accessed through the use of how and why questions or the ideas of the Russian doll with multiple layers (Chong & Graham, (2013) in Cohen, 2018). In fact, the case study approach rejects the whole idea of a single reality but seeks to identify multiple layers, focusing on complexity rather than oversimplified answers, referring to many possible analyses and interpretations. Sugarman (2021), herself identifies that uncovering funds of knowledge is difficult and highly complex. Waller (1934) refers to understanding the world in this way as sympathetic penetration i.e. the researcher seeks to see the world from the perspective of the other.

The process of case study analysis was extensive. It involved the researcher constantly referring back to original data, listening repeatedly to material, analysing and re-analysing material to avoid missing nuances or meanings. To ensure objectivity in this process it would have been of benefit to use a second researcher as Yin (2003) suggests as a blind coder. This was not possible due to time constraints and confidentiality.
Nevertheless, the benefits of case study seem to outweigh the disadvantages. Table 1 below summarises the benefits and difficulties of the use of case study in this particular piece of research.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
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<tbody>
<tr>
<td>Serve as an example</td>
<td>No one case is the same</td>
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<tr>
<td>Easy to access</td>
<td>Can’t necessarily abstract information</td>
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<tr>
<td>Cases are interesting.</td>
<td>Can be extensive and uncontrollable</td>
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<tr>
<td>Stories of real life, uniqueness</td>
<td>Understanding comes “from outside”</td>
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<tr>
<td>deep</td>
<td>Organizing takes time</td>
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<tr>
<td>Can be used to inform practice</td>
<td>Finding participants can be difficult</td>
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<tr>
<td>Easy to understand</td>
<td>Difficult to organize</td>
</tr>
<tr>
<td>Can be undertaken alone</td>
<td>Researcher co-narrator</td>
</tr>
<tr>
<td>Can be used comparably</td>
<td>Prone to bias, seen through eyes of researcher</td>
</tr>
<tr>
<td></td>
<td>Process of selection has already taken place</td>
</tr>
</tbody>
</table>

Table 1

3.4 Methodology

The research was qualitative in nature as the Open University (2016) suggests these types of methods allow researchers to understand how people make meaning in life. The intended research was an exploration of lived realities and the data was thus unstructured in nature. This freed from conforming to established patterns of understanding and could challenge dominant ways of seeing the world. Indeed, it begged the question what do we know and how do we know it?
3.5 Design of Research Instruments

In order to complete the case study multiple and complementary methods were used as Bagnoli (2012) suggests. She refers to daily life as being full of multiple dimensions and therefore varied approaches can unearth diverse information. Roulston (2010) and Yin (2009) also admonish that interview alone may not elicit enough knowledge. Thus, a combination of two methods were chosen to elicit data and enhance triangulation of results and understanding.

The first method used was interviews: narrative interviews with the adults and semi-structured interviews with the pupils so that they had more support in the process. In the trial run, it was identified that open-ended questions with too much space between comments was a burden for children, rather than giving them space to talk.

Complementing these interviews, diverse graphic methods were used. Within interview 2 with the adults, timelines of daily routines were constructed. The children's interviews were supported by a relational map in interview 1, and photos and artefacts for interview 2 were collected. Copies of these could unfortunately not been included in this paper as they contained personal information.

3.5.1 Interviews

The choice of narrative interview for the adults sought to discover how the interviewees experience the world as Burke (2012) suggests. A copy of the interview questions can be found in Appendix I. It also provided space for families to share a wide scope of insights with minimal intervention by the researcher as Moone & Duffey (2014) explain. Complementing Burke's ideas of experience, I consciously prepared interviews with the pupils as well as their parents. The
intention was to provide a wider and deeper perspective suggested by Skinner (2018) because particularly at this stage of life children’s perspectives diverge from their parents. It also sought to address the problems of second voice, wherein adults’ perspectives position children. Fielding (2004) sees the adoption of adult’s perspectives to speak for children as a barrier to understanding. Deliberately facilitating student voice through interview became a major objective of this particular research.

One of the main aims of interview was to establish how meaning is made as Guenette (2009) offers, through the telling of stories. Esteban Guitart (2012) deepens the insight in his thoughts on identity and the use of narrative. He argues the interviewees constructs their story of life experiences. Within the story, social, political and cultural elements all mix to form the identity of the narrator. This is often more complex as these funds of identity intertwine but as a whole provide sense for the narrator.

Schegloff proposes that the complex story is constructed by the narrator for a particular reason, the narrator wishes to accomplish something whether in the form of explanation, description or even boasting. (Schegloff (1997) in De Fina (2009) The narrator does not however, in an interview setting, do this on his/her own. He or she reacts to the questions given, and can shape them or be shaped by them as De Fina (2009) argues in the process of meaning making. Often intention and result may differ due to differing expectations. Hence, position and positioning play a vital role and are not devoid of power elements. Particularly in interview with children this is a sensitive issue.

Central to this thought is the role of identity and how the identities of the researched are presented in the interview. Esteban Guitart (2012) identifies
specific funds of identity ranging from geographical to practical, social, cultural, religious and institutional funds affecting participant identity. Determining these were vital in defining how families make or fail to make connections with knowledge production within the school system.

3.5.2 Graphic methods

The diverse graphic tools mentioned above acted as a creative scaffold for the interviews and acted as a focus for participants whilst talking. It also enabled them to tell stories, which sought as Burke (2012) argues to empower them, give them voice and help them make meaning. As Bagnoli (2012) states, younger people seem to have less aversion to drawing and opening up about their experiences in this way.

The time line drawings facilitated the story telling of routines within the family and allowed researcher and interviewee to jump forward and backwards as particular daily tasks were reflected upon. Later, in data analysis they provided a linear overview of the daily routine.

For the children, methods were chosen, that had already been effectively used in research to identify funds of identity and would engage with children’s every day lives. The methods also attempted to position them as experts within their field as suggested by Burke (2012). She also offers that in aiding their narrative in this way, it allows us to truly listen to the stories children wish to tell. Bagnoli (2012) confirms this, when she explains that such creative tasks facilitate thinking in different ways, act as conversation starters and help the researcher to be more attentive. Thus, the children’s confidence grew and by the second interview greater narrative pieces were achieved by them.
3.5.3 Reflective diary

Alongside the above-mentioned methods the researcher kept a research diary. In a further reflective diary shifts in researcher position were captured and reflected upon.

3.6 Number of respondents

In all, seven families were asked to participate. Mainly, participation was hindered by the perceived lack of German or English language skills, necessary for interview, although in one case, the father in the family forbade participation.

Two case studies could finally begin, one with a 4th grade and one with a 5th grade student and their respective mothers, both in the second generation in Germany. The first family Aykut and Ela are Turkish and the second family are Jana and Elvira of Serbian origin.

3.7 Ethical Issues

The research was planned with forethought and with respect to BERA (2017) and the German guidelines for the region with the relevant Kultusministerium (2021). Issues of trust, sensitivity and respect for the dignity of the researched were considered more highly than the need for research and wording of questions was considered carefully.

3.7.1 Consent and Assent

Each participant was informed in detail about the research and was requested to fill in voluntary consent and assent forms when the aims of research were clear. Copies of these forms and the ethical appraisal form for the start of research are to be found in Appendices A–F. Participants were made aware of their right
to withdraw at any time before each interview and if a question caused them undue concern. Gatekeepers in the form of the local education authority, headmistress and PTA board were consulted and permission was granted for research to start.

3.7.2 Data Storage and Anonymity

Participants were informed about the length of time audio, written and pictographic data would be stored, how it would be securely stored and accessed and they chose a pseudonym so that they would not be recognised. Moreover, personal data making them recognisable was not published.

3.7.3 Covid Recommendations

With the aim of making interview easy and safe under COVID recommendations, interview took part in the gardens of the participants. The school was located far from their homes and interviewing inside less safe. Thus, distancing and contact stipulations were adhered to.

3.7.4 Choosing Participants

Although consent was freely given for research, a selection process took place when I approached pupils. I was aware that pupils in the class questioned this. Thus, as a part of lesson planning similar activities were used for discussing families and hobbies in the English lessons but not used for research.

3.7.5 Awareness of Co-Construction of Knowledge

Approaching research from a position of sharing the dominant culture, it became apparent that interpreting data would be a constant searching for the meaning of participants and not just reflecting my position. Moreover, the questions used for
interview would shape the direction interview took. Automatically bias would play a role as Roulston (2010) suggested. For this reason it was intended to submit whole interviews back to participants. This was only partially realisable due to time constraints. Both candidates agreed to me continuing with analysis based on the results we had discussed. Further ethical questions were noted in the research diary and were left out if concerns about harm were apparent.

3.7.6 Border Crossing

The move from interview to transcription, from transcription to coding, from coding to thematic decisions and from themes to what is essentially recorded in the research document is a precarious one. It has been important to record these transfers in the research diary and to note any ethical considerations needed. An unplanned walk through the town suggested by Jana was first cleared with her mother so that consent was given.

3.8 Contextual Issues

Interviewing outside the homes of the families gave insight into the setting in which the families lived. The relevance of setting will be discussed further in chapter 4. The first three interviews were conducted with the mothers on the topics of:

a) work
b) daily routines
c) understandings of bringing up children.

Jana and Aykut were interviewed twice on the topic of important relationships and activities and popular culture that were important to them and the reasons for them.
3.9 Planned Approach to Analysis

Once interview had taken place, audio data was transferred to an external, password secured hard drive and with the aid of a transcription programme (TranScriptor) an initial transcription was constructed. Pauses, sighs and inflections were noted. Pseudonyms were placed instead of real names. The reflective diary was a continual companion.

Data was analysed as suggested by Bree & Gallagher (2016). Spreadsheets were constructed in Microsoft Excel and responses to each question were transferred to one spreadsheet. These were then colour coded in a further spreadsheet according to theme and in a further step on a new spreadsheet duplicate answers were deleted. Once the data had been reduced I sought to find overarching themes linking ideas and group these together so as to consolidate ideas in many steps. Thus, all data was stored in one excel file and the steps involved in consolidating the data could be retraced at all times as can be seen in Appendix I.

Themes were then all placed into one spreadsheet split into two halves so that themes within a family and common themes between the families could be compared (see Appendix K).
Chapter 4- Data presentation and Analysis

(3857 words)

4.1 Data Results

Data results and analysis are presented thematically as suggested by Holligan et al (2011) under the research topic themes:

- Combatting deficit perceptions
- Funds of Knowledge
- Insights through student and parent voice
- Teacher Position

which are central tenets of the research question. Firstly, a general analysis, then a deeper analysis took place relating data items to the literature review and considering implications. All quotes from participants are translated into English in this paper. The German original quotes can be found in Appendix H with the same numbering.

Five central themes emerged that were considered significant and corresponded to both case studies. These can be seen in table 2 for both cases. Subthemes for each case study differed and are listed.
### Table 2

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subthemes Ela and Aykut</th>
<th>Subthemes Elvira and Jana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence &amp; Control</td>
<td>Responsibility, household tasks, showing the way, determining</td>
<td>Time, making mistakes, accompanying, problem solving, household tasks</td>
</tr>
<tr>
<td>Values and Faith</td>
<td>Mosque, Qu’ran, festivals, character, compassion</td>
<td>Responsibility, honesty, reliability, sharing</td>
</tr>
<tr>
<td>Togetherness</td>
<td>Fighting, time, connection, play, family, friends</td>
<td>family, food, fun, talking, connection, friends</td>
</tr>
<tr>
<td>Creativity</td>
<td>Pokémon cards, swimming, cycling</td>
<td>Music, singing, dancing, colouring</td>
</tr>
<tr>
<td>“Outside”</td>
<td>Eating, chilling, talking, playgrounds</td>
<td>Talk, meet, walk, nature, animals, Serbia</td>
</tr>
</tbody>
</table>

#### 4.2 Combatting Deficit Perceptions

Deficit perceptions were challenged in research through the mindset of both families. Aykut’s father’s approach to life was summed up:

“_Mehamet means warm heart. My husband says instead of breaking something always build, this is much better, then you can’t lose, if you always build. If you break a life, then you will always lose._” Ela (1)

A correct translation of mehamet (Turkish) means compassion. It plays a central role in Ela’s family.

Elvira echoes this need for a positive view when she says:
“Our middle child is such a tornado, one or the other glass falls out of the dishwasher and breaks, or a cup, but they are helping...it does not matter if you make a mistake, mistakes are there to be made, so that we learn, then I know the next time, when I am in such a situation that I can think back to last time and definitely not make the same mistake again, but when I make a mistake I must admit to it.” (2)

Both parents approach deficit situations from different perspectives. The father tries to avoid negative situations and thoughts by focussing on building, recognising for him that rebuilding is losing. Elvira, on the other hand, recognises that should mistakes happen these are natural and that learning from them is part of life. Both uncover important aspects of combatting deficit perception in that they address issues of position. Their comments suggest there is a choice about perception of the learner. Pupils can be viewed from the perspective of the goals they are required to fulfil or as on a pathway to learning as demonstrated by Vygotsky (Mahn (1999). Who or what positions, is determined by power issues as Foucault (Ball 2012) and Bourdieu (Grenfell, 2012) recognise. The views of both parents infer that teachers could reposition themselves by seeking an affirmative stance towards pupils. By embracing the need to make mistakes in a learning process, pupils can also be repositioned as learners with a positive motivation to learn.

Elvira addresses the negativity she feels is represented in schools and early learning:

“everything is so dramatic, kids arrive in Kindergarten and they are immediately scanned. Nobody looks to see what the child can do. It is scanned as to what it cannot do, and then it is decided where the child can be sent, what can we do? I
have to go to speech therapy, or to occupational therapy and our children ask: “Heh, are you sick?” (3)

Emphasising the deficitary view of children entering kindergarten, a feature of assessment at age 3, she points to the alternative of viewing the child in terms of what it can do, recognising skills the child has and that habitus can be affected by the social situation into which the child now comes. Thus, the child has the possibility to develop with positive goal setting. The immediate need for a remedy outside of the child and its every day social environment may prove unnecessary.

Another aspect affecting a deficit perception may be the feeling of belonging. Nilholm and Alm (2010) address this in their inclusive classroom. Elvira explains:

“A family always sticks together. Whether times are hard or good, happy and free, or sad you can rely on family.” (4)

When talking about school she applies the same principles:

“I think a tutor must be the first person of reference for pupils. She/He needs to create a bond to children, so they know how to behave. They must find this bond so they know who to go to.” (5)

Aykut also refers to positive relationships with friends as support. “My best friend is Aman, I can always trust him, he is like my brother, he is my brother, I can also say there is no problem with him, when I need help I get him.” (6)

Both quotes refer to the influence of other players on the field. The role of teachers has already been seen to be of pivotal value, but the role of a true friend is equally supportive within the unequal playing field of school.
Therefore, dominant discourse can be challenged by recognising and incorporating home perspectives and shifting teacher position so that a repositioning in the field of school is possible. Recognising this, mirrors the Gordian knot referred to by Bourdieu (in Grenfell 2012) where field, habitus and capital interconnect.

4.3 Funds of Knowledge

Many of the funds of knowledge discovered in interview would not have been found without research. Everyday time constraints and teachers’ views being fixed on school, lead to conversations about activities, values and skills outside of school blended out. They also rarely appear as part of curricula. The following funds of knowledge were uncovered:

4.3.1 Language

Jana and Aykut both have language skills that can be of great help when learning. Firstly, the use of both languages may aid deeper learning and secondly, by the use of translanguaging, competence in the weaker language will grow as suggested by Lewis et al (2012).

Jana speaks highly of her mother tongue Serbian although I had no recognition of her ability:

"My father, for example, speaks a little Serbian, my mother, my brother, my sister, my friend, my sister...they all speak Serbian and German, the whole family speak both languages apart from my granddad." (7)

The social component of being bilingual is recognised by her mother although in the second quote she recognises that in written language maybe everything is not one hundred percent correct.
“the other part of the family speak no German, only Serbian so when granddad or grandma want to talk with my children and take them on their knee, ...if my child couldn’t speak or understand, what should I say? I find that a terrible thought but others say that I am overtaxing my child.” (8)

“She can speak Serbian, she can write it and tell whether words are written correctly but whether everything is 100 per cent in terms of grammar I can’t say.” (9)

Aykut not only speaks Turkish at home but he also learns Arabic in the Qu’ran school once a week.

His mother says: “he has a Qu’ran but I say, go to school for a few years then you will not forget it because I know he will do little at home and he can hear the language, it is important.” (10)

In further parts of the conversation, she refers proudly to the cultural and social significance of the language for her and her family:

“...and he can pray, he knows how to do that, and he can fast. For example, in Ramadan he fasted for 5 to 6 days. He knows roughly what he must do.” (11)

And

“it is important for me that he learns it because he must know from the religion that he shouldn’t be a bad person and that he learns respect so that he doesn’t do bad things.” (12)

The written Arabic language of the Qu’ran requires great skill since it is very lyrical. Aykut’s ability to read Arabic is a considerable fund of knowledge as it uses a different script. The cultural and social significance in terms of behaviour is, also, important. Thus, applying himself in other contexts other than school seem possible. The wealth of expertise in being able to write three languages is
of great import when coming to learn and apply languages in school, which become of greater significance in secondary school. Using these funds of knowledge in class and activating language learning through connecting languages with one another, could be of great asset in giving agency to such pupils and seeing them empowered to learn.

4.3.2 Place

In connection with languages, other places of learning are also identified. Home is a place of learning of Turkish and Serbian, The Qu’ran school is a place in which, Aykut not only learns about Islamic practice and the Arabic language but also spends much time. He explains:

“I go with my friends to the mosque, we pray and then we go upstairs, we buy food at the supermarket and go upstairs and chill together, they designed it especially for kids, there’s a couch and we sit there and talk...or on the playground until the Imam’s wife shouts at us because we eat there and don’t put the rubbish in the bin, we forget, but we chill and talk and meet friends.” (13)

Elvira relates to this concept too, when referring to Corona restrictions and learning restricted to schools:

“Nothing happened anymore , because everything got cancelled, and that is mean, when the class is outside school then they develop different relationships, and the group work that they do or general work attitudes, they develop a new perspective...” (14)

The significance of a place of learning also being a place to feel at home can be linked to Smyth et al’s (2003) ideas of socio material factors or Rogoff’s (2018) suggestion of building community. Both suggest that engagement is enhanced in
atmospheres in which people see social aspects of coming together as is demonstrated in the classroom that Nilholm & Alm (2010) observed.

### 4.3.3 Creativity

Another fund of knowledge shared by Jana and Aykut is in the field of creativity. Creative tasks are seen by both as highly engaging and essential parts of their everyday life. Whilst obvious hobbies of dancing, singing and drawing can be seen in Jana’s life, this creativity plays out in other ways.

As Elvira relates,

“*She made a date with her best friend lately. The weather was good, we made coffee, we gave them flasks of coffee and my neighbour had biscuits. And they went out onto the fields and served coffee and biscuits to ramblers. It is great that they had this idea, they came here and took our coffee, that is irrelevant, and in the end they had earnt 9 Euros and do you know what? These 9 Euros were like 9000 Euros. The fun and the friendliness and the conversations … those kind of things.*” (15)

Jana’s excitement and engagement with her own ideas brought a great sense of satisfaction. She initiated and utilised creative ideas to engage understanding and learning. The action was spontaneous and full of learning potential, both socially and economically.

Aykut’s creativity is not as obvious but is expressed in the way he talks about his passion of swimming or refers to his bike as his car. Particularly in reference to his games with Pokémon cards the potential of his creativity can be fully seen and
experienced. His tone becomes light, his words come quickly and there is an eagerness in his voice:

"Then I play with my cards, I don't know why, because I'm bored. Cards, Pokémon cards. I..., don't say, don't want to say, am not allowed to say, I play war games, I hit one card down on another, play out fantasy games. I've had the cards for 7-8 years and I don't know why I play. My best card is worth 60 or 50€. Sometimes I exchange cards at school and trick my friends into giving me good cards, they are important, because I can be creative in my head with them." (16)

His comments on the cards are striking because they express thoughts that seem to be forbidden by the Qu’ran about war and fighting indicating space in his head where he maybe feels uncensored. It also indicates that he has a flexibility to take objects and use them for other purposes than can be seen at face value. Connections to design but also to creative skills in story telling or description could be considerable.

4.3.4 Animals and Nature

One final fund of knowledge was prevalent in Jana’s life and the topic was a main theme of her story telling. Stories of getting up early in Serbia to take care of animals or the joy in her mother's voice at this connection to earth shared with her children in Serbia or in their little garden in Germany fill the narrative. One particular story is of note that Jana tells.

"It is really beautiful with the sunset, the chickens are there, they don't belong to ***** (best friend) but to someone else. There is also a cockerel. And we watch them, we feed them with flowers, there are small flowers that they like. For me that is important, or the horses, I ride, or dogs. I have dogs in Serbia. Cats, sheep,
I love it, all of it, it’s a shame, but to do things with them, in the evenings, in the morning, to feed them, ride them, walk the dogs..." (17)

The sheer fullness of her voice reveals a passion that has not been shown in school and yet in biology lessons these animals have all been topics in the last year. It seems the passion at home, finds little relevance in school, a missed opportunity. Creating space for these experiences in curricula could aid pupils in engaging more deeply with subject matter.

4.4 Student and Parent Voice

Taking time to listen to parents and pupils uncovered one central element not to be found within Funds of Knowledge per se. Parents were often confronted with the topic of independence and control. Particularly at the time of pre-puberty these issues are prevalent and have high relevance for schools. Conflict within parents as to which point to let go and where to be a guiding hand became a major theme in interview.

As Ela says:

“I am often with him, about 80 per cent of the time. Everywhere, weekends and Sundays, then my husband is always with us, too." (18)

And she says of her husband when Aykut wishes to visit a friend:

“for example, my husband doesn’t want him to go there, then he decides no, but sometimes I tell him, it’s not a problem.” (19)

Aykut himself speaks of the feeling of independence in relation to his bike:

“like my thingy (bike), it’s like my car and I can ride fast and go to the playground in **** because I’m not allowed to go to other playgrounds.” (20)
The dilemma of when it is safe for children to make decisions for themselves is closely linked to perception, not necessarily age and can often be a process that requires negotiation and shifting positions as Elvira explains:

"for grooming and riding, I am not there, when they groom. In these 45 minutes I walk around the stables and talk to other mothers but I don't leave her there alone." (21)

Or

“I think I was up under the roof and tidied up there last about two years ago during lockdown, back then I said I'll go and check, but I think otherwise they must do that themselves.” (22)

The balance of taking care of and letting children go is a dilemma that is underestimated at the change of school. Children start using the bus themselves but often need help and support in ways that are not often visible. Elvira points to how she deals with this when she says:

“... and then I can go to bed and say, OK I've spent the whole day, my whole life worrying but I can see it's this talking, this always talking...also when the children talk, then you can solve anything.” (23)

Her continual talking with the children about significant issues is an important strand in her rhetoric. It relates to the children coming home with problems of understanding homework, responsibilities in the house or disputes with siblings or friends.

Elvira took the opportunity to extend the third interview and talked openly about school. An excerpt from this interview is attached in Appendix G so that more context can be shown than in small excerpts. Schegloff (1997) in De Fina (2009)
refers to how participants use story telling for a reason. I believe Elvira wished to give voice to her misconceptions about how school life runs. She applied much of her style of bringing up the children to school, speaking of the need to be there as reflected upon above but also the need to talk about problems. She expresses:

“take the child aside, not in front of the class but aside.” (24)

And

“Even if it is only for ten minutes or 15 minutes in break time but a teacher should take this time to listen to what is wrong and not just assume or label.” (25)

Her comments give insight into perceptions of school days but also to fundamental communicative and structural problems that she perceives. Referring to dialogue and behaviour towards pupils, she signals how often a teacher can become fixed in particular ways of thinking and not see other solutions. She also refers to the assumptions made by teachers that could relate to the dominant discourse of how teachers deal with disturbances in lessons. Elvira pleads not only for dialogue in the form of a normal conversation but also for collaboration. By listening, pupils can find space to find their own solutions and be a part of the problem solving.

Moreover, both families refer to the importance of a more holistic approach to education with the emphasis on the development of social competence. In this sense, these case studies mirror the assumptions of Compton- Lilly (2006) that suggest that learning and identity can not be split or as Esteban Guitart and Moll (2014) add that learning can become precisely a place of conflict due to identity issues.

Indeed, collaboration is an important issue when considering the implications of guiding hand and independence. Again, Elvira expresses:
"When there are problems then it doesn’t need a social worker and whatever but a simple conversation with the parents, the teacher should talk together with parents and that doesn’t happen anymore which I find a shame." (26)

And "I find it annoying that the teacher writes a mail then, not when the problem has escalated but we can find a solution together, we’ll sit down, all 3, my child the teacher and me." (27)

The implications of her comments suggest that prompt discussions with all participants should take place but also that fields of home and school should not be viewed as disjointed but become closer. This is a thought mirrored by Bourdieu (Grenfell, 2012) when he talks about fields being relational and competitive. For pupils experiencing difficulties, involving them in decision-making and accepting support from home at an early stage may be a path to pursue to even the playing field.

4.5 Teacher Position

Within the time of interview teacher position shifted significantly. After the first interview my research diary reads: "Relief, but also elation. An in depth conversation with a mother and what a revelation. Sitting in front of her house I felt a whole new perspective on school was opening."

Elvira slipped many references to school into the first interview, although this was not my focus. In the conversations with Ela little was said about school. Elvira’s express wish to talk about school mirrors Schegloff’s suggestion that there was a purpose in her talk (Schegloff (1997) in De Fina (2009). In fact, it
did shift my position fundamentally from one of professional distance towards parents to a more collaborative view, regardless of whether that was her objective. Later in term, a conflict in school could be solved much more quickly as Elvira contacted me showing that a relationship of trust had been built.

Both Jana and Aykut taught me that engagement with pupils on multiple levels is of great benefit. Both children had been chosen because I perceived them as having problems engaging with school learning. As my research journal proves this perception changed. I wrote on 3rd June:

"How refreshing! She is completely different, vibrant, full of life. Bubbly. How could such a false perception be so easy to establish?"

Both pupils were repositioned or repositioned themselves through interview in very different and unique ways as experts in their fields, engaged and willing to learn. To what extent deficit perceptions in school were maintained by discourse or position or both was a pertinent question needing to be addressed but was outside the scope of this research.

Certainly, discourse was different, more relaxed and open, more collaborative as Jana’s wish to show me her home town showed. Although the questions were mine, they did not seem to define what was said, often the pupils supplied information as a kind of tag-on, rather than a direct answer as Aykut’s talk of Pokémon cards showed, revealing a creativity otherwise hidden.

Two issues of positional change were identified. Firstly, the relationship to the children became much closer. Changing setting seemed to make them proud and more approachable. In fact, creating a sense of belonging in my classroom and with parents and pupils has become an aim for next school year. A corner of my
classroom has been built just for conversation, for break times, after or before school.

Secondly, interviews with both parents have shown me how limited my view of pupils has been and what wealth and depth of value there is to be had by engagement, relationship and trust. Listening to parents, instead of approaching them with an agenda, as often happens in school, seems to be one way forward, focussing not on pure learning but development generally.

Fields of school and home are often viewed by pupils and teachers as separate. Jana demonstrated this in that her wide knowledge about animals and nature resounded little with biology lessons in school. To what extent third space can build bridges between both is a topic for further research. Certainly, I have realised that teachers must position themselves as ready to initiate discovering third space within school by shifting conceptions of what is valued knowledge as discussed by Zipin (2009) in Rios Aguilar (2011). Negotiating these fields I see as an essential and collaborative task, whilst not underestimating the hurdles needing to be negotiated.
Chapter 5- Conclusions and Implications

(927 words)

The process of research has had multiple effects. This section is split therefore into subsections of: funds of knowledge, teacher position, and belonging.

5.1 Funds of Knowledge

Funds of Knowledge were found for each child in research. These were as Sugarmann (2010) suggested highly individual and personal. The process of uncovering them was long, intense and needed much time to analyse. It is debatable if this is practicable on this scale within large classes. The process of interviewing and the questions, which grew out of a seeking for funds of knowledge were, however, meaningful and of great benefit to teacher perspective. More reflection is needed on how to viably use or adapt this approach in order to gain insight into student and parent position on a regular basis.

Two main strands that were identified by both pupils were those of creativity and language. Although the use of two case studies cannot be abstracted to a level of applying to all pupils, one avenue to explore would be to what extent this does apply to pupils within classrooms.

Referring back to the literature review the role of language in identity development (Moje, 2009) is undisputed. How these funds can be activated within lessons to recognise and value them more is one of the next steps. Moreover, language barriers were the main reason given for not participating in research.
Activating home languages in learning processes can thus be seen as a necessary step to greater inclusion.

Examining which creative processes can be built into lesson planning and how creativity can challenge discourses is a fascinating theme. Creative processes take time and are often undervalued in everyday schooling. They are more difficult to assess and are often avoided because curricula require tight schedules. Therefore, examining how such processes can be useful in reengaging pupils could be potentially radical.

5.2 Teacher Position

Data seems to insist that the role of the teacher is pivotal in combatting deficit perception. Although the literature review supports this, there is still much research needed to assess which capacity changing position may have on transforming learning processes. From this research, I can see two avenues to be pursued.

Firstly, the process of question finding in research has been a critical process. The research question itself evolved out of a process of critically evaluating literature and methodological considerations. Interviews have uncovered how complex human understanding is and how this is shaped. A huge role in this process is played by ontological and epistemological reflection. The role of position within question posing automatically positions others.

As a teacher, this is a fundamental realisation and one worthy of reflection on a daily basis in the classroom. My way of thinking and being positions in the classroom but is also shaped by the pupils who also position me, also with particular
reasoning. Engaging in reflection on this process could be of extreme value in assessing how relationships develop and what effect this has on learning on a very basic level.

Moreover, choice of presentation methods for learning are also personal choices and position pupils. Some may respond positively, others may not. These issues have become important in determining the how of being together and constructing learning processes together.

Secondly, willingness to shift position or be moved by other considerations than curricula and traditional ways of thinking is, in my opinion and now experience, the only way to continually combat deficit perceptions on a micro level. This process is ongoing and dynamic. In this way, my thinking has moved more towards the position Freire (1972) expounds upon, where the pupil becomes a critical, questioning pursuer of knowledge within a process where the teacher facilitates learning potential. Undoubtedly, this path is one, which does not fit comfortably within the system of education as we know it. Therefore, investigating ways in which more collaborative pathways with pupils and parents can be developed is a future aim.

Certainly, the process of research has taught me that allowing shifting to take place is positive and worthwhile. "Shiftings" need to be in flux so that the process remains dynamic. Learning from students and their parents has shown that the perspective of teachers is very narrow. Providing space for change of perspective and learning from parents and pupils is essential to being able to comprehend who it is we teach and how. It has thus changed my particular deficit perspective, whilst cautioning hasty labelling and has shown potential for new ways forward.
5.3 Belonging: Independence and Control

One major issue that emerged from research was that of belonging. It asks the question: “Where does an inclusive classroom start?” Much research has taken place within this area and personal further reading is needed to establish what is already known. This was not fully researched in preparation for this project. From this piece of research has emerged how important belonging and feeling at home is. This is a crucial element of schooling that has, in parent’s opinion, been neglected.

Finally, this research has identified for me the significance of the issue of control and independence for the transfer from primary to secondary school. I believe this to be of fundamental importance for pupils who are branching out at the onset of puberty. More research is needed into exactly how these changes affect learning processes and how teachers can navigate the minefield of changing positions. From a teacher perspective, being more aware of them will aid practice and deliberations about the structuring of learning to facilitate both ideas of belonging and act as a launch pad for pupil development.
SSSI Postscripts: Narrative Critical Reflection

(486 words)

Critical Analysis and Evaluation

A synopsis of the process of developing critical analysis can be found in Appendix L. Inner conflict with this topic began before the beginning of E822 as the first entry explains. Feedback on TMAs indicated that my writing was too descriptive and not critical enough. This was continually causing my grade to be lower than I wanted.

As we had covered criticality in depth in EE814 I went back to my notes and to many of the readings and still found that the content challenged my position fundamentally i.e. the readings were causing me to critically analyse my position (see picture 1). More difficult, however seemed to be converting that into a practical critical approach to reading literature as this meant turning my focus away from myself and onto the approaches of others using my perspective and knowledge to question others’ approaches.

After approaching my tutor for help and talking with my study buddy, I changed my approach by returning to seminal literature and rebuilding my focus on the research topic using the seminal literature and my position to question it. I also
tried standing back from my work and viewing it critically, often cutting out descriptive passages completely and pointedly reflecting on which point I was trying to make.

I still found that, in general, the focus in choosing literature tended to move towards literature that seemed from abstracts or introductions to reflect one’s own position. I thus, deliberately went through module material that questioned my position viewing the world from a different perspective and attempted to incorporate this into addressing problems and into my writing. This approach seemed to bring more balance to the literature review on rewriting and brought a new perspective for writing the methodology section. Furthermore, my tutor’s comments on reviewing literature from a key topic perspective changed my position. I began to take on the approach of weighing up arguments for and against. (see picture 2)

This critical approach is reflected in the process of developing the research question. As one can see from the ethical appraisal form, the initial research question focussed heavily on the approach I felt passionately about; the funds of knowledge approach. In the light of literature review, methodological contemplation and feedback from my tutor the research question became more embedded in a focal question on deficit perceptions and whether a funds of knowledge approach could disrupt this, a more fundamentally critical approach.
With hindsight, a critical approach still needs to be trained. It is more comfortable to view the world from one’s own ontological and epistemological perspective. However, this process has taught me that change can only come through seeing a wider picture, encompassing broader world views and then weighing up action. Finding the correct questions to ask is not an easy task. I hope to continue research in the future and further develop a critical approach.
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Appendix

Appendix A: Ethical Appraisal Form

E822 Ethical Appraisal Form

Masters: Education, Childhood and Youth

NB: it should be noted that The Open University is unable to offer liability insurance to cover any negative consequences students might encounter when undertaking ‘in-person’ data collection. It is therefore very important that you follow appropriate research protocols which should include seeking Gatekeeper permissions to undertake any data collection within your setting and adhering to ethical principles for the safety of yourself and your participants.

Because ethical appraisal should precede data collection, a completed version of this form should be included with TMA02 for those developing a Small-Scale Investigation (SSI) and as part of the EMA submission for those completing an Extended Literature Review and Research Proposal (EP) form of the Dissertation.

Fill in section 1 of this document with your personal details and brief information about your research.

For section 2, please assess your research using the following questions and click yes or no as appropriate. If there is any possibility of significant risk please tick yes. Even if your list contains all “no” you should still return your completed checklist so your tutor/supervisor can assess the proposed research.

Section 1: Project details

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<tr>
<td>a.</td>
<td>Student name</td>
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<tr>
<td>b.</td>
<td>PI</td>
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<td>c.</td>
<td>Project title</td>
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### Section 2: Ethics Assessment

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<th></th>
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<th>Yes</th>
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<tbody>
<tr>
<td>1</td>
<td>Does your proposed research need initial clearance from a ‘gatekeeper’ (e.g. Local Authority, head teacher, college head, nursery/playgroup manager)?</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Have you checked whether the organisation requires you to undertake a ‘police check’ or appropriate level of ‘disclosure’ before carrying out your research?</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Have you indicated how informed consent will be obtained from your participants (including children less than 16 years old, school pupils and immediate family members)? Your consent letters/forms must inform participants that they have the right to withdraw from the study at any time.</td>
<td>x</td>
<td></td>
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1 You must agree to comply with any ethical codes of practice or legal requirements that maybe in place within the organisation or country (e.g. educational institution, social care setting or other workplace) in which your research will take place. If required an appropriate level of disclosure (‘police check’) can obtained from the Disclosure and Barring Service (England and Wales), Disclosure Scotland, AccessNI (Northern Ireland), Criminal Records Office (Republic of Ireland), etc.

2 This should normally involve the use of an information sheet about the research and what participation will involve, and a signed consent form. You must allow sufficient time for potential participants to consider their decision between the giving of the information sheet and
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<tr>
<td>4</td>
<td>Will your proposed research design mean that it will be necessary for participants to take part in the study without their knowledge/consent at the time (e.g. covert observation of people in nonpublic places)? If so have you specified appropriate debriefing procedures? ³</td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>5</td>
<td>Does your proposed design involve repetitive observation of participants, (i.e. more than twice over a period of more than 2-3 weeks)? Is this necessary? If it is, have you made appropriate provision for participants to renew consent or withdraw from the study half-way through? ⁴</td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>6</td>
<td>Are you proposing to collect video and/or audio data? If so have you indicated how you will protect participants’ anonymity and confidentiality and how you will store the data?</td>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td>7</td>
<td>Does your proposal indicate how you will give your participants the opportunity to access the outcomes of your research (including audio/visual materials) after they have provided data?</td>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td>8</td>
<td>Have you built in time for a pilot study to make sure that any task materials you propose to use are age appropriate and that they are unlikely to cause offence to any of your participants?</td>
<td></td>
<td>x</td>
<td></td>
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<td>9</td>
<td>Is your research likely to involve discussion of sensitive topics (e.g. adult/child relationships, peer relationships, discussions about personal teaching styles, ability levels of individual children and/or adults)? What safeguards have you put in place to protect participants’ confidentiality?</td>
<td></td>
<td>x</td>
<td></td>
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<td>10</td>
<td>Does your proposed research raise any issues of personal safety for yourself or other persons involved in the project? Do you need to carry out a ‘risk analysis’ and/or discuss this with teachers, parents and other adults involved in the research?</td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>11</td>
<td>Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?</td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>12</td>
<td>Will the study involve recruitment of patients or staff through the NHS or the use of NHS data?</td>
<td></td>
<td></td>
<td>x</td>
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If you answered ‘yes’ to questions 12, you will also have to submit an application to an appropriate National Research Ethics Service ethics committee (http://www.nres.npsa.nhs.uk/).

³ Where an essential element of the research design would be compromised by full disclosure to participants, the withholding of information should be specified in the project proposal and explicit procedures stated to obviate any potential harm arising from such withholding. Deception or covert collection of data should only take place where it has been agreed with a named responsible person in the organisation and it is essential to achieve the research results required, where the research objective has strong scientific merit and where there is an appropriate risk management and harm alleviation strategy.

⁴ Where participants are involved in longer-term data collection, the use of procedures for the renewal of consent at appropriate times should be considered.
Appendix B: Cover Letter: Documents

E822 Information Letter: Documents

Dear ,

I am currently studying on the masters module ‘E822 Multidisciplinary Dissertation: Education, Childhood and Youth’ at the Open University in the Faculty of Wellbeing, Education, Language and Sport. My studies are being supervised by a personal tutor and am following research protocols recommended by the University which have been approved by a named supervisor in this setting. I am using a range of ways of collecting information to answer the following question: which funds of knowledge do you as a family possess as part of a small-scale investigation aimed to help me better understand and develop new perspectives for approaching and supporting learning in children here and to share my findings with others for whom the findings will be relevant to changing practice.

I invite you to provide your permission to use the timelines, relational maps and photos as part of my study:

- If this is specifically created documentation, I confirm that documents will be either created so that the author cannot be identified or will be de-identified.
- I confirm that I will not be collecting images which include images of people (whether children and young people or adults).

All documentation will be kept confidential, being stored securely on password protected external devices. In the case of paper copies, digital images will be taken as soon as possible. The original versions will be left with you. You can withdraw your permission for the documents to be included in my study. If you wish to do so, please contact me by 15th July.

The documents created by your child can be seen by you so that you can consent to their being used. Please return the consent/assent form. If you do not consent for the requested documentation to be used in my study, please contact me and I commit to excluding your data. Please feel free to ask me any questions about how this document will be used in my research before making your decision. Please contact me on (E Mail Address)

Yours sincerely

Joanne Hughes-Neske

The ethics protocols and documentation to support the E822 Multi-disciplinary Dissertation: Education, Childhood and Youth have been developed with advice from the Open University Human Research Ethics Committee and have been confirmed by the Chair as fully compliant with The Open University’s Ethics Principles for Research with Human Participants.

Appendix C: Cover Letter Interview

E822 Information letter for adults (aged over 18): Interviews

What is the aim of this interview?
The aim of the interview is to gain an individual’s perspective on an aspect of education, childhood and youth studies as part of a small-scale investigation for a Masters qualification designed to contribute to knowledge and practice in my chosen area of specialism. This particular interview is designed to help answer which Funds of Knowledge are present within your family. Funds of Knowledge can be defined as knowledge and skills acquired during every day experiences that are historically and culturally unique.

Who is conducting the research and who is it for?
This interview is part of my studies on the Open University Masters module E822 'Multi-disciplinary dissertation: Education, Childhood and Youth'. On this module I have an opportunity to design a small-scale investigation which will generate findings relevant to and of value to practice settings. The interview has been agreed with my tutor to be an important part of this design to allow me to include the perspectives of selected participants in addressing the above research question. I will be analysing the data collected and reporting my findings in the dissertation I submit to the University as my final assessment for my Masters qualification.

Why am I being invited to participate in this research?
You have been chosen as your experiences and opinions would be highly valuable in helping to address a question, which is considered one which will have value for your setting and others like it.

If I take part in this research, what will be involved?
The interview is intended to last no longer than 45 minutes and a place which I will negotiate with you and others in the setting to be mutually convenient. Permission has been granted from the, headmistress of the school. I would like to ask your consent to make an audio recording of our discussion so that I can refer back to what was said more accurately than would be possible just from my notes. If you do not wish to be audio recorded, I will accept your wish, and rely only on my written notes. Only I will have access to the audio recording. I do not need to share this with those at the University or in this practice setting. I will transcribe and anonymise the interview before sharing any part of this with my tutor or it form part of the final dissertation. Your contribution will be recognised by a pseudonym and you will be asked if you would like to suggest what name should be used. Any other real names referred to during the interview will be removed and renamed.
What will we be talking about?
The focus of the interview will be to find out your perspective on work, routines and bringing up children. I can share the questions with you in advance, if you would like.

Will what I say be kept confidential?
Your participation will be treated in strict confidence in accordance with the Data Protection Act (2018). No personal information will be passed from me to anyone else. Your consent forms will be stored safely in our professional setting as agreed with the senior leader overseeing the safe conduct of this research. In the case of the audio recording and my notes of the interview, these will be kept confidential and typed up as soon as possible. However, if you disclose anything during your interview which I consider means that you might be unsafe or have been involved in a criminal act, because this is a safeguarding concern, I will need to pass this immediately to the organizational Designated Safeguarding Officer. The anonymised records of the interview will be stored securely on password protected devices and the original notes and recording will then be destroyed. I will be submitting an analysis of the data collected from the interviews as part of my dissertation submitted as the end-of-module assessment. I also plan to present my findings to relevant audiences. I can confirm that neither you as an individual nor the setting will be identifiable in any of these reports and presentations.

What happens now?
After reading this information sheet, please review and complete the consent form. Your participation is entirely voluntary and you can withdraw your consent at any point up by letting me know, until the time I am using your data in my University assessments. As soon as you let me know you wish to withdraw, your consent forms and any data collected will be destroyed by the 1st September 2022.

What if I have other questions?
If you have any other questions about the study I would be very happy to answer them. Please contact me at (E Mail Address)
Appendix D: Information Letter for children

E822 Information letter for children and young people (pre-18): Interviews

What is the aim of this interview?
The aim of the interview is to gain your view on what skills and insights you gain from being around friends, through media and hobbies.

Who is conducting the research and who is it for?
This interview is part of my studies on a masters-level course at The Open University in which I am carrying out a small-scale investigation. I am using a range of ways of collecting information to answer the following question which knowledge you have accessed through your free time and friends and family. This is aimed to help me better understand and develop approaches to lessons and open up new ways of learning and to share my findings with others for whom the findings will be relevant to changing practice.

Why am I being invited to participate in this research?
You have been chosen because your views would be valuable in answering the question set for the study and I hoped you might be prepared to talk to me about your experiences and opinions.

If I take part in this research, what will be involved?
The interview should take no more than 30 minutes and I will make sure that I have checked with your parents that when and where we talk is the most convenient for you and them. Our conversation may be recorded if you agree and I will make notes about what you say. Permission has been given by the headmistress of the school for me to invite you to this interview. I would like to ask your consent to make an audio recording of our discussion so that I can refer back to what was said more accurately than would be possible just from my notes. If you do not wish to be audio recorded, I will accept your wish, and rely only on my written notes. Only I will have access to the audio recording. I do not need to share this with those at the University or in this practice setting. In any part of the interview which will be shared with my tutor or form part of the final dissertation report you and anyone else you name during our discussion will be referred to by a false name (pseudonym) and you will be asked if you would like to suggest what name I use.

What will we be talking about?
In the interview I will ask you questions about what you think about: friends and family as well as free time activities. I can share the questions with you in advance, if you would like to see them.

Will what I say be kept private?
Your participation will be treated in **strict confidence** in accordance with the Data Protection Act (2018). No personal information about you, such as contained in your consent forms, will be shared more widely. In the case of the audio recording and my notes of the interview, these will be kept private only to me and typed up as soon as possible. However, if you let me know anything during your interview which I consider means that you might be unsafe or have been involved in a criminal act, because this is a safeguarding concern, I will need to pass this information immediately to the organisation’s Designated Safeguarding Officer. When I make anonymised records of the interview, as outlined above, these will be stored securely on password protected on an external hard drive and the original notes and recording will then be destroyed. I can confirm that neither you nor your parent/carer sign your and their names and the date to say you are all happy for me to set up a time and place for the interview. Whether you agree or not is entirely up to you and your parent/carer, as the invitation is for you to take part voluntarily. You can change your mind later and withdraw from the study by letting me know and I will destroy the information (consent forms and interview files) I have created. This will be possible up until the time I am using your information as part of my assessment 1st September 2022.

**What if I have other questions?**

If you have any questions about the study, I would be very happy to answer them. Please contact me at (E Mail Address)
Appendix E: Consent and Assent Forms: Interview

E822 INTERVIEWS CONSENT AND ASSENT FORM
(to be completed by all participants and, if the participant is a child/young person under age 18, with and by their parent/carer/guardian)

If this request relates to a child/young person under the age of 18 and a child or young person would benefit from this, please would a parent, carer or guardian read these questions to them and, if necessary, complete the replies for them.

Please indicate YES or NO for each of the questions below and return the completed form by 28.3.2022 to (Researcher name).

Have you read (or had read to you) the information about this interview? YES NO
Has someone explained this interview to you? YES NO
Do you understand what this interview is about? YES NO
Have you asked all the questions you want? YES NO
Have you had your questions answered in a way you understand? YES NO
Do you understand it is OK to stop taking part at any time? YES NO
Will you have an adult present with you? YES NO
Are you happy for the interview to be audio recorded? YES NO
Are you happy with how your data will be stored? YES NO
Do you understand that your and any other real names as well as any identifiable information will be removed from what will be shared after the interview? YES NO
Are you happy to take part? YES NO

If any answers are ‘no’ you can ask more questions. But if you don’t want to take part, please let me know and don’t sign your name.

If you do want to take part, please write your name and today’s date

Your name ___________________________
Date ___________________________

If the person to be interviewed is a child or young person under 18 and you are happy for the child or young person you are responsible for (as their parent, carer or guardian) to participate, please could you also sign and date below.

Print name ___________________________
Sign ___________________________
Date ___________________________

Return form to: (Researcher name)

Thank you for your help.
Appendix F: Document Consent and Assent Form

E822 DOCUMENTS PARTICIPANT CONSENT AND ASSENT FORM
(to be completed by all participants and, if the participant is a child/young person under age 18, with and by their parent/carer/guardian)

If this request relates to a child/young person under the age of 18 please would a parent, carer or guardian read these questions with them and, if necessary, complete the replies for them.

Please indicate YES or NO for each of the questions below and return the completed form by [add date] to [researcher via email].

Have you read (or had read with you) the information about the documents to be collected?

YES     NO

Has someone explained the reason for collecting the documents to you?

YES     NO

Do you understand which documents will be collected?

YES     NO

Have you asked all the questions you want?

YES     NO

Have you had your questions answered in a way you understand?

YES     NO

Do you understand it is OK to withdraw your permission to use the documents?

YES     NO

Are you happy with how your data will be stored?

YES     NO

Do you understand that your name and any other real names as well as any information that would identify you will be removed from the documents?

YES     NO

Are you happy for documents relating to you to be used as explained?

YES     NO

If any answers are ‘no’ feel free to ask for further information. However, if you don’t want to allow your documents to be used, please just let me know and don’t sign your name.

If you do give consent, please write your name and today’s date. You can change your mind later, by letting me know.

Your name ___________________________

Date ___________________________

If the documents were created by a child or young person under 18 and you are happy for the
child or young person you are responsible for (as their parent, carer or guardian) to share them, please could you also sign and date below.

Print name __________________________

Sign __________________________

Date __________________________

Return form to __________________________ (researcher) at Email.

Thank you for your help.
Appendix G: Excerpt from Transcript

Excerpt from transcript Elvira 3rd interview

“Yes, yes, (voice getting higher and quicker- indication important?) I personally always say if you argue with someone or have argued with someone you must spend your time with them in the next break time. I would say spend a break time together, I can see you so spend a break time together.

No? you don’t want to, then he would stay with me, 2 breaks, 3 breaks, then the problem will be solved not just to think "great parents." (labelling) Why is it like that?

Because the parents don't understand, but when you have the attention of the pupil, when you spend more time intensively with the pupil then you know it but secondary school it is the case that the kids are at a difficult age. (voice slows, indicating? Thinking/ disappointment?) Some children won't be told or don't want to be told or that come with the attitude that they won't be told but I still think, school and parents should hold council, yes, I think a tutor, mainly a tutor, I say only this tutor must be the point of reference for the whole class. It doesn't matter which subject it is, whether problems or something good, or just to say what is happening, I think that this tutor should be more intensively involved with the children and with their parents.

I can now, I can see through my oldest child, I can, because I now, am older and have two younger brothers.. (voice slows, deliberating, finding reasoning for argument) I had the experience with school with my older daughter I can see changes...
For example something happens in a “Nebenfach” (these are non-core subjects i.e. not Maths, German and English) then the case is just closed and the tutor knows nothing about what has happened. That never used to happen. And before? I mean, it doesn’t always have to be that something new is good, but I simply think, the tutor should firstly invest much of his/her time in the class.”

(Explanation: often a “Nebenfach” is taught by a teacher who is only in the class for a few hours a week, maybe only two hours of Geography for example, otherwise he has no contact with the class.)

From the German...

„Ja, ja, ich persönlich sage immer wenn man sich streitet oder wenn man sich gestritten hat, (Stimmer erhebt sich und wird schneller) sag ich so hier verbringt eine Pause zusammen, ich würde sagen, ihr verbringt eine Pause, ich hab euch oder ich hab euch einen Blick fällt ihr, verbringt eine Pause zusammen ja.

Nein, will ich nicht? Dann bleibt er hier, dann bleibt er hier. Eine Pause 2003 Pause so, dann haben wir wieder das Problem gehabt zu sagen ganz tolle Eltern ja, warum ist das so? (labelling)

Weil die Eltern es nicht verstehen ja aber nur wenn man die kriegt, also wenn man mit den intensiv mit diesen Kindern drauf eingeht, dann kennt man das alles ja ja und ich finde also weiterführende Schule ist natürlich auch so, dass es sind ja auch ganz schwierige Alter dann.

Die sich dann auch vieles nicht sagen ich mal sagen lassen oder sagen lassen wollen

oder die schon von Anfang an sich nichts sagen lassen ja, aber ich finde halt einfach, dass Schule und Eltern des Council ja, ich finde eine Klassenlehrerin
hauptsächlich eine Klassenlehrerin ich sag einmal dieses ne Klassenlehrerin ist eigentlich das muss die Bezugsperson sein von dieser ganzen Klasse.

Ob es jetzt was egal was für Fächer ist ob’s Probleme? Ob es was Gutes und was los? Ich finde, dass die Klassenlehrerin intensiver auch sowohl mit den Kindern als auch mit dem Elternteil arbeitet, ich kann das jetzt, ich kann das ja durch meine große kann ich das jetzt mal ein bisschen dadurch, dass ich jetzt, weil das Bild, das ich älter bin und 2 jüngere Brüder hatte. Hatte ich ja schon mal die Erfahrung mit Schule habe diese Erfahrung jetzt mit meiner älteren Tochter durchgemacht kann ich ja schon Unterschiede finden ja.

Es passiert zum Beispiel Sachen, da haben im neben Fach was gemacht, das wird dann Klavier und hochgestellt. Aber die Klassenlehrerin wusste nichts davon ja.

Das gab es früher nicht. Und früher? Ich meine, es muss nicht immer alles, was neu ist, gut sein, ja, aber ich denke einfach, ich finde nur Klassenlehrerin, die muss die muss erstens mal die erste Bezugsperson viel Zeit für ihre Schüler sein."
Appendix H: German original quotes used in the main text

“dieses Mehmet, haben, das warme Herz, mein Mann sagt das auch ja, anstatt irgendwas so kaputt zu machen, immer bauen ist das viel besser da wirst du niemals verlieren, wenn du immer was baust und wenn du was kaputt machst ein Leben und dann wird sie immer verlieren.” Ela (1)

„die Mittlere ist wie so ein Tornado? Es fällt dann auch mal ein Glas hin aus der Spülmaschine oder es fällt auch mal eine Tasse. Aber die helfen mit… Ich sag immer egal, ob man einen Fehler macht, Fehler sind dazu, da wir das damit wieder lernen? Wenn ich Fehler gemacht habe, dann weiß ich oh das nächste Mal, wenn du wieder so eine Situation kommst, denk ich mir so überlege ich mir nochmal ich weiß ja wie das letzte Mal da war also Fehler sind ja definitiv dazulernen, aber wenn man Fehler macht, muss man auch dazu stehen“ (2)

„Es wird alles nur dramatisiert, die Kinder kommen schon im Kindergarten an und werden schon gescannt. Ja, es wird nicht geguckt was kann das Kind? Sondern es wird jedes Kind nur gescannt was kann das nicht nur, wo können wir dahin schicken, wo können wir uns hin machen, Ich muss zum Logopäden nein, ich muss zum Ergotherapeuten nein, ich muss zum Psychotherapeuten weißt du dann unsere Kinder? Fragen häh, bist du krank?“ (3)

„eine Familie hält immer zusammen. Ja egal, ob es schwierige Zeiten oder gute Zeiten oder Fröhliche und frei, oder traurig auf Familie kann man immer zählen.“ (4)
„aber ich denke einfach, ich finde nur Klassenlehrerin, die muss die muss erstens mal die erste Bezugsperson Zeit für ihre Schüler sein. Ja, sie muss so eine Bindung zu den Kindern finden, damit sie wissen ok soweit und soweit nicht. Also die müssen auch diese Bindung finden und damit sie wissen so, der können wir gehen und dann können wir gehen und nicht." (5)

„mein bester ist mein Freund Aman, die kann ich immer vertrauen halt, er ist für mich wie mein Bruder, Er ist mein Bruder, wie mein Bruder eigentlich kann noch Sachen sagen zu ihm, nicht bei ihm kein Problem also, wenn ich Hilfe brauche und so, hole ich ihn immer." (6)

„mein Vater zum Beispiel? Spricht ein bisschen Serbisch, meine Mutter, meinen Bruder, meine Schwester, meine Freundin, meine Schwester sprechen serbisch und Deutsch hier in der ganzen Familie sprechen, die auch serbisch und Deutsch, außer meinen mein Opa." (7)

„der andere Teil der Familie, spricht halt kein Deutsch, nur serbisch und wenn die dann halt wieder Schwiegervater und das ist ja der Opa oder wie Oma damals mit dem Kind reden wollen, ja auch auf dem Schoß nehmen wollen und mit ihm reden wollen. Wenn mein Kind und unsere Kinder sind, nicht, wir verstehen nicht was sie sagen was soll ich denn da sagen? Ich find's schlimm und ich meine, du kriegst immer wieder gesagt ja, das ist ja Überforderung." (8)

„sie kann es sprechen, sie kann es schreiben, aber sie kann erkennen ob die Wörter jetzt richtig geschrieben, irgendwas grammatisch richtig ist, so jetzt normal schreiben kann sie aber ob alles richtig ist weiß ich nicht." (9)

„Er hat Koran. Er kann auch lesen, aber ich sag ihnen dann geh hin, bis du bis noch paar Jahre, dass du dann viel besser kannst, weil ich weiß deshalb wird zu
Hause so wenig mitmachen und dann sag ich dann hörst du auch was anderes und
danach macht er das mit, ne, das sind dann wichtig." (10)
„Und er kann beten, er weiß, wie man betet. Und kann fasten. Zum Beispiel in der
Fastenzeit hat er 5 Tage oder 6 Tage gefastet. Also er kann sich dann er weiß
ungefähr, was er machen muss.“ (11)
„Das für mich wichtig ja, (Bezug Koran) also ich möchte, dass er das lernt und
dass er macht und in der Religion muss ja wissen, dass man keine schlechte
Mensch ist, dass er dann für Großen Respekt hat und deshalb keine schlimme
Sachen machen darf.“ (12)
„Weil ich mit meinen Freunde immer zu Moschee gehe da den Teppich ist auch
also da ist der Teppich weil, da beten wir dann gehen wir also nach ganz nach
oben. Manchmal sind wir hier, wir beten erstmal und danach holen wir Sachen von
Rewe Center und gehen nach oben und chillen da Na, da ist so schön und da ist
eine Couch noch ganz oben, die haben das extra so für Kinder gemacht, damit die
da als sich hinsetzen und so reden könnten...oder hier auf diesem Spielplatz,
(zeigt Spielplatz) wenn die Frau vom Imam ist, dann machen, wenn wir da sind,
dann schimpft sie mit uns, weil wir da essen und nicht alles in den Müll
schmeißen, ja wir vergessen es mit dem Müll aber wir chillen und reden mit denen
die wir halt kennen.“ (13)
„Das ist alles gar nicht mehr gewesen, weil du immer gehört hast ja, wenn wegen
dem ist aber ausgefallen, das finde ich auch gemein, weil ich finde wenn die
Klasse zum Beispiel außerhalb der Schule ist, ja eine ganz andere Bezug findet ja
und der auch wenn die wenn die diese diese Gruppen arbeiten machen oder
überhaupt so generell arbeiten, die haben ganz andere Zugang.“ (14)

„Dann verabreden sie sich letztens war schönes Wetter, wir haben Kaffee
gekocht, wir haben Kaffee gesponsert. Meine Nachbarin hat die Milch und hat so
ein paar Plätzchen. Und die sind ans Feld und haben da die Wanderer Kaffee und
Plätzchen angeboten ist es toll, dass du das auf die Idee zu kommen, ja ja, die kamen als hier, das war natürlich unser Kaffee wird das Wort egal und wir hatten zum und zum Schluss haben sie neun Euro ja was glaubst du? Was diese neun Euro waren wir 9000? Aber einfach dieser Spaß ja, sie hatten so eine Freundlichkeit schon das waren so viele. Irgendwie haben so toll mit uns geredet und so und das sind einfach so Sachen." (15)


„das ist richtig schön mit Sonnenuntergang ist, das sind die Hühner, die gehören nicht Frieda aber jemanden anderen. Da gibt es auch schon ein Hahn. Und ja, die beobachten wir die Nein füttern sie mit so Blumen. es gibt so kleine Blumen, die sie mögen. Ja für mich wichtig zum Beispiel Pferde, ich reite selber Pferde, oder Hunde. Ich hat selber Hunde in Serbien. Katzen, Schafe ich liebe aber alles alles leider mit denen was zu machen abends oder morgens die zu füttern, pferdereiten Hunde gassi bringen ja." (17)

„Ich bin oft dabei, ich bin fast 80% mit ihm zusammen, Mhm überall und Wochenende und Sonntag sind dann mit meinem Mann immer...“ (18)
„zum Beispiel Mein Mann, sagt er, ich möchte nicht, dass er dahin geht. Dann entscheidet er dann sag ich ok, aber dann sag ich manchmal es ist kein Problem.“ (19)

„wie mein Dings wie mein Auto erst auf schnell und mit denen gehe ich aufs Spielplatz und da weil ich darf es nicht zum anderen Spielplatz.“ (20)

„Zum Putzen zum Ausreiten dann bin ich nicht dabei, wenn sie halt putzen. Diese dreiviertel Stunde Stunde bin ich mit auf dem Hof, ich laufe durch die Gegend und dann unterhalte mich mit anderen Mamas also ich lass sie nicht alleine.“ (21)

„aber ich glaube, ich war das letzte Mal oben in dem Dachgeschoss das ich selber aufgeräumt und geputzt habe bestimmt schon 2 Jahre also während der Corona Zeit war es wo ich gesagt hab so jetzt geh ich mal dahin und mach mal. Also ich finde, das das müssen, die wir müssen das selber machen“ (22)


„sondern einfach mal zur Seite nehmen, nicht, nicht in der Klassen Gemeinschaft, sondern einfach mal alleine zur Seite.“ (24)

„Auch wenn es 10 Minuten sind um 15 Minuten sind in der Pause aber die sollte man dann opfern und sich jetzt einfach mal anhören was ist los und nicht schon gleich abstempeln.“ (25)
„wenn Schwierigkeiten gibt und nicht erst Schulsozialarbeiter und keine Ahnung was sondern einfach das wie mit den Eltern kommunizieren. Und um die Lehrer zusammen kommunizieren, und das ist nicht mehr ja was ich auch sehr schade finde.“ (26)

das nervt mich nicht, und er schreibt mir in den Mail oder keine Ahnung aber kommt nicht erst kurz vor 12 und dann suchen wir die Lösung was machen wir und ich bin die Letzte, die sagen würde ich werde letztens sagen würden machen, wenn ich finde es ein Problem gibt, dann setzen wir uns alle 3 an mit dem Kind mit der Lehrerin.“ (27)
Appendix I: Research Instruments for Interview

Timeline - description
Two timelines were constructed completely from scratch with each interview family, as the timescales families wish to talk about will depend on individual daily decisions. Information given depends on what the family deems important.

Photographs
Children will be supplied with small cameras to take pictures of places or activities they find important as part of their presentation of their lives.

Significant Circle
Children will be given blank paper on which to construct their drawing. The only restriction on how they draw is that they themselves must also feature in the drawing.

Prompts for interview 1- Work and History
At the start of the interview, I would like to ensure that you know that you do not have to answer any question if it makes you feel uncomfortable or if you do not wish to answer any particular questions, that is perfectly fine.

- Your daughter/ son has spent much more time with you than in school.
  Which skills or talents would you say your daughter/ son has and how have they acquired them?
• Do you have any common interests with your child? Things you like to do and they do too? Things they and you get excited about learning and doing?

• Are there any cultural or traditional skills that your child has learnt that you all share?

• Which areas of your work life or your family’s work life would you say your child is aware of or even has been able to have practical experience of?

• How and where would you say your child learns best?

• Who does your child look up to or see as a role model? Why?

**Prompts for interview 2 - Every day life (timeline routines)**

*Two timelines will be constructed in the interview parallel to the first two questions.*

• Tell me about your everyday routine on a school day.

• Tell me about your everyday routine on a weekend.

• Which activities would you say are often part of the daily life you share with the children?
- Which activities do you find it important that the children take an active role in?

- How are decisions made in your family?

- Which role does the wider family, community and friends play in everyday life?

**Interview 3 - upbringing/childcare**

- Who is mainly responsible for the everyday life in the household?

- Which role do the children play with regard to the household?

- Which values do you feel it is important to pass on to your children? (How do you pass these on? How do the children learn them?)

- Do the children take an active role in the everyday running/decision making in the household? If so, how?

- Which skills (personal or practical) do you think a child needs to possess by the time they leave home?
Interview 1 children
(children have drawn before the interview a relational map in which they show the people who are important to them in their lives and what connects them—family, sport, music, friends etc)

- Explain to me the picture you have drawn.
- What do you find important in these relationships? Tell me about how these relationships work?
- Where did you meet your friends/How long have you known each other?
- What are the things that you share with these people?

Interview 2 children
(Children take pictures of important things, places, activities. They can also bring objects or music to the interview.)

- Tell me about your pictures/ Tell me about the objects you have brought/Tell me about your music.
- (What do you like doing in your free time?)- should someone not have wanted to take pictures, bring objects or music
- What is it about the activity that makes you want to do it?/How does it make you feel?
• How do you organise your time during the week?
Appendix J: Data Analysis

Example of data analysis according to Bree and Gallagher (2016)

First data set.

Colour code according to theme
Take out duplicate ideas

Reduce the ideas into overarching categories
Appendix K: All Themes prior to uniform colour coding

All themes collected to colour code and find main themes
## Appendix L: EMA Reflection Grid

<table>
<thead>
<tr>
<th>Category</th>
<th>Feedback received, targets achieved and areas of development worked on</th>
<th>How did this shape my dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Analysis and Reflection</strong></td>
<td>TMA01 feedback: “You chose an interesting range of literature and useful to consider the nature of the research undertaken. It would have been useful to be able to refer this back to a statement of your position as a researcher in part 1. This might enable you to engage critically with the ideas in relation to your own planned research. It is important to begin to engage critically with literature, drawing out the assumptions, strengths and weaknesses within the sources, comparing and contrasting the ideas in a degree of depth.”</td>
<td>I began to search again for the difference between being critical and critical analysis and went back to readings in EE814.</td>
</tr>
<tr>
<td>9.1.22 Email to tutor:</td>
<td>“A second point, which has been annoying me since EE815 is the feedback I have received on critically processed ideas in EE814 I asked my tutor for help. The process of</td>
<td>When I had read and</td>
</tr>
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analysing texts. I wonder, is there a practical approach in literature that I can read so I know how to develop this? The feedback is totally justified and I have been trying to address it, it just seems to elude me or not be "enough." I have often found by reading practical steps or having an article which is critically analytical that I can apply has helped me. Often I have read texts and am sometimes so overwhelmed by the new ideas that they present and how I reflect on them, that I really do not know how to critically analyse them.”

Change of focus away from self, to questioning approach of literature.

9.1.22 My tutor attached relevant articles:

“I don’t know if the attached might help? There is also a recording where Gill Clifton talks about critical engagement with ideas (on the masters website)

https://www.youtube.com/watch?v=qF9IOQKxgU0

I read and processed ideas from the literature suggested and sent them on to my study buddy. I organised the following set of questions:

Why is this important?
Which other views are there on this? How does becoming more critical started within the formulation of the question.
and some material on critical thinking here (also on the masters website)  
https://learn2.open.ac.uk/mod/oucontent/view.php?id=1374775

<table>
<thead>
<tr>
<th>Date</th>
<th>E Mail contact with study buddy:</th>
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| 14.4.22 | • "That critical thinking can be demonstrated using different approaches, one being the compare and contrast approach, another being giving different explanations for something." That examining each paragraph for critical analysis might be a useful discipline.  
Asking myself the question what am I asking, why? |

<table>
<thead>
<tr>
<th>Date</th>
<th>My study buddy came back with the following comments.</th>
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<tbody>
<tr>
<td></td>
<td>I applied these thoughts, training myself to question statements from different angles.</td>
</tr>
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<thead>
<tr>
<th>Date</th>
<th>My comment back to my study buddy:</th>
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<tr>
<td>18.5.22</td>
<td>&quot;I have gone back to the roots because I thought in terms of critical analysis this was where my greatest issues lay. I have felt since the middle of EE815 that I have been swimming as my reading around my subject matter had been extensive but not about the roots, the theory behind the question. So</td>
</tr>
</tbody>
</table>

| Date | From initial writing I went back and deleted descriptive passages identified by asking the questions above and rewriting, sometimes rereading literature when I felt balance was missing. |
I’ve done some catching up and have come to the conclusion, similar to you that for critical thinking you must be sure of what you believe to be true and consider all the other options what speaks for or against it. On a personal note, I do believe that this whole critical approach is important to be able to assess ways forward, I do think it is extremely elusive in terms of being concrete. I don’t think the term wishes to be nailed down as this would mean stifling change and would become just a theory.”

Uncertain position, questioning everything.

<table>
<thead>
<tr>
<th>6.7.22</th>
<th>Feedback on draft of chapter 2: Literature Review</th>
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<tbody>
<tr>
<td></td>
<td>So it is not above proving a point but showing different authors take different views on the topics. Looking at the literature reviews in example dissertations from last year (distinction grade) might add insight to the approach – they are not perfect</td>
</tr>
</tbody>
</table>

The decision to go back to seminal literature and build understanding again from the roots was made. I did not however start this before writing chapter 2 for my first dissertation feedback. Freire, Bourdieu, Sen
**but did get a good grade. These can be found at**

Looking at literature that also did not mirror my position but questioned it or made me feel uncomfortable.

<table>
<thead>
<tr>
<th>24.7.22</th>
<th><strong>Overall though, there was sound use of relevant literature and this was generally used to gain insight into the approaches taken, though sometimes the source is mentioned rather than applied, and accepting and exposing areas of contestation may be a way forward...</strong></th>
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<tr>
<td></td>
<td><strong>Vygotsky. I then analysed where I stood in my ontology and epistemology in relation to them. This gave me a clearer stance when rewriting</strong></td>
</tr>
<tr>
<td></td>
<td><strong>This feedback showed me I needed to continue on the path I was on and tighten descriptive passages into analytical ones.</strong></td>
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