

Focus group 3

Researcher 0:00

What year are you guys in?

Participant 0:02

Year 4.

Researcher 0:03

You're all year 4? Ok, let's just put this all away. So you're all in year 4?

Participants [many] 0:13

Yeah.

Researcher 0:14

And, what were you doing just now, what session were you doing?

Participant 0:23

We were doing science.

Researcher 0:25

Oh ok. And do you like doing science in school? Yeah? And what do you like doing in school?

Participant 0:29

I like doing art.

Researcher 0:32

Art. And what do you like doing in school?

Participant 0:33

I like maths.

Researcher 0:34

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Maths.

Participant 0:35

I like doing art, English, and, urm, everything. And music and Spanish and PE.

Researcher 0:42

Oh wow, so everything, yeah. What do you like doing?

Participant 0:47

Art and science, maths.

Participant 0:49

I like everything.

Researcher 0:52

You like everything as well? Ok, well I'm gonna start with you now. What don't you like doing in class?

Participant 0:55

Everything...

Researcher 1:05

You like doing everything? What do you not like?

Participant 1:10

Reflection.

Researcher 1:21

Oh reflection, that's not your favourite thing? What don't you like doing?

Participant 1:26

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I don't like hard things.

Researcher 1:28

And what's hard things?

Participant 1:33

Like some things are so easy but so hard.

Researcher 1:36

Yeah, it's difficult when things are hard, isn't it? What don't you like doing?

Participant 1:38

I don't like doing tests.

Researcher 1:54

Oh yeah, tests can be so tricky.

Participant 1:56

I love doing tests.

Participant 1:56

Me too.

Researcher 1:58

You like tests?

Participant 2:00

Actually, I don't like doing art, because I'm always bad at it.

Participant 2:03

What? You're so good?

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Participant 2:03

Do you like RE?

Researcher 2:07

What don't you like doing?

Participant 2:09

I like everything.

Researcher 2:14

So when you've got the subjects that you do like doing, how is the best way to help you when you're in class? If there's something you might find hard or you don't like doing, what's the best way to help you? What helps you the best?

Participant 2:25

First you have to try yourself, and then if you can't then you put your hand up for the teacher?

Researcher 2:31

Yeah, and then the teacher comes over. And how does the teacher help you that feels good or that it works for you?

Participant 2:36

They like explain how to do it. And then you have to do it by yourself then.

Researcher 2:40

Yeah. And does that help? Does it help you kind of understand, or?

Participant 2:45

Yeah, it makes me understand, and it actually helps, and usually then I get it correct.

Researcher 2:50

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And how do you feel like that?

Participant 2:52

Good.

Researcher 2:53

So it's worth asking for more help?

Participant 2:55

Yeah.

Participant 2:56

I don't. For some reason, I, when I first take a maths test or something, or doing something difficult, then I usually just try and do it myself.

Researcher 3:08

And how does that always come out when you do it by yourself?

Participant 3:11

Like, I don't want to go to the teacher all the time, because maybe you know it, you just can't...

Researcher 3:23

Yeah, maybe you can get a bit of help. Yeah, and you?

Participant 3:25

Once I went on the school councils meeting, and then we had to come back for like science, but we had no idea what we were doing, but some children and the teacher explained it to us?

Researcher 3:42

Oh ok. And do you feel better when people explain?

Participant 3:45

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Yeah. Are we doing a speaking test...

Researcher 3:49

No, it's not a speaking test. So my name is Angela, and I work at Middlesex University next door. So I work with teachers and I work with people that are going to work with children. So I want to make, I want to teach better, and I want to work with teachers to say, "do you know what, this is what children have told me that they need in the classroom, this is what would make you the best teacher ever." So I'm gonna ask you to tell me, what makes the best teacher ever?

Participant 4:17

You should make them not give up, and teachers give self-esteem and confidence.

Researcher 4:23

And is that important?

Participant 4:24

Yeah. Because if you don't, they will give up easily.

Researcher 4:29

What, children will give up easily?

Participant 4:30

Yeah. If there was no teacher, children would be bad because there was no teacher.

Researcher 4:40

You need a teacher.

Participant 4:47

If the teacher [inaudible] who doesn't really care, then the [inaudible] the children.

Researcher 4:50

Yeah, so it's good to have a teacher. What do you think?

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Participant 4:54

Well, I think that [inaudible] children more self-esteem. Because like, if you don't, basically the children are always gonna ask for help and when they grow up, they aren't gonna grow up independent because they are just, they're not really gonna learn anything because they just like, the teachers, they are helping them, but they don't really learn anything because sometimes they just ask too much that basically the teachers, it's as though they are giving them the answers and that the children are not working hard enough, so we can't like get a good job when they grow up.

Researcher 5:49

So there's lots of reasons for that. Yeah.

Participant 5:54

Please can you turn that off, because it's quite cold?

Researcher 5:57

Ok, I'll just have to learn how to turn that off.

Participant 6:00

It's over there.

Participant 6:02

No that's for the whiteboard. It's there.

Researcher 6:04

Ok. So you want me to turn that off? Hang on then. Is it a bit chilly? Here we go.

Participant 6:11

Why do we have these on our table?

Researcher 6:14

There you go, that's off now. Oh that's because I won't remember everything that you say. So I've recorded it if that's ok, so that I can play them back later and write down what you're going to say. Is that all alright with you if I do that? Yeah? Thank you. I'll just switch them on.

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Participant 6:34

It's good that you said that. Teachers help you if you like, if something is wrong or something like that, you should tell the teacher.

Researcher 6:43

Yeah and you can work together. See if you hadn't said, I wouldn't have known you were feeling like that, so as soon as I knew I thought 'oh wow, we have to make the environment kind of a nice space to be in'...

Participant 6:49

Suitable...

Researcher 6:50

Suitable, yeah. So it's important to do that. So what about you? What do you, what was I asking? What would make a good teacher?

Participant 6:59

A good teacher would make their, urm, you need to be very confident in what you're saying and be able to know what you're saying so the children can understand you.

Researcher 7:17

It's very true, otherwise nobody will know what to do and where to go forward. Yeah, I think you're right, it's important. What would make a good teacher, do you think?

Participant 7:25

Maybe, like, when a child is doing something wrong, maybe they should not write their name on the board like some teachers do. Maybe they should just tell them that that's the wrong thing to do and that you're meant to do this, instead of writing your name on the board...

Participant 7:48

I don't think that they should, like, just tell them like, I think they should tell their mum and, yeah, because some children don't listen.

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Participant 7:56

Yeah, but if you're older, like if you're in an older class, like for example year 6, you should be like, a little bit more strict, not like, if you're in year 6 and someone talks when you just said not to, you should be like, not shout that much, but give them a warning.

Researcher 8:16

Yeah, yeah, it's true.

Participant 8:20

So if basically, like, a person...

Teacher 8.24

Excuse me, when would you like your next group?

Researcher 8:26

Oh, in about 10 minutes if that's ok? Thank you so much.

Teacher 8:28

Who would you...?

Researcher 8:30

I really don't mind. Thank you.

Participant 8:33

So, if you're in a line and like, a few boys and one girl, being bad while the rest are being helpful and doing what they are told to do, the teachers, if they see someone doing something, they accuse the whole class of doing something, which I say is not really that fair, because some people haven't done anything.

Researcher 9:01

Yes, that's a good point. I take that bit on, thank you.

Participant 9:05

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Yeah, and like, urm, you shouldn't really judge too quickly, like imagine if there's a new class going back to school and then someone's being good on the first day, or maybe the second day he's with his friend and he might be doing something bad, he might be bullying someone, but then, maybe the guy that was good on the first day, he might of said it was him, his friend. So then, so like then, you would have to...

Researcher 9:38

So don't jump to conclusions? Make sure you know the facts.

Participant 9:43

A good teacher would be, like, if they choose a couple of people, like, to be a good influence, and then the bad people who will learn and then they could become a good influence and then smaller children will become good, and bad children will become good and good influences and be a good influence to anyone else. They can be role models of the people that, it's just like, like, there are four speeches; diver, deeper, deeper, deepest? The people that are diving, the people to help them, and then you should give them self-esteem or something, and some people they don't.

Researcher 10:59

What does that mean? Diving, deepest, deepest? What does that mean?

Participant 11:01

Diving means you're starting off as a little easy. It's in our maths class. Deep is like, it's normal. Deeper is a greater depth. Deepest is greater, greater depth.

Researcher 11:21

And you are all learning that in maths? Yeah, what were you going to say?

Participant 11:25

Some people are really, not bad, but a bad influence. But they are still doing extensions and stuff. And because, not only because, as you just said, have a lower brain...

Participant 11:45

No, I said 'lower stage.'

Participant 11:49

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Lower stage or lower brain, are a bad influence. People who seem to be a good influence is a bad influence.

Researcher 11:58

Oh. So you have to be careful, do you mean? You can't always help, because...

Participant 12:05

Like for example, Halal people, in the mornings, they go into their lodges, people, they judge that, saying they are not smart. As you just said, that people have lower brains, which is really, really rude.

Participant 12:18

No I didn't say, like, they don't really do greater depth, and then they are behind.

Participant 12:29

Yeah but most of them are the ones who just come to the school...

Researcher 12:36

Where do they come from? Where...

Participant 12:39

Normally they come from different countries, like the ones that are a bit left behind. Because they have to learn the language...

Participant 12:47

Especially when people don't know our language. A girl in year 5 class did not know how to speak the language, she's in year 5, she did not know how to speak our language, and now she's really smart because she knows what she's doing.

Researcher 13:06

And how did she learn the language? Who helped her?

Participant 13:11

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Teachers. When people, like say they are disabled or something, they, the teachers help them find their way. Like [name removed] in year 6, she's half blind, she has really good friends and she is really smart because the teachers help her.

Researcher 13:37

And, you know if you don't have English as your first language, what help do you get in school?

Participant 13:42

Friends.

Participant 13:45

Teachers. If you're like, if you like fell down and kind of get hurt, and you didn't tell anyone, that would be a bad thing because then no-one would then know that you're hurt. Some people say friends who tell the teachers are called snitches. But it's not, it's just because they care about...

Researcher 14:12

They want you to be alright.

Participant 14:15

It's bad to be a snitch. But as you said, you shouldn't judge people. You know [name removed] who is in our class? [name removed], he is really smart. He's one of the smartest. But then he's actually done a lot of bad things and he's just run away from it. Remember when he kicked the ball?

Researcher 14:50

Would you like to say something? I can see you've got something special on you today. Is it a special day for you today?

Participant 14:55

Yeah.

Researcher 14:56

Oh wow. Do you want to share?

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Participant 14:58

It's my birthday today and I'm turning nine.

Researcher 15:03

Oh wow. Ok. And do you have to be at school on your birthday today? Hang on, let me just hear the birthday girl first. What does it feel like to be at school on your birthday today?

Participant 15:15

Not very good because I have to do work. But I don't know what's going to happen when I go home after school.

Researcher 15:24

Yeah. And is there a particular present that you're going to get?

Participant 15:27

I think so. But my mum showed me the cake, but she didn't show me the whole thing, she just showed me the box. So I know there's a cake, that's it.

Researcher 15:38

It looks like there's some exciting stuff happening. Yep, your table.

Participant 15:43

I have two things. It's about a celebration tomorrow.

Participant 15:50

Only for Muslims.

Participant 15:53

I have something about the school. You know how [name removed] mentioned about the deep, deeper, deepest? They do those groups just so you go into the right, like, it's something you are good at. Like if you're someone who doesn't know that much, and they are in the highest level, it's not suitable for them, that work. They have to be in a suitable. Yeah. Like me, I was , like, I used to be one before the highest and now I'm the highest.

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Participant 16:42

When he first came, he was in diving, and then he moved into deep in year one. And then in year two you were in deeper, and in year three and year four you were in deepest.

Participant 17:01

No, I was in the one before, and now I'm in the highest.

Participant 17:03

People always. Some people always do this. People judge them and [inaudible]. Like me, like, [names removed], we are all like Muslims and we celebrate...tomorrow is our celebration, tomorrow is Eid, after Ramadan. So, basically, people, they judge you, saying, because, for example, a Muslim and a Christian, like, a girl who is Christian, she doesn't like Muslim people.

Participant 17:50

Yeah, they say like 'you're a terrorist', but not everyone...

Researcher 17:59

Are you sure all Christians feel like that about Muslims?

Participant 16:03

No. It could be everyone. Like, Muslims, they don't like [inaudible] or something. So people, they have to stop judging people, because no-one in my class knows that.

Researcher 18:23

It sounds like if you do judge each other, you have good conversations about it. You guys are having really great discussions here right now, it's great to hear.

Participant 18:32

You know, about role models, if you have bad role models and bad friends, then you'll be bad too, as they are teaching you...

Researcher 18:41

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But are you choosing to follow them?

Participant 18:49

You're not supposed to follow it.

Researcher 18:54

Oh hang on, what were you gonna say?

Participant 18:56

Mr [name removed] said about diving, deeper, and deepest. So, you can't judge people, if you're in deeper and they are in diving, you can't say that you're smarter than them because you...

Participant 19:15

You need to work on it...

Participant 19:16

Yeah. And urm, if you're in deepest and you've finished your work, you can help others...

Researcher 19:30

How would you help? If you were in the deepest but you could see that you could go in, how would you help them? What would you do?

Participant 19:37

Tell them what calculation to do?

Researcher 19:42

Oh ok. And how do they take that? Do they like you helping? Do you think it's good when you help each other? The birthday girl is gonna share.

Participant 19:50

Yeah but, you know how he said about how people judge their religion? And sometimes when, some Christian people say that 'oh you get a day off school, you're so lucky', but like, it's not really lucky...

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Participant 20:12

It is lucky, but it's not lucky because you have to spend like five hours in a Mosque praying.

Participant 20:26

Basically, also, when they do, when, like, I just forgot what I said...

Researcher 20:34

Was it just gonna be about Christians and Mosques and Ramadan? It'll come back, don't worry. I'll ask somebody else and you can think about it.

Participant 20:43

And you know, sometimes, like, in the groups deepest, diving and things like that, some people go outside, so you can't really help them. Plus each group has a teacher stay there and help them, and you can't help all groups because some groups are in different places.

Participant 21:12

And if you do really good, for example, if you are in the lowest group, you do really good, like, the best of all of them, you could go to the higher group. That's what happened to me. I was in a lower group, and then, this year, I came to the highest group.

Researcher 21:32

Were you motivated to do better? Did you want to move groups, or did you like it in the group that you were in?

Participant 21:38

I like the group I am in.

Researcher 21:40

Ok. So did you remember what you were gonna say?

Participant 21:42

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Yep. So basically, if someone's angry or anything, and they are in the classroom, they want to learn but they are too angry, and they are not even paying attention...

Researcher 22:03

Ok, yeah.

Participant 22:05

And basically, so, when you get really angry, then what the teacher can do, is instead of telling them off and putting them on reflection, they should just give them, tell them to go outside and have some fresh air and some quiet.

Researcher 22:21

Oh so you were talking about reflection earlier, you were talking about...I thought you meant reflection was thinking about something, but reflection is if you're behaving in a particular way...

Participant 22:34

You have this sheet you have to fill in. I've never done reflection so...

Participant 22:37

I have...

Researcher 22:41

Ok, so let's hear, what did you have to do yesterday? What kind of reflection did you have to do?

Participant 22:44

It was basically because I kicked my friend in the leg. He kicked the football in my face.

Researcher 22:57

Oh ok. So you kicked him, and you got in trouble, so you had to do a reflection? Hang on a minute, what did you write on your reflection?

Participant 23:04

I wrote why I did it and what right I broke.

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Researcher 23:17

Ok. And how did you feel about doing that?

Participant 23:19

Well at first, I felt that I just had to to cool me down. But then after, I felt I shouldn't have done that, because one I would get myself in trouble, and second because it would hurt my friend.

Researcher 23:38

Ok, well thank you for sharing your reflection. Ooh, right two more people next. Yes...

Participant 23:43

Also, maybe because of me and [name removed], the astro was bad in our school because of us.

Researcher 23:51

What is? Ast...

Participant 23:53

You know the astro?

Participant 23:57

You know the university next to...

Participant 24:02

So me and [name removed] kind of, we, they banned it from our school because of us. We were playing tennis in the court, and basically, the boys, like, basically in football, they never pass it to a girl, ever. And tennis, they don't do too. So finally, when I got the ball, I tried to shoot but I didn't. And then, [name removed] he grabbed the ball and when he take it, he pushed me and I pushed him, and the teacher saw, because I knew what I was doing but I carried on. And the second time I was on reflection, it was because I didn't do all of my homework.

Researcher 24:52

Do you think reflection's a fair thing?

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Participant 24:56

It is. Because you learn your lesson. The thing is, you haven't got a reflection yet, because you haven't done anything wrong. When I go on reflection, I don't feel right. I think about my family and what they are gonna say to me. I want to play with my friends. But when I write down, I don't like it better, it's worse because I'm really upset, and sometimes I'm quite angry, because in year three I forgot my [inaudible] mug, I had it in my book bag, I just didn't put it in...

Researcher 25:40

In your bag. Sure. Listen our other group is waiting for us, I'm going to have to ask if I can meet you guys again next time...

[End of transcription]