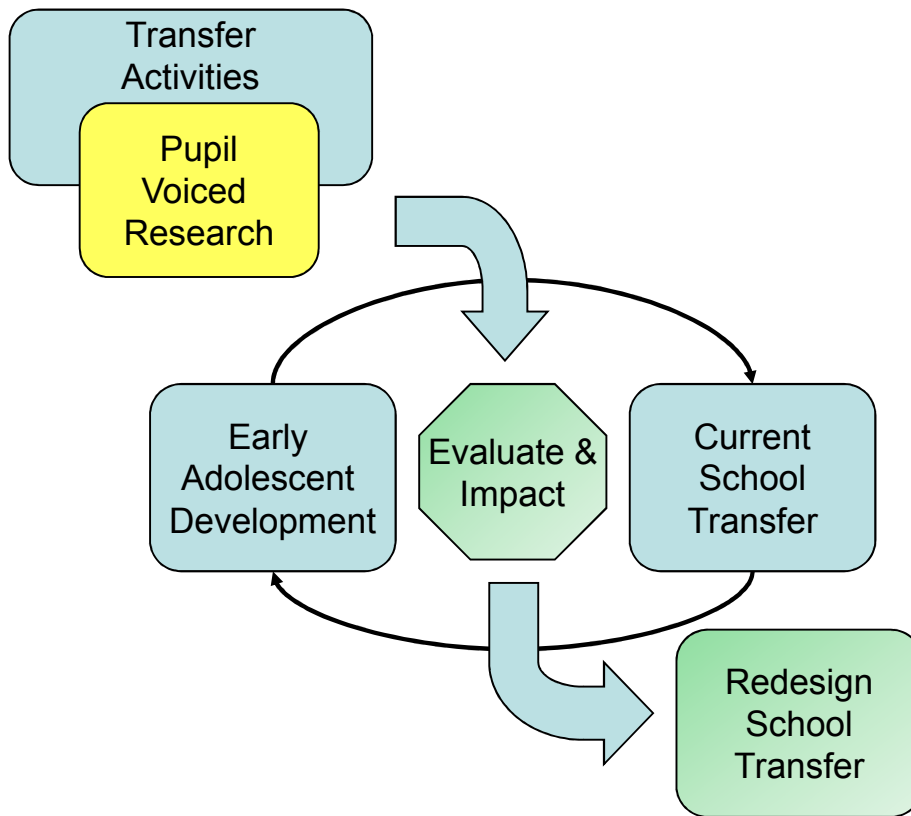


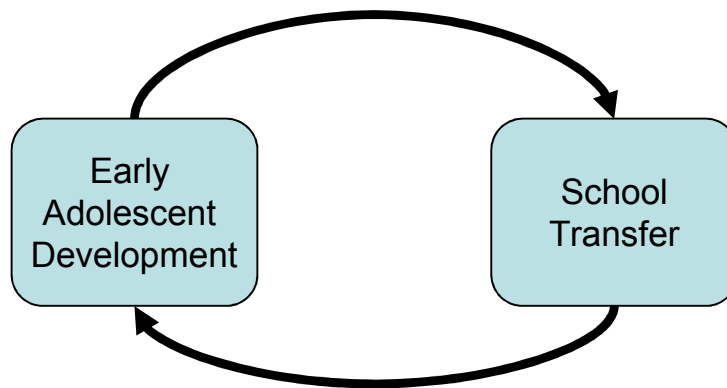
Utilising Pupil Voice to Design Developmentally Appropriate Transitions

Jenny E. Symonds
jes81@cam.ac.uk
Faculty of Education
University of Cambridge

Model of the Process



1) Interactions Between Early Adolescent Development and School Transfer



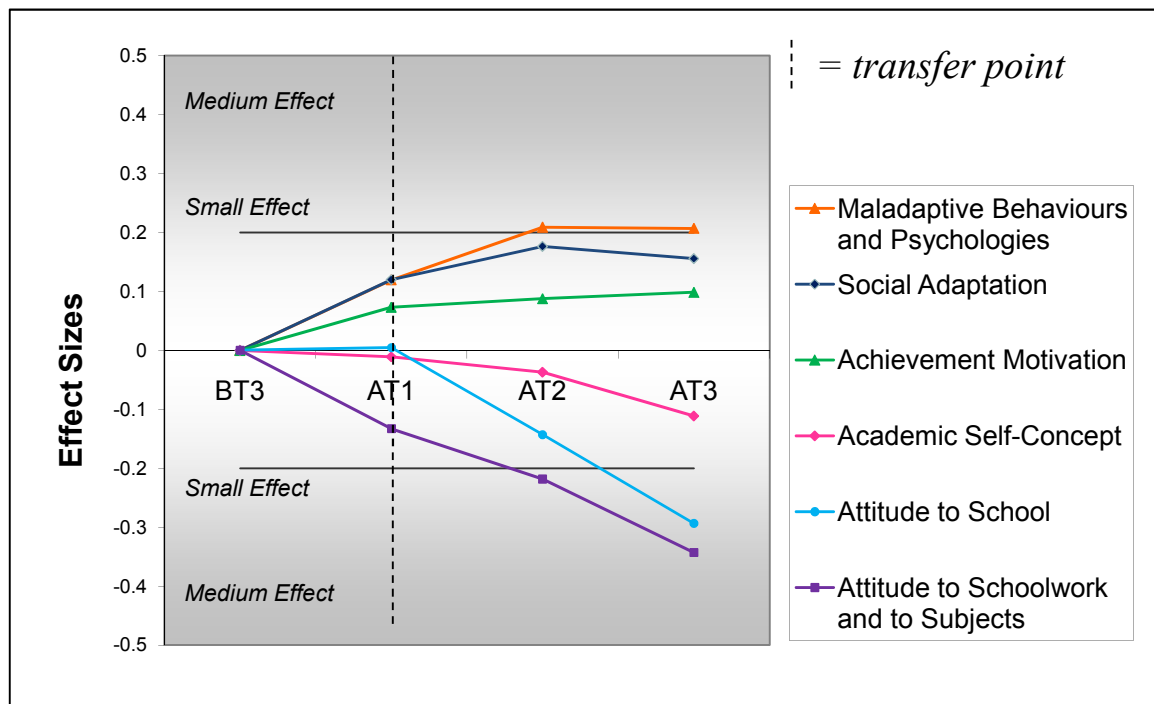
Adolescent Development and Transfer

EARLY ADOLESCENCE	SCHOOL TRANSFER (Changes between Primary and Secondary School)
Autonomy	Others' perceptions of the child as autonomous increase <i>But...</i> Less freedom in learning and in timetable Stricter teachers
Identity (& Career) Clarification	More subjects to inform career for the undecided Some subjects become irrelevant as identity clarifies Vocationally oriented children disengage (foreclosed) Personalisation decreases yet the need for this increases
Cognitive Increase	'Start from scratch' approach turns children off learning Specialist teaching is enjoyed by many children
Need for Adult Role Models & Support	Personal relationships with teachers diminish

Adolescent Development and Transfer

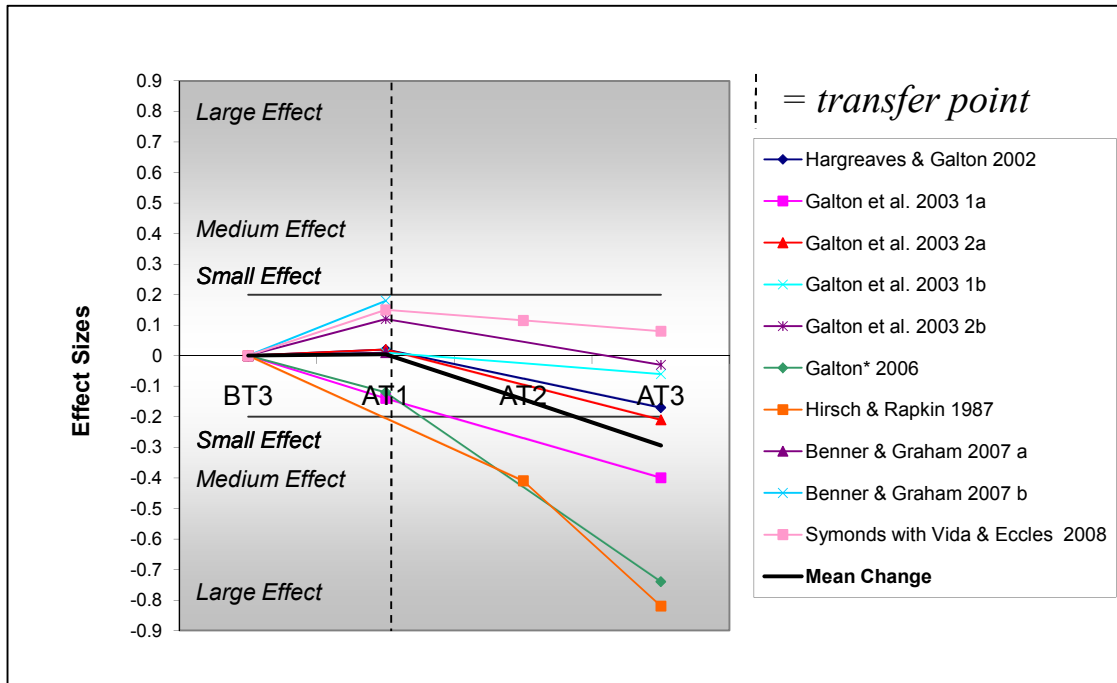
EARLY ADOLESCENCE	SCHOOL TRANSFER (Changes between Primary and Secondary School)
Peer Orientation	<p>Support of old friends across transfer is very important</p> <p>New school offers more friends who are better matched</p> <p>Alterations in friendship groups can occur</p> <p>Larger unfriendly cliques on playground</p> <p>Older peers transmit negative behaviours</p> <p>Older peers can be protective and act as status symbols</p>
Sexually Oriented Relationships	<p>Larger peer group and new mixed gender cliques facilitate relationships</p>
Self-Consciousness	<p>Anonymity in larger peer group helps self-consciousness</p> <p>Anonymity can promote attention seeking behaviour</p> <p>Branding as a failure or as a geek influences psychology</p>

Psychological Changes Across Transfer



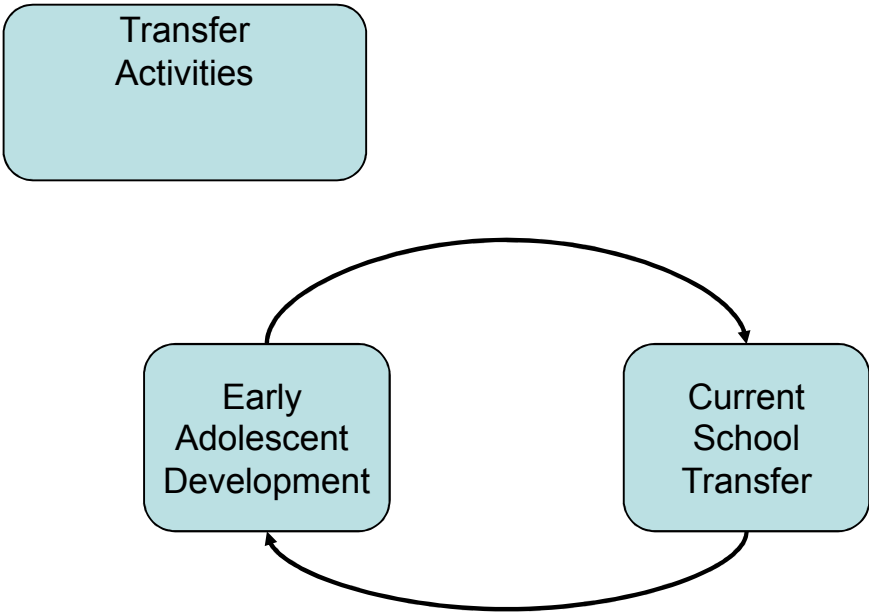
Data points are the mean value of effect sizes of findings in each category (ranges = <0.25) from a total of 18 studies (6 UK, 12 US).

Attitude to School at Transfer

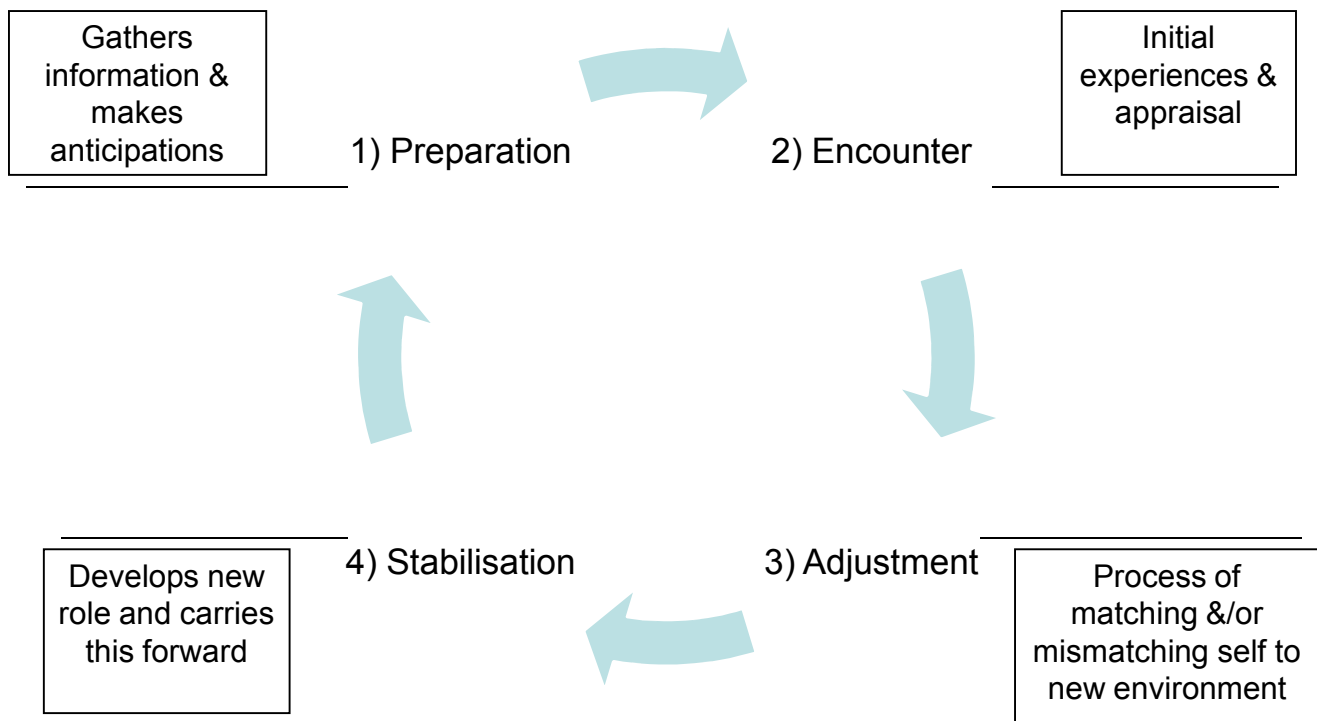


Data points are the effect sizes at each time point of measurement for each of 10 studies (6 UK, 4 US)

2) Transfer Activities

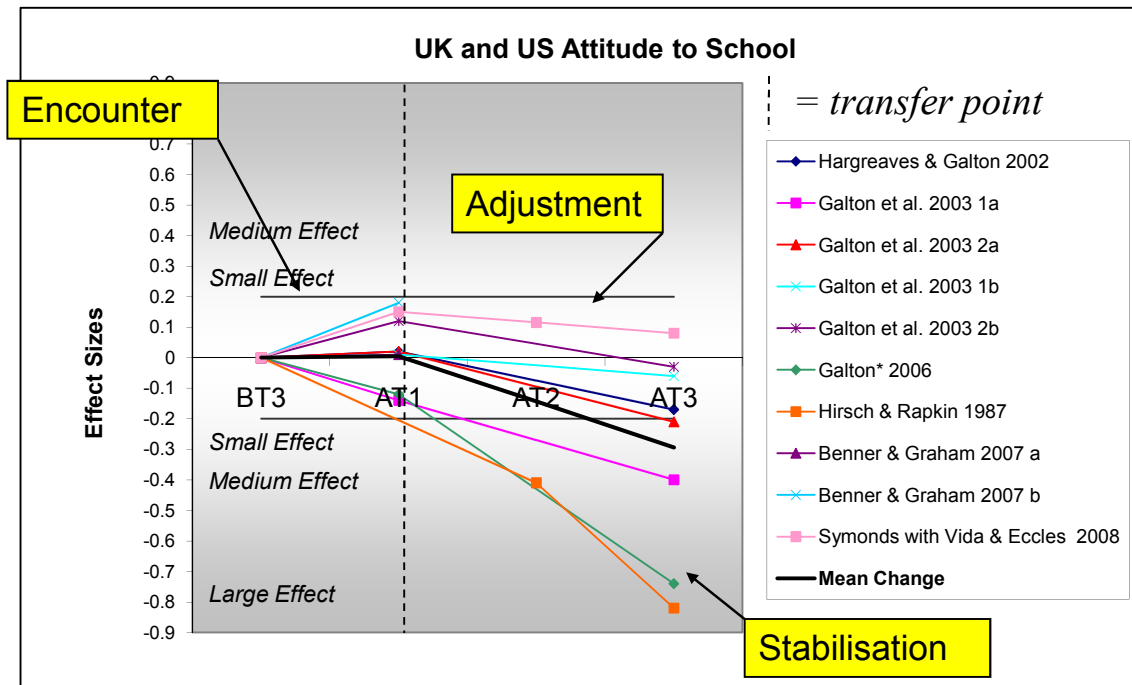


'The Transitions Cycle' (Nicholson 1987)



(Nicholson Quote...map, bicycle and good weather)

Attitude to School at Transfer



Data points are the effect sizes at each time point of measurement for each of 10 studies (6 UK, 4 US)

Some 'Typical' Transfer Interventions and the Transitions Cycle

Year 6 Term 3	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3
(Phases from Nicholson's 'Work-Role Transitions Cycle' 1987)			
Phase 1) Preparation Forms Assumptions	Phase 2) Encounter Makes Initial Appraisal	Phase 3) Adjustment Adapts to Environment	Phase 4) Stabilization Takes on New Role
1-2 day visits to new school at end of term	Some acclimatisation activities – mainly focused on curriculum Up to 3 weeks of continuity teaching units	Nothing	Nothing

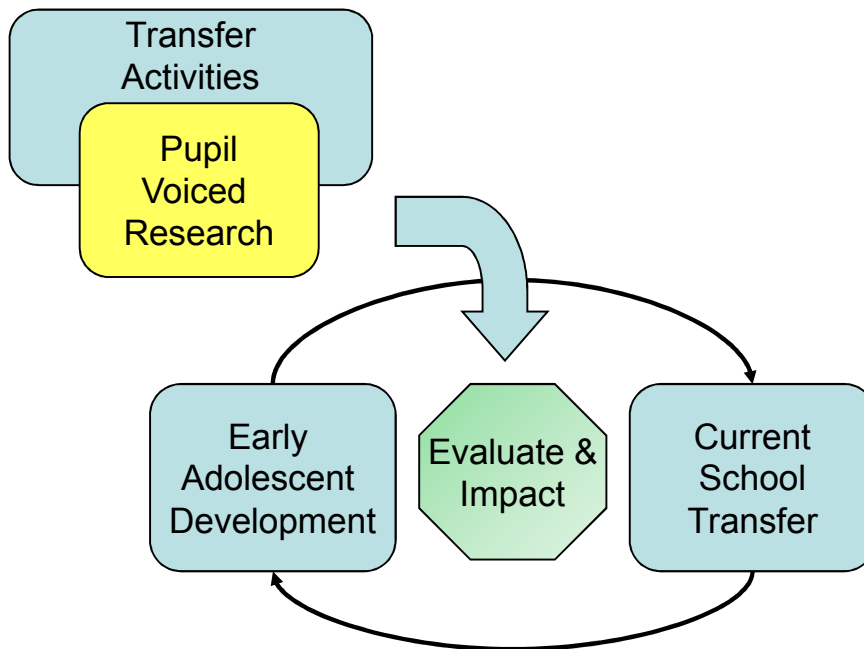
Group Activity: Write down what your school does to support transfer in each phase of the transitions cycle. Discuss and write down your ideas for providing support in phases 3 and 4.

Some 'Typical' Transfer Interventions and Adolescent Development

ADOLESCENCE	TRANSFER INTERVENTIONS
Autonomy	No support?
Identity (& Career) Clarification	Visits to new school in Year 6 might promote feelings of 'maturity'
Cognitive Increase	Bridging work units can disappoint expectations of more challenging work
Adult Role Model & Support	Form teachers 10% of the day
	Unfamiliar teachers 90% of the day
Peer Orientation	No support?
Sexually Oriented Relationships	No support?
Self-Consciousness	No support?

Group Activity: Write down what your school could do (or already does) to support transfer in for each features of early adolescent development.

3) Pupil Voiced Research



Pupil Voiced Research

Good for children and for teachers

- Facilitates children's rights to be heard
- Enhances children and teachers' skills and autonomy
- Builds teacher/pupil relationships
- Imparts trust, respect and value of children and teachers by the school
- Improves confidence and wellbeing

Why Take a Child's Perspective?

- Makes information accessible that is otherwise invisible to adults
- Provides more authentic information about the children's worlds

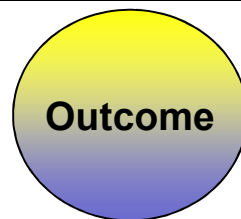
Warning...

Taking a child's perspective sometimes requires you to:

- **Forget your own assumptions** about knowledge
- **Trust in children's capabilities** to understand and act

Types of Pupil Voiced Research

Children Choose the Research Topic	Children Develop Research Questions	Children Use a Research Method to Investigate	Children Type up the Data	Children Analyse the Data	Children Write the Research Report
Adults Choose the Research Topic	Adults Develop Research Questions	Adults Use a Research Method to Investigate	Adults Type up the Data	Adults Analyse the Data	Adults Write the Research Report



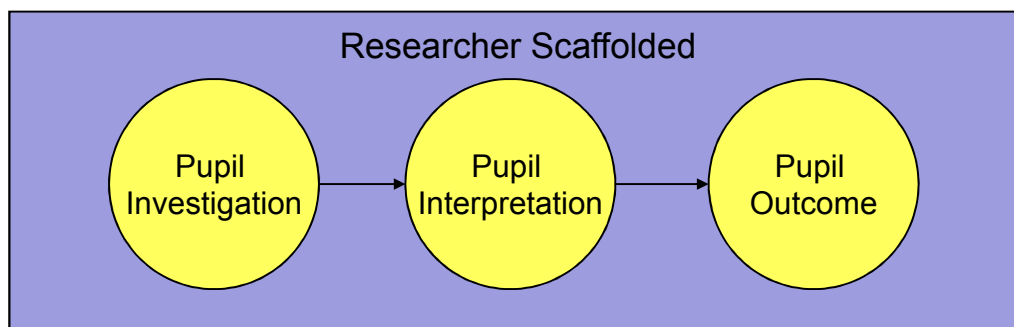
Types of Pupil Voiced Research

Children Choose the Research Topic	Children Develop Research Questions	Children Use a Research Method to Investigate	Children Type up the Data	Children Analyse the Data	Children Write the Research Report
Adults Choose the Research Topic	Adults Develop Research Questions	Adults Use a Research Method to Investigate	Adults Type up the Data	Adults Analyse the Data	Adults Write the Research Report

Outcome

G.R.I.T. The 'Greneway Research Investigation Team'

- Investigation into 'The Quiet Child'
- Five hour workshop over one school day
- 10 pupils (with some researcher experience)
- A scaffolded 'Pupil Perspective' investigation (pupils were in 'training' for future research projects)



G.R.I.T.

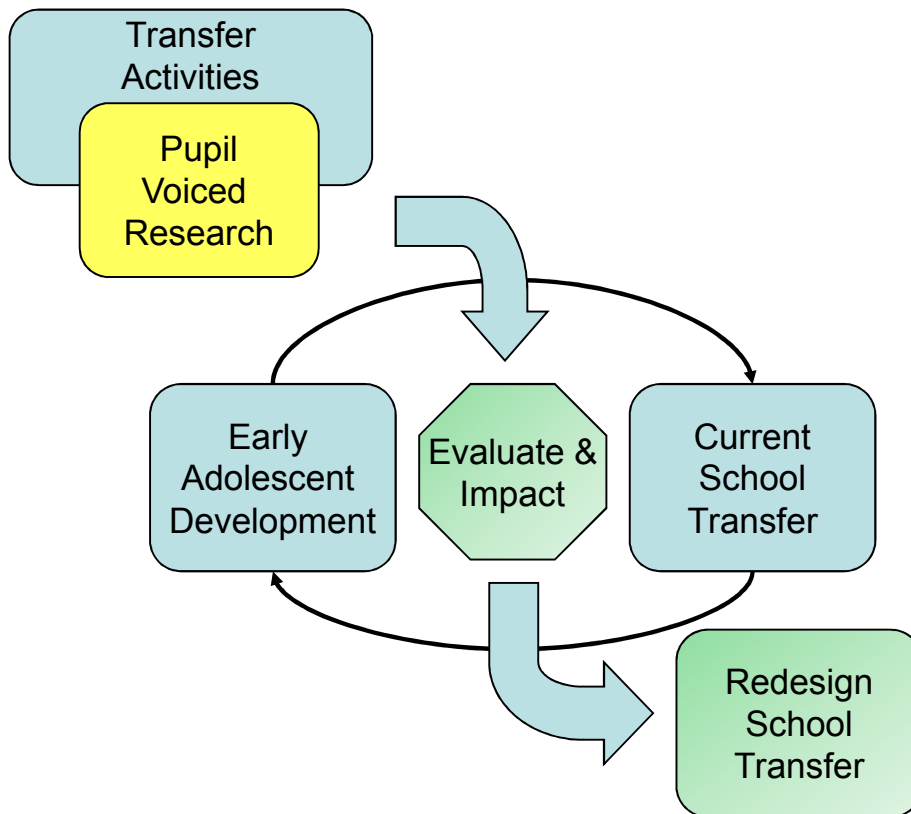
The 'Greneway Research Investigation Team'

- Pupils used the school's research topic
- They formulated research questions
- And then interview questions
- They interviewed two peers each
- They typed up their interview transcripts
- They coded their interview transcripts
- They wrote individual research reports

Outcomes for G.R.I.T Adolescents

ADOLESCENCE	PUPIL VOICED RESEARCH
Autonomy	Control over their own research Responsibility to the school for what they found
Identity (& Career) Clarification	Practice being a researcher
Cognitive Increase	Acquired skills in using specialist equipment, interviewing, conceptualising information, valid reporting
Adult Role Model & Support	Built relationships with a non-familial adult role model outside of the teacher-pupil context
Peer Orientation	Worked as a team of peers, individually and in pairs Peer-to-peer interviewing
Sexually Oriented Relationships	Mixed gender group Opportunities to speak with opposite sex in interview
Self-Consciousness	Practice in interviewing unfamiliar children (help or hinder?) More knowledge of other children's feelings

4) Methods of Attaining the Process



Using Pupil Voiced Research to Design Developmentally Appropriate Transitions

Autonomy	Identity	Cognition	Adult Support	Peers	Gender	Self-Consciousness
----------	----------	-----------	---------------	-------	--------	--------------------



Year 6 Term 3	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3
(Phases from Nicholson's 'Work-Role Transitions Cycle' 1987)			
Phase 1) Preparation	Phase 2) Encounter	Phase 3) Adjustment	Phase 4) Stabilization
Investigate children's needs and experiences			
Interviews?	Survey?	Interviews?	Survey?
Raises awareness Cross-transfer link	All children involved	In depth Some children involved	How to redesign transfer for next cohort

Discussion

How might you implement pupil voiced research in your school to uncover how to design developmentally appropriate transitions?

Some thinking points: How might this...

Relate to adolescent development

Provide support at each phase of the transitions cycle?

Relate to what pupils want?