

APPENDIX VII

Transcript coding

RESEARCH INTERVIEW WITH TEDDY

Interviewer: How long have you been in the teaching service?

Teddy: I have been a teacher for seventeen years.

Interviewer: Are you trained or untrained?

Teddy: I am trained

Interviewer: Did you receive pre-service or in-service training?

Teddy: Yes, I had pre service training

Interviewer: Where did you receive your training and in what year?

Teddy: I was trained at trained at Eastern Boys' Government School from January to December of 1994

Interviewer: What are your academic qualifications? (Post Secondary Certificates, Diplomas or Degrees)

Teddy: Associate in HRM and my Teachers' Diploma.

Interviewer: How long have you been at Hill Top Government Primary?

Teddy: 12 years

Interviewer: Was this your first teaching appointment?

Teddy: No I was an Assistant Teacher 2 at Lower Morvant Government Primary

Interviewer: At what other schools have you taught?

Teddy: Lower Morvant Government, Tranquility Government Primary, Eastern Boy's Government, various YTEPP centres on the east vest corridor, OJT tutor at various centers around the country

Interviewer: What was your initial reaction when you were assigned to this school?

Teddy: I was excited, many of my friends attended that school and I saw it as an opportunity to do some good in that community

Comment [u1]: Optimism

Comment [u2]: "Do something good"

Interviewer: How would you compare the other schools at which you have taught with this

Teddy: *Difficult as far as the community was concern, but the kids' enthusiasm and the plant were both good.*

Comment [u3]: Difficult community

Interviewer: What is your current position? (Administrative; Senior Teacher; Head-of-Department; Class Teacher; Special Teacher; Creative Arts Teacher; ICT Teacher; Other (specify)

Teddy: *Retired Classroom Teacher.*

Interviewer: At what levels within the school have you taught?

Teddy: *The SEA Class (standard 4 and 5) and Juniors (Standards 2 and 3)*

Interviewer: At what level are you presently teaching?

Teddy: *I have just retired from the service*

Interviewer: Do you enjoy teaching here?

Teddy: *Immensely, It was a job I looked forward to doing each and every day.*

Comment [u4]: Job satisfaction

Interviewer: Have you ever thought of leaving?

Teddy: *Yes, but not willingly. It was something I had to do.*

Interviewer: In your opinion how has the school changed over time?

Teddy: *There are new facilities that have provided new opportunities for pupils to be exposed to a wider scope of experiences through the internet and multi-media*

Interviewer: What in your perception makes a student of this school truly successful

Teddy: *Parents placing a premium value on education as a means to succeed.*

Comment [u5]: Parents valuing education

Pupils who have a real hunger for knowledge. Teachers who are able to make their lessons exciting and relevant to the experiences of their charges

Comment [u6]: "Hunger for knowledge"

Comment [u7]: Innovative teachers

Interviewer: In what ways do you measure student success?

Teddy: *Students whose attitude to learning have improved and are more confident in their abilities also students who believe that they can be or become high achievers despite difficult home situations, such as poverty, lack of amenities such as electricity at home, and physical disabilities. Students who do well at the SEA test in terms of marks obtained*

Comment [u8]: Attitudinal improvement

Comment [u9]: Becoming confident

Comment [u10]: Personal ambition

Interviewer: What examples of students' success have stood out the most in your teaching practice at the school?

Teddy: *There are two examples. The first was a girl from a single parent household. There were problems such as poverty and lack of parental interest. This student although having potential did not believe in herself and her mother added to that perception. What I had to do was make serious efforts to get the mother interested in her daughter and to understand that teachers were not against her but they only wanted the best for her child. She mellowed and things started improving, however there were several other problems that arose. The girl needed glasses; she developed a terrible hair fungus and had no resources for school. I had to take money out of my pocket to obtain the glasses, take urgent measures to get the child to a doctor, buy the medication and have it administered in school. I had to get a female teacher to wash her hair until the fungus disappeared. At the ending of the day, that child improved academically and passed for a renowned girls' college in Port-of-Spain. I even had to pay the one thousand dollar registration fee for the school and assist in obtaining her school books. If she had to depend on her mother, she would not have written SEA let alone pass for such a school. Another example was one of this boy who was rebellious to authority, disrespectful to teachers and others students, resistant to school work, had a spirit of apathy, lied profusely and had serious anger issues. His parents always made excuses for him and blamed the school for picking on their son, until one day he cursed and threatened his mother and she really saw what we had to deal with at the school. In fact he was a Standard Five repeater because he was sent back to repeat after doing poorly at the SEA exams. No teacher wanted him, but I took him in my class. I am a bit of an unconventional disciplinarian so I used some innovative ways to make him to change his ways. I was firm and resolute in my dealings with him. I provided examples of persons who did well so that he could look to these as positive mentors. I acted like a father to him and showed him*

Comment [u11]: Poverty issues

Comment [u12]: Lacking confidence

Comment [u13]: Parent/teacher relationship

Comment [u14]: Teacher's sacrifices

Comment [u15]: Beyond the call of duty

Comment [u16]: Beyond the call of duty

Comment [u17]: Parental non-support

Comment [u18]: "Rebellious to authority"

Comment [u19]: Disrespect

Comment [u20]: Educational resistance

Comment [u21]: "Serious anger issues"

Comment [u22]: Parent support indiscipline

Comment [u23]: Underachievement

Comment [u24]: Innovative teaching

Comment [u25]: Mentors

love, but I demanded respect in return. By the time he sat the SEA again this boy was a changed person. He was focused on his school work, he made an effort, he was no longer disrespectful and his aggression abated to a large extent. He did pass his exams, but not for the best of school, however the character change he went through in my class was a real demonstration of success.

Comment [u26]: Love for pupils

Comment [u27]: Student transformation

Comment [u28]: Willingness to work

Comment [u29]: Behavioural change

Comment [u30]: Character development

Interviewer: What in your perception have been your greatest challenges in your effort to get students to succeed at this school?

Teddy: To not be distracted by the culture of the hill. (men "lime and hustle", while women work and make children)

Comment [u31]: Negative sub-cultures

Interviewer: What do you think was instrumental in your overcoming these challenges?

Teddy: Talking about how education can provide the thing they want, showing how it's cool and fun to be smart, and to learn. And for me love for the children and the desire to see the school improve. Commitment and endurance also played a very great part.

Comment [u32]: Love for pupils

Comment [u33]: "Commitment and endurance"

Interviewer: What teaching/learning strategies have you personally used to achieve students' success at the school?

Teddy: Acting out situations, Modeling, Music and stories, Many concept lessons are more physical, movement is use to demonstrate concepts in all subject areas, extra lessons on my personal time, and encouraging a community initiative within the class.

Comment [u34]: Innovative teaching

Comment [u35]: Teacher's sacrifices

Interviewer: What teaching/learning strategies do you consider **most** effective in attaining students' success at the school?

Teddy: Peer tutoring and Group work to reinforce concepts

Comment [u36]: Teaching methods

Interviewer: What in your opinion is necessary for the improvement of teaching/learning at school?

Teddy: Clear policies on discipline. Learning must become an escape from the issues pupils face when they are at home.

Comment [u37]: School Policies

Interviewer: Well Teddy, thank you for answering the foregoing questions for me via the e-mail. I know because you live out of the country now it would have

been difficult to have you participate in this study by any other means.
Thank you again for your time and typing.

RESEARCH INTERVIEW WITH KYMN

Interviewer: How long have you been in the teaching service?

Kymn: I have been in the teaching service for the past twenty-three years.

Interviewer: Are you serious? You don't look as if you have twenty-three years of service!

Kymn: Well looks can be deceiving, but in all seriousness, I started teaching immediately after leaving secondary school.

Interviewer: Oh, okay. Are you trained or untrained?

Kymn: I am trained.

Interviewer: Did you receive pre-service or in-service training?

Kymn: In-service. I taught for three years and was then sent to Teachers' College.

Interviewer: Where did you receive your training and in what year?

Kymn: I was trained at the Valsayn Teachers' College from 1993-1995.

Interviewer: What are your academic qualifications? (Post Secondary Certificates, Diplomas or Degrees)

Kymn: Well I have my Teachers' Diploma, a Bachelor's Degree and I am now pursuing my Masters Degree. I also have a certificate in Computer Literacy.

Interviewer: Wow, you are very qualified!

Interviewer: How long have you been at Hill Top Government Primary?

Kymn: I have been here for the past eighteen years.

Interviewer: Was this your first teaching appointment?

Kymn: No.

Interviewer: At what other schools have you taught?

Kymn: I taught at a Girls' Government Primary in the district from 1990-1993

Interviewer: What was your initial reaction when you were assigned to this school?

Kymn: *Well for one thing I had never heard of the school. My parents however, especially my father, who was more familiar with the area in which the school was located, did not like the idea of me going there too much. He was afraid for my safety because he said that there were a lot of bad boys and gangs in that area. I however was glad to be placed at a school where I did not have to pay too much in transportation or traveling too long to get there. But I must admit that after hearing how my parents felt I became a bit fearful. I was no doubt determined to make the best of the situation and 'go brave' with God's blessings.*

Comment [u38]: New discovery

Comment [u39]: Fear for safety

Comment [u40]: Optimism

Comment [u41]: Fear for safety

Interviewer: How would you compare the other schools at which you have taught with this school?

Kymn: *Well the other school was in a safer area of the district. There were no gangs there at the time. It was an all-girls school and this is co-ed. Additionally the parents at my former school were a bit more involved and interested in their children's education and in the affairs of the school. The children at my other school also performed better academically.*

Comment [u42]: Safety issue

Comment [u43]: Parental involvement

Interviewer: What is your current position? (Administrative; Senior Teacher; Head-of-Department; Class Teacher; Special Teacher; Creative Arts Teacher; ICT Teacher; Other (specify))

Kymn: *I am a class teacher.*

Interviewer: At what levels within the school have you taught?

Kymn: *Basically at all levels but mainly Juniors and Seniors*

Interviewer: At what level are you presently teaching?

Kymn: *My last level was Juniors' and I taught a Standard One class.*

Interviewer: Do you enjoy teaching here?

Kymn: *Well for the most part, yes!*

Interviewer: What do you mean by that statement?

Kymn: *Well as with everything you have your good days and your bad. But I mainly enjoy teaching at the school. I guess I enjoy more good days than bad ones.*

Comment [u44]: Job frustrations

Interviewer: What do you consider most enjoyable?

Kymn: Well I like the size of the facilities. This is pretty big for a primary school!

I have my own classroom and the staff is really good to work with. I also enjoy making a difference in the children's lives and seeing they make positive changes. Not every child will be transformed into a swan, but for those who do, the feeling is beyond words. I also enjoy the challenge of educating children from this type of area. You see there are schools that may have fewer problems than this one, because it is as though the children there come hand-picked and pre-selected for success. They have parents who are involved in their children's education, access to numerous educational resources and resource personnel and untold material and social advantages that prime them for success. However in a school like this, these things are greatly lacking so it gives the teachers here a greater challenge to get these children to do well at the end of the day. The good thing though, is when you do get children to do well you genuinely feel a great sense of accomplishment and that in my opinion is good pay for hard work!

Comment [u45]: Good staff relations

Comment [u46]: "Making a difference"

Comment [u47]: Job challenges

Comment [u48]: Not like other schools

Comment [u49]: Educational challenges

Comment [u50]: "Good pay for hard work"

Interviewer: Have you ever thought of leaving?

Kymn: It is interesting that you asked that. Actually I thought of leaving several times.

Interviewer: Why?

Kymn: I guess frustration! At one point I was really thinking of applying for a transfer because an individual on the staff started a malicious bit of confusion that spread contention and division among the staff. I don't want to go too much into detail, but what ticked me off most was how big people, so called adults and educated persons could let someone whose 'elevator does not go to all floors' influence them to the extent that they started acting against individuals who have always fought their cause in the past - individuals who have never let them down and who they could always count on in times of distress. These people just abandoned us to the wind! That really, really, hurt. I just didn't want to be part of a staff that

Comment [u51]: Work stress

Comment [u52]: Bad staff relations

could be so petty. Then there was a time when we got a new administrator who totally and in a very short space of time eroded everything we tried to do at the school because of his stubbornness and inexperience. You see he came from a somewhat prestigious school where the culture and attitude towards education was very different from ours. So he tried to do things as they were done at his former school, but the context was far different and he landed himself in real 'hot water.' The parents saw him as a 'push over' and the children walked all over him and to make matters worse he tried to appease the parents by if I could use the term, 'Dissing' the teachers, in other words disrespecting the teachers in front of the parents. Now what's that about? Discipline dwindled, students became extremely disrespectful and did what they wanted and some even began cursing teachers, lawless parents acted like they ran the school and tried to bring their standards into the school, the entire ethos changed and numerous teachers including myself became disenchanted and demotivated. I think those were the occasions I wanted to leave most!

Comment [u53]: Poor leadership

Comment [u54]: Indiscipline

Interviewer: Why have you opted to stay at the school?

Kymn: I have asked myself that question on several occasions because the school and all its socioeconomic and contextual background is one thing, but a bad and obstinate administrator is another! I guess I stayed because things changed, the situations that were causing antagonism ceased to exist and the individuals who encouraged contention have left the school. The atmosphere is now conducive for working again. I also stayed because of the children and my love for them. I reasoned that if I allowed foolish people to run me from the school then what would happen to the children? After all the children were merely products of the environment and reacted to what happens at home and to what they saw happening at school at the time. I guess under those circumstances I decided to stay and fight instead of throwing in the towel.

Comment [u55]: Socioeconomic issues

Comment [u56]: Bad administrator

Comment [u57]: Love for children

Comment [u58]: Environmental influence

Comment [u59]: Teacher determination

Interviewer: In your opinion how has the school changed over time?

Kymn: Well as I said before, the things that were negatively influencing the human relations on the staff have ceased to exist. We now have a new administrator who came for this very school and she is doing a fine job and is earnestly doing all she can to improve the school. We also now have an audio-visual room, something I have lobbied for, for so many years. We also have our very own pan theatre where our students learn to play pan and read music. The school motto, uniform and building colour have been changed and we have received white boards in many of the classes. Teachers are a bit more focused and committed and have received more professional training than those in the past. On a least positive note the student numbers have declined because of the advent of the SEA and the all students-placement initiative as well as the upsurge in crime and violence on the Hill. Oh, I forgot to mention that at one time during my early years here, the school was unfenced and a security risk because gangsters and all kinds of people used the school yard as a thoroughfare, but by God's grace and a firm stance by both the PTA and the teachers, we got a high security fence, so that is a notable change as well.

Comment [u60]: Good administrator

Comment [u61]: Improved infrastructure

Comment [u62]: Better teachers

Comment [u63]: Concern for safety

Interviewer: What in your perception are the determinants of student success at this school?

Kymn: Let me get you straight, are you asking my view on what student success means to me?

Interviewer: Yes, I am. In other words what would you use to identify a successful student and why?

Kymn: Well that is an interesting question and I am afraid my answer may surprise you, because I do not view true student success in the conventional way.

Comment [u64]: Unconventional view of success

Interviewer: Well then let me hear how you view student success.

Kymn: Well for one thing, I don't look at student success primarily in terms of academic achievement, like how a child performs in a paper and pencil test. Now don't get me wrong, academic achievement is one way to judge how a student is doing, but I do not feel it should be the only way and at

most not the foremost way. I think many other things need to be taken into consideration that is unfortunately neglected by policy makers. Let me explain, how children come to a school at different readiness levels. The type of home environment coupled with psychological and sociological development determines how children will perform in school and their attitude towards school work. Another factor is motivation, both intrinsic and extrinsic. By intrinsic I mean what motivates a person from within or self-motivation and extrinsic meaning those external factors that help to motivate the individual. Now granted some children come from homes where everything necessary for success is present, like parental involvement, good nutrition, a print-rich environment, successful and educated parents, etc., while others come from exactly the opposite. At my school we get the latter, because our students come to us with a host of problems that we are sometimes not in a position to solve and yet we have to train and expose them to the same level of education as all the other schools, because face it, at the ending of the day they all have the same exam to write which determines what schools they go to. Now tell me if you think this is a fair measure? I personally do not believe that it is – I think the scales are tipped in favour of the more privileged in society. Now Miss, when I take these things into consideration how can I determine if a student is successful on academic attainment alone? Instead I look at the personal growth and development of the child – that is how far has this child come from the first day he/she came to school to now and how that child eventually leaves the school. This personal growth that I talk about will likewise encompass development of a positive attitude, adoption of proper values, um, positive behaviour changes and willingness to work to mention a few. So let's suppose a child came to the school unable to read or write, um that's normal right? It is expected that when that child leaves for secondary school he/she will have developed those skills, because that is the job of schooling, however what if that child came to school devoid of social graces – not knowing how to say thank you or please, or what if

Comment [u65]: Educational obstacles

Comment [u66]: Factors promoting education

Comment [u67]: Student background

Comment [u68]: Marginalization

Comment [u69]: Growth and development

Comment [u70]: Perception of success

that child is aggressive and unable to work peacefully with others, or curses or steals? Wouldn't it be a greater example of success if when that child leaves the school he/she has learnt to abandon those negative qualities and adopt and practice positive ones, in other words be a better character than when he/she first came? These are the things I will look for to determine student success in addition to academic performance.

Comment [u71]: Adoption of values

Interviewer: In what ways do you measure student success?

Kymn: *I don't quite understand the question. Are you referring to how I design a test?*

Interviewer: No, I just want to develop or expand on the previous question. So what I want to know is, besides academic achievement in what other ways do you measure or determine students' success?

Kymn: *Oh, I get you. Well I use normal tests off course, but I also use authentic assessment. By authentic assessment I mean engaging the pupils in real life activities where they are forced to show their skills and talents to solve real life problems. A case in point was when I did a class project where pupils had to plan, fund and orchestrate a real concert. All I did was facilitate, advise and supervise. The children planned what the concert programme would be like, when the concert will take place, they planned advertisement and fund-raising they did budgets focusing on income and expenditure and they practiced and performed for the concert. That was truly remarkable to see! I was able to assess them in mathematics, grammar, spelling, group dynamics, public relations, etc. and at the end of it they discovered talents they didn't know they had like leadership and problem-solving skills. I also assess them in ways I previously mentioned like adoption of positive values, attitudinal and behavioural changes and willingness which is manifested by the effort they put forth to do their work as best they can.*

Comment [u72]: Authentic assessment

Comment [u73]: Character modification

Comment [u74]: Student effort

Interviewer: What examples of students' success have stood out the most in your teaching practice at the school?

Kymn: *Ah, maybe I don't understand the question fully.*

Interviewer: What changes in student behaviour, attitude towards learning or enthusiasm have you observed in particular students who you were able to personally influence or teach?

Kymn: *You mean students in my class?*

Interviewer: Yes and those who you consider a success.

Kymn: *You are causing my brain to work overtime with that one. Let me see, student example of success, student success, um. Oh, oh, I can think of two examples. Can I use their names?*

Interviewer: No, for the purpose of confidentiality use a false name.

Kymn: *Well there was this boy I taught in Standard Four and Five when I had Common Entrance class as it was called back then, he lived with both parents, however parental involvement was very poor. On the one hand the father was illiterate and a profuse weed smoker. He belonged to a Rastafarian Religion that believed that the smoking of weed was sacred and that it brought them closer to God. The mother also belonged to that religion and smoked heavily herself, she too was illiterate. The mother would only come to school if there was an urgent matter, like to sign for Common Entrance. Anyway the poor circumstances under which Rasta Jr. lived, the social environment and the lack of parental interest and involvement acted against him being successful. I forgot to mention that he missed quite a lot of school and had a very unkempt appearance. Basically he was weighed down by his situation in life and had a lackluster attitude towards his school work. However I saw potential in Rasta Jr. and refused to let him be lost to his circumstances. I spoke to him every day and encouraged him to look beyond the now and see what the future had to offer. I asked him if he desired to be like his parent or better than they were. I also asked him what he thought he would have to do to improve his lot in life and if he was willing to do that? He cried and said he wants to do better. Because he displayed a willingness to improve that gave me greater impetus to help him, so I began tutoring him one-on-one, during*

Comment [u75]: Parental non-involvement

Comment [u76]: Subculture influence

Comment [u77]: No parental interest

Comment [u78]: Environmental obstacles

Comment [u79]: "Unkempt appearance"

Comment [u80]: Educational apathy

Comment [u81]: Teacher-pupil communication

Comment [u82]: Willingness to learn

lunch time and a little after school, I let him do his homework at school because this was a sure way of getting homework done, I praised and rewarded him for all his efforts no matter how small and I directed his attention to positive role models from right in the community. The result was that Rasta Jr. started to excel in class, his grades improved and so did his appearance and attitude. He began coming to school regularly and at the end of it all, he passed for a very good boy's secondary school in Port-of-Spain. That to me was a success story, because under normal circumstances he was really destined for failure. Another one that comes to mind is girl who lacked self-esteem and self-respect. She carried herself in a less than dignified way most of the time. Although parental involvement and interest was present she hailed from a single parent household where her mother did not live the most moral or fitting life. She had eight other siblings who were all fathered by different men and she was left on her own most of the time. She had a very volatile personality and many teachers who had taught her in the past did not have high hopes for her. She cursed and stole and was often in trouble at school. When she came to my class, I put her to sit down and had a very soul-stirring discussion with her. I tried to find out why she was so angry all the time and why she chose to fight for everything? I befriended her and let her know that she could come to me with any problem and we will talk it out. I told her that whenever the urge to fight comes to her, run as quickly as she can and tell me-I reasoned that the time she would take to run and tell me she would forget why she wanted to fight. I taught her how to value herself as a young lady and how to build and maintain a fine reputation in her community. I encouraged her to reach for the highest position possible and I showed her love. Gradually I saw her making changes and settling down in her school work. She was involved in less fights and her aggression cooled down drastically. Her mother visited my class one day and asked me what I did to her daughter because she was a changed person even at home and she didn't have to come to the principal as often

Comment [u83]: Teacher's sacrifices

Comment [u84]: Rewards

Comment [u85]: Mentoring

Comment [u86]: Student transformation

Comment [u87]: Negative self perception

Comment [u88]: Family challenges

Comment [u89]: Low expectations

Comment [u90]: Pupil-teacher communication

Comment [u91]: Valuing self

Comment [u92]: Pupil motivation

as she used to. I explained my strategy and her mother commended me for taking the time to care enough about her daughter. The end result in this case wasn't that the girl went to the best school, but that she went to the best attitude! This too I consider success!

Comment [u93]: Personality transformation

Interviewer: What in your perception have been your greatest challenges in your effort to get students to succeed at this school?

Kymn: Well I would say first and foremost a lack of parental involvement. Secondly, poor past administration. Thirdly bad staff relations and tensions and lastly the environment in which the school is situated, because it seems as though whatever we teach is eroded when the children leave the school so sometimes you feel like you are 'spinning top in mud.' I also have issue with our student intake, these student come to the school with so many issues and problems, we can only do so much. We need proper screening for physical, learning and behavioural disabilities and an on sight guidance officer. The students' lack of interest in education is also a major hurdle for me because it can be quite discouraging at times. Another problem I had in the earlies was safety and security because you know how this area is, but with the increased police presence things have normalized for the time being.

Comment [u94]: Parental non-involvement

Comment [u95]: Poor administration

Comment [u96]: Bad staff relations

Comment [u97]: Negative community influence

Comment [u98]: "Spinning top in mud"

Comment [u99]: Teacher discouragement

Comment [u100]: "Safety and security"

Interviewer: What do you think was instrumental in your overcoming these challenges?

Kymn: Well I must say prayer! Earnest, earnest, earnest prayer to Almighty God to give me the strength and courage to overcome the obstacles. Then too there is determination to fight and not give up. Also there was commitment to the school, the children and the profession. You see Miss, you have to love teaching and the children you teach. I think too a positive outlook, because if you only focus on the negatives you will blind yourself to the positive, so I focused on the good things about the school and the future prospects I envisioned for the school. I believe continued self-evaluation likewise played a part because you always want to see how you could do things differently or be better. Finally when I see children who I have

Comment [u101]: Faith

Comment [u102]: Teacher determination

Comment [u103]: Job commitment

Comment [u104]: "Positive outlook"

Comment [u105]: "Self-evaluation"

taught applying things I taught them and bettering themselves, then that to me is real joy and fulfillment because I feel a real sense of accomplishment. I believe that is what helped me most with the challenges of this school.

Comment [u106]: "Sense of accomplishment"

Interviewer: What are the teaching/learning strategies have you personally used to achieve students' success at the school?

I use constructivism a lot in my teaching, in that way students participate in their learning and remember concepts better. I also use lots of group work/cooperative learning so that weak pupils benefit from the encouragement of the strong, however you have to be a little careful not to create a dependency syndrome for some children who are lazy, so you need to shuffle the group members about and make every individual in the group responsible for a specific task. Monitoring students' work is also essential. I also believe in Gardner's Multiple Intelligences so I try to cater for different learning styles when I plan my lessons. I may use a little music, maybe art, maybe dance- whatever helps the children to learn better. There are times when I do one-to-one teaching with specific pupils who need the extra help but I don't do it too often because it is quite time consuming. I find mentoring works well here, because you can help students choose positive role models from within their community. I sometimes use myself as an example because I let my children know that I was born and raised in The district, grew up in poor circumstances, had parents who were not really educated, but look where I am today and they can do the same. So I used my life history as a model for them to pattern. I also encourage my students to set goals for themselves and work at attaining those goals. Once they attain their goals I praise and reward them. Even if they don't quite get there I still reward them for the effort they made and this encourages the students to work harder.

Comment [u107]: Constructivism

Comment [u108]: Group work

Comment [u109]: Mentoring

Comment [u110]: Multiple Intelligences

Comment [u111]: Individual teaching

Comment [u112]: Teacher's example

Comment [u113]: Setting goals

Comment [u114]: Rewards

Interviewer: What teaching/learning strategies do you consider **most** effective in attaining students' success at the school?

Kymn: *Oh boy, this is hard because I think all that I mentioned is quite effective, but if I had to choose just one-I think Constructivism, yeah Constructivism, because students are forced to use their natural ability and talents as well as apply the skills they have learnt to solve problems and arrive at solutions. I always know that students learn better when they 'do' or participate than when they are told. And Miss how best did you learn to bake or cook, not by doing? Because you can read all the recipes there are look at all the cooking programmes, but if you don't do it yourself you will never really learn. So in this regard Constructivism stands out most.*

Comment [u115]: Constructivism

Interviewer: What in your opinion is necessary for the improvement of teaching/learning at school?

Kymn: *I really like this question! Well let's start in the home. I think parents must become more interested in their children and in their education because as the saying goes 'What monkey see, monkey do,' So if the pupils see their parents valuing education, then they will also value education. Additionally, parents need to become partners in purpose with their children's teacher so that they can assist the children together. At the level of the school I believe that teachers should work cooperatively and unitedly on school policies and rules, in other words all teachers must make their class of the same standards when it comes to rules and policy, so that pupils will not get mixed messages about how things are done at the school. If that is done it will go a long way towards enhancing student discipline at the school. So if the rule is that all books must be covered, then each class should adhere to that rule. I believe too that all teachers should genuinely love the school and that will be manifested in the efforts they put out for the school. The principal and teachers should also monitor and use resources so that they last. On the part of the Ministry, I think the allocation of necessary resources and training on how to use them properly is necessary, because sometimes you get resources but you are not trained to use them well and they just get wasted. Schools like ours need specialist teachers, special educators and proper screening and*

Comment [u116]: Parental interest

Comment [u117]: Teacher-parent relationships

Comment [u118]: Staff cooperation

Comment [u119]: Teachers love for school

Comment [u120]: Resource monitoring

Comment [u121]: "Necessary resources"

diagnosis of children so that we can know their needs and assist them were necessary. We also need access to a school counsellor or guidance officer on a regular basis to help children deal with the traumatic issues they have to face daily. You would agree with me that if the children have excess baggage in their brains then it is going to be hard to get anything in there! They must also learn how to deal with conflict and not to resolve situations at the end of a gun! We need the assistance of the police force to visit delinquent parents and ensure that they send their children to school every day and give them the needed resources instead of having their children staying home and 'liming on the block' where they can and will be led astray.

Comment [u122]: Resource personnel

Comment [u123]: Police assistance

Interviewer: In conclusion are there any additional comments, questions or concerns you will like to share?

Kymn: I think I have said a lot, but all I hope is that this information in some way is able influence the powers that be and let them not look at schools like this with the same spectacles they look at other schools that do not have these problems. I wish they can read this so that instead of condemnation, because we are not pushing out 'top' SEA students they will commend us for the tremendous effort we are forced to make to get these children to learn. On a more positive note however I want to wish you all the best with your project and hope you do well.

Comment [u124]: Ministry commendation

Interviewer: Okay, thank you very much. I would hope for that as well. Kymn I wish to thank you for your participation in the study and I will forward a copy of the transcript to you as soon as it is ready for your approval and verification.

RESEARCH INTERVIEW WITH GISELLE

Interviewer: How long have you been in the teaching service?

Giselle: 13 years

Interviewer: Are you trained or untrained?

Giselle: Trained

Interviewer: Did you receive pre-service or in-service training?

Giselle: In-service

Interviewer: Where did you receive your training and in what year?

Giselle: At Valsayn Teachers' College in 2003-2005

Interviewer: What are your academic qualifications? (Post Secondary Certificates, Diplomas or Degrees)

Giselle: Well I have 10 O'Levels, my Teachers' Diploma, a certificate in Physical Education and I also have a Bachelors Degree in Educational Services.

Interviewer: Giselle, can you give a little information about the Educational Services degree, is it related to Physical Education?

Giselle: Somewhat, it is how we did um, the major part of the degree first so we just continued that we didn't have to do the full four years of the Degree. That's about it.

Interviewer: So the Educational Services Degree is somewhat Physical Education oriented area so that you can teach all kinds of sports?

Giselle: Yeah, all kinds of sports, you can go to Secondary School with that.

Interviewer: How long have you been at Hill Top Government Primary?

Giselle: 13 years, this was my first, only and present appointment.

Interviewer: What was your initial reaction when you were assigned to this school?

Giselle: Well I never heard of the school, so really I had no reactions towards it. I was really just happy that I got a job as a teacher, so where I was placed really didn't matter and it was close to home.

Comment [u125]: Happy for job

Interviewer: So you were happy for the job and its proximity to home?

Giselle: That's right and I didn't have a job earning that type of salary before, so it was like wow!

Interviewer: So would it be correct to say you are in it for the money?

Giselle: Hah, Hah, no! It is about fulfilling your goals, after school you want to get a good job and you would have a list of jobs you would like to obtain. I admit it wasn't my first but it was one of the jobs I wanted to do and I got it so I was happy.

Interviewer: What is your current position? (Administrative; Senior Teacher; Head-of-Department; Class Teacher; Special Teacher; Creative Arts Teacher; ICT Teacher; Other (specify))

Giselle: *A class teacher.*

Interviewer: At what levels within the school have you taught?

Giselle: *I have taught at all levels.*

Interviewer: At what level are you presently teaching?

Giselle: *I am the only Standard Five Teacher in the school.*

Interviewer: Do you enjoy teaching here?

Giselle: *Yes.*

Interviewer: Why?

Giselle: *I find it is very rewarding when the children come to you and they don't know and you help them learn something they didn't know existed, the expression on their faces – I find that to be very rewarding.*

Comment [u126]: Teaching rewarding

Interviewer: So you enjoy changing the students' attitude?

Giselle: *More than that, the attitude, how do you say it? The mental spectrum that is their level of thinking. How you open and broaden their mind to different views and opinion. You see how they grow from blank to a point where they can carry on an open-minded conversation, I think that to be really rewarding.*

Interviewer: Have you ever thought of leaving?

Giselle: *I have thought of leaving.*

Interviewer: Why?

Giselle: *At one time there was a particular principal I did not like for the way he was handling things, my job was becoming frustrating, the school was not being organized and run properly. There was poor leadership. Also the pupils with the lack of parental support too were not producing the expected quality of work that I was putting out.*

Comment [u127]: Poor leadership

Comment [u128]: Parental non-involvement

Interviewer: Why have you opted to stay at the school?

Giselle: *Uh, I heard a principal once say, "We know what we have, but we don't know what we are going to get!" and then I thought about my teaching*

practice at other schools and how those children behaved. I then compared it to how our children behave and our children here behave much better. They are more disciplined. When we go out on field trips with other schools our children behave so much better than the rest. I think it would be less stressful to remain instead of move on. Even though I thought of moving to other schools in the same catchment area, our children still have the upper hand where discipline is concerned. And then the academic ability too even though it would be more rewarding and encouraging for me as a teacher, putting out work and expecting children passing for better schools, because of the catchment area and liaising with other teachers, the results are the same. It always depends on the background of the student and the family and the parental support of the child that determine the results.

Interviewer: In your opinion how has the school changed over time?

Giselle: *Well we have a new administrator. She is very organized. She is easy to work with. She has policies and rules that we can follow and that we can see making sense and they work!* *Now we have a lot of things going on at the school that help the children where discipline is concerned you know. The only downfall and disadvantage is that parental involvement and the enthusiasm of the children towards school work.*

Comment [u129]: Good leadership

Comment [u130]: Parental non-involvement

Interviewer: What in your perception are the determinants of student success at this school?

Giselle: *Ask that again maybe in another way.*

Interviewer: What would you use to identify a successful student and why?

Giselle: *Oh, depending on not only the ability of the child, but the amount of work I observe that the child is puts out or was attempting to put out. Then I would say that that child was a success. I would not say that because a child passed for a good school, that the child was successful. I would take into consideration the ability of the child, because we know that bookwork is not for everybody! I have some children, if you give them the booklet, they make a mess of it, but if you read and explain they are so wonderful*

Comment [u131]: Effort to learn

and we wonder why we don't have other non-traditional exams to access these children. So I would access their success by the amount of effort put in to their work.

Comment [u132]: Effort to learn

Interviewer: In what ways do you measure student success? Besides academic achievement in what other ways are students' success measured? Because you mentioned before that you consider a child to be successful when you see the child display ability, effort and enthusiasm in his work.

Giselle: *Where paper work is concerned, that is easy, those who pass. But then you take into consideration the background issues some of these children have to deal with, so you can relate and understand why it is they are not as forth-coming with their work. You have to understand that the playing field is not even for these children – it is unfair so you cannot judge all of them the same way because that would be unfair. I would go as far as saying that even getting some of them to leave primary school being able to read and write as independent readers is being successful. Because we know for a fact that we have some children who cannot cope in the so called 'normal environment' and they should not be in our schools.*

Comment [u133]: Uneven playing field

Comment [u134]: Having basic skills

Interviewer: Giselle, please explain what you mean by 'cope in the normal environment'

Giselle: *I am taking about special needs children. They were not diagnosed because we are not qualified to diagnosed, but you know with teaching you can pick out one or two who really cannot function at a normal level. And you can see how when you have them in smaller groups how they perform differently and work better.*

Comment [u135]: Abnormal children

Interviewer: Based on your recollection, what examples of students' success have stood out the most in your teaching practice at the school?

Giselle: *I don't know. Exactly what are you looking for?*

Interviewer: What changes in student behaviour, attitude towards learning or enthusiasm have you observed in particular students?

Giselle: *I can see the students that I have now being moulded in such a way that if they continue on that path, they would be very successful. There is one girl*

who was skipped from Standard Three to Five. Everybody thought she was average but she is now on top of the class. I encourage her to do law, because she loves to talk, she loves to ask questions and she is very aggressive and blunt in her speech.

Interviewer: What in your perception have been your greatest challenges in your effort to get students to be successful?

Giselle: *Well I would say the lack of parental support, children not coming to school with tools, stationery, books, they are not doing homework. Many children have problems focusing and they have nutritional needs. Some are unable to retain information, others are disruptive. They have problems with problem solving and reasoning skills and these are some of the challenges.*

Comment [u136]: Parental non-support

Comment [u137]: Pupils unprepared ness

Comment [u138]: Nutritional issues

Comment [u139]: Learning difficulties

Interviewer: What do you think was instrumental in your overcoming these challenges?

Giselle: *I would say persistence and perseverance. Rewards for good work, real life experiences so I take them out on field trips to help them learn. Talking about and centering lessons on topics of interest, for example if they like football you talk about football and relate it to the lesson. I had a problem with a boy who couldn't figure out the age of a person if they were born in such a year. So I asked him his age and what year we are in? He was then asked to use the information to figure out the year in which he was born. Now he knew the year he was born and he was able to work backwards to solve the problem.*

Comment [u140]: "persistence and perseverance

Comment [u141]: Child-centered learning

Interviewer: What are the teaching/learning strategies have you personally used to achieve students' success at the school?

Giselle: *I find that one-on-one with teacher and student, that works. Also small peer groups anything more than three students in a group is a lot of chaos and 'ole talk' Assigning leadership roles to students like sometimes you have a prefect but you have to watch the friend-friend thing,, but it sometimes help. The children also like attention too because most of the time I have a seat by my table and I will call children and work with them*

Comment [u142]: Individual tutoring

Comment [u143]: Peer groups

Comment [u144]: Leadership roles

one-on-one and even when I don't call them they will take it upon themselves to come and sit and you have to tell them return to their seat, because they like that attention.

Interviewer: So would you define that as giving individual attention or showing personal interest in the children?

Giselle: *As showing personal interest.*

Interviewer: What teaching/learning strategies do you consider **most** effective in attaining students' success at the school?

Giselle: *The one-on-one with the teacher and the student.*

Comment [u145]: Individual tutoring

Interviewer: So how do you do the one-on-one?

Giselle: *One-on-one, you break it up. Say you have a problem you read it for them, you may have to draw a diagram or bring in manipulatives so they can actually see it and look at the problem instead of just saying a formula like 'Length by Breath gives you Area' you actually have the material and show them what they are working with I think that works best where they can actually visualize the problem and solve it.*

Interviewer: Approximately how many students do you have in your class?

Giselle: *Twenty.*

Interviewer: Wouldn't an approach like that be time consuming and wouldn't there be obvious time constraints?

Giselle: *Definitely and that is why we have to resort to the peer teaching and group work so that the strong could help the weak understand what is taught in class because the one-on-one everyday is impractical.*

Interviewer: What in your opinion is necessary for the improvement of teaching/learning at school?

Giselle: *First thing I would suggest is having smaller class sizes. Classes should be ten for the most per teacher.*

Comment [u146]: Smaller classes

Interviewer: So you are looking at a special needs classroom size. They are approximately five to ten in capacity.

Giselle: *Yeah. Secondly I believe in a lot of extra-curricular activities too, music is um, important. Sometimes when I teach too if you sing a song or a rap or*

Comment [u147]: Extra-curricular activities

something it tends to capture their attention and interest motivates them to learn and remember and stuff like that you know. *Even sports you can use sports in that if you try hard to do your school work you can get to represent the school in sports, but discipline is important if you are to represent the school, but you must be trying in your school work and show some kind of effort because they go 'hand in hand' you can't be good in sports and lacking in your school work.*

Comment [u148]: Sports

Interviewer: But that is within the school, who else do you think needs to assist if the teaching/learning at the school is to improve?

Giselle: *You can always get parents involved because some parents just don't have the don't go into the book bag, they don't interact with the children' they don't even ask "How was your day at school?" "Did you do anything new?" "Did Miss help you understand?" "So if parents don't show that interest it shows that the children are neither interested in their work.*

Comment [u149]: Parental involvement

Comment [u150]: Negative parental influences

Interviewer: And what can you suggest to get the parents involved? Because it is one thing to say they are not interested, but what are we doing to engender that interest and involvement?

Giselle: *I try to get parents involved. Personally I text my parents and let them know of issues concerning their children, if we have an upcoming meeting that they should attend, what would be the topic of the meeting, if we have a guest speaker and the topic would be very interesting and they should come and hear the speech you know. Activities in the school, like if we have a little Bingo in the school to encourage parents to come and play with their children, a little Bazaar or May Fair – all of these things work! Once the parents and other stakeholders get involved in the school I think it would help.*

Comment [u151]: Parent-teacher relationship

Interviewer: Do you have Guidance officers that work with the school?

Giselle: *We don't have any Guidance officers with us presently. We had a Guidance counselor before, and he used to pop in but that was for just one term and he was not consistent. Social worker no! I remember a Social Worker visited the school one time and that was when a parent came to*

Comment [u152]: No support services

ask me to speak to her son. She said that this Social Worker was at the Homework Centre at the community centre and she goes there to talk to the children and she brought the lady across. That lady came here one time promised to return but never did.

Interviewer: So there are no social services assigned to the school. Is it your belief that the inclusion of these bodies would assist the school in any way?

Giselle: *When you come to think of it, there were a couple of ladies that used to come to the school at lunch time and they came to speak to students who had lost a loved one but violent means. I did not like the idea because I believe it would bring back negative memories and I strongly believe that school is a place that when you enter the gate you should leave all negative things behind. So if you come from a dysfunctional family, someone interfering with you, you hungry or so you should remember that you are getting your breakfast, your lunch, you have your friends, school is fun and you just came to have a good time. So the idea of having a Social Worker present in the school, those type of people in the school I am not really for it. Um, the Social Workers come they find out what is going on with the child but they don't follow up on it and not only that they don't follow up, but there is only so much they can do. Because we have teachers who play Social Worker and visit the children when they are not coming, call parents and other things. I even did that at one point. I didn't see a child coming and I visited the home. That was when we had exams coming up and I did not see him for the whole of January. About the middle of February I called his parent and said, "I am coming for him." I visited the home and he ran but I said, "Boy come here now!" He came and I made him dress, I then took him to the police station I told them what is happening and the officers told him that he had to go to school and report to the station every morning and evening.*

Comment [u153]: Beyond the call of duty

Interviewer: Was the parent there at the time?

Giselle: *No the parent was not present.*

Interviewer: You felt safe doing that in spite of the crime?

Giselle: Yeah, I felt safe. They don't really trouble women. Remember women are not a threat. Men are territorial and when they see a strange man in their neighbourhood they feel threatened and that is their only excuse. As a woman they pay you no mind and they know me as a teacher at the school. In fact the 'fellas' were telling me to take him because he does not go to school and telling me that there should be more teachers like me.

Interviewer: Giselle, you mentioned extra-curricular activities and sports as being necessary from improving teaching/learning at the school, but don't these things already exist at the school?

Giselle: Yes we have them very organized in a club format.

Interviewer: So rather than speak of these things as being things that should be done because they are already being done and you have confirmed, I will like to know what additional things need to be done which are presently not taking place to improve teaching/learning at the school?

Giselle: As I said getting the parents more involved. I think early diagnosis of learning disabilities will also improve the teaching and learning at the school although I figure it will reduce our numbers greatly.

Comment [u154]: Screening

Interviewer: Hah, Hah, are you implying that after early diagnosis all the children would have to leave the school?

Giselle: Hah, Hah, but I think a lot will – a lot, a lot!

Interviewer: Giselle we have come to the end of the interview and I wish to thank you for your participation in the study. Our discussion was truly enlightening and informative. I will forward a copy of the transcript to you as soon as it is ready for your approval and verification.

RESEARCH INTERVIEW WITH BOB

Interviewer: How long have you been in the teaching service?

Bob: Um, twenty one years.

Interviewer: Are you trained or untrained?

Bob: Trained.

Interviewer: Did you receive pre-service or in-service training?
Bob: *In-service.*

Interviewer: So that means you were placed in the classroom and then trained afterwards?
Bob: *Yes.*

Interviewer: Where did you receive your training and in what year?
Bob: *Yes, Valsayn Teachers' College from 2000-2002.*

Interviewer: What are your academic qualifications? (Post Secondary Certificates, Diplomas or Degrees)
Bob: *Um, almost Bsc.*

Interviewer: Almost Bsc! Can you elaborate on what you mean?
Bob: *I am working on a Bachelor's in Sociology, with a minor in Psychology and I am in my final year.*

Interviewer: Okay, presently pursuing your degree.
Do you have a Teacher's Diploma?
Bob: *Um, almost.*

Interviewer: Hah, hah, alright. So would it be safe to say you are working on additional certification?
Bob: *Yes.*

Interviewer: Are there any additional courses you have taken?
Bob: *Yes, A+ Certification.*

Interviewer: Can you elaborate on that?
Bob: *Yes. A+ Certification is a computer course that gives you basic understanding of not necessarily use, um, but the way a computer works, basic repairs and a little bit on networking.*

Interviewer: So how long have you been at Hill Top Government Primary?
Bob: *Since 2002.*

Interviewer: So that is what roughly 11 years?
Bob: *Yes about 11 years.*

Interviewer: Was this your first teaching appointment?
Bob: *No it wasn't.*

Interviewer: At what other schools have you taught?

Bob: Um, at Point-Fortin West, um Malick.

Interviewer: Point-Fortin West what?

Bob: Point-Fortin Secondary. It used to be Point-Fortin Junior Sec.

Interviewer: Okay, so you taught at the secondary level before coming to primary?

Bob: Yes.

Interviewer: And what were the other schools you were naming?

Bob: Malick Secondary and Mt. Hope Secondary.

Interviewer: May I ask how you ended up in primary, because all these schools you taught at before were secondary?

Bob: What happened was that when I went to training college it was under the two-year diploma programme. I was teaching Spanish at the secondary level, however Spanish was not offered at training college when I was there, so I had to choose something else so I did Sociology. As such, when I came out, they weren't accepting teachers with Sociology electives because they had enough persons coming out with degrees, so I had to be placed in a primary school. But I have to do the Spanish because I did not do it in college.

Interviewer: So Bob, what was your initial reaction when you were assigned to this school?

Bob: Well it was not very positive. In terms ofthe school itself was not the issue, I wanted to go back to a secondary school, so any primary school would have been a problem at that point.

Interviewer: Okay so it did not have to do with area, it was all about the level?

Bob: Yes.

Interviewer: How would you compare the other schools at which you have taught with this school?

Bob: Um, quite similar actually you know because the other schools I taught at – their socioeconomic intake, um, in terms of the students and their socioeconomic background are very similar.

Interviewer: Are there any dissimilar characteristics among the schools?

Bob: Um in terms of location. *The other schools going to and from and actually getting to and from those schools didn't require as much caution.*

Comment [u155]: Safety concerns

Interviewer: Are you implying that you have safety issues?

Bob: *Yeah, because of where this school is located, you need to be a bit more vigilant in traveling to and from.*

Comment [u156]: Safety concerns

Interviewer: Okay. I hear you!

So what is your current position? (Administrative; Senior Teacher; Head-of-Department; Class Teacher; Special Teacher; Creative Arts Teacher; ICT Teacher; Other (specify))

Bob: *ICT teacher.*

Interviewer: At what levels within the school have you taught?

Bob: *4 and 5 and ICT and I taught Infants temporarily for three weeks.*

Interviewer: At what level are you presently teaching?

Bob: *I have the entire school as the ICT teacher.*

Interviewer: Do you enjoy teaching here?

Bob: *Yes I do!*

Interviewer: What do you consider most enjoyable about teaching at the school?

Bob: *What I like most um, is seeing the progress. Seeing students not knowing something and coming into knowledge of it. Seeing attitudes towards certain things change because they now know how to do something. I think that is a fulfilling feeling it gives you a sense of "I did something!"*

Comment [u157]: Student progress

Comment [u158]: "I did something!"

Interviewer: Have you ever thought of leaving?

Bob: *A couple of times.*

Interviewer: Why?

Bob: *Um, mostly because of safety issues.*

Comment [u159]: Safety concerns

Interviewer: Have you had any other issues with the school?

Bob: *I don't know if I should say seeing that this is being recorded.*

Interviewer: Well as I told you before, say only what you are comfortable saying, but be assured that your contribution will be kept confidential. This recording is just for the purpose for having an accurate rendition of what you say for

transcription purposes. Also if you wish to elaborate you do not have to use names.

Bob: *Well there was a time when I was having a little issue with one of the previous administrators.*

Comment [u160]: Administrative issues

Interviewer: Why have you opted to stay at the school in spite of these issues?

Bob: *Because this school is one school where you can see that you are making a difference! You can see where, it is not always obvious and you don't always see it at once but it is a school where you can see the progress being made and you can see that your input is necessary. The staff is also good to work with because we have a very cooperative staff in comparison with some of the things you hear about other places. And at this moment we have ah... supportive administration!*

Comment [u161]: Making a difference

Comment [u162]: Staff cooperation

Comment [u163]: "Supportive administrator"

Interviewer: In your opinion how has the school changed over time?

Bob: *Okay, within the last couple of years, we have seen an improvement in terms of behaviour.*

Comment [u164]: Indiscipline

Interviewer: Okay.

Bob: *There was a time when large fights were almost a daily occurrence and that has all but ceased. There has been an improvement in behaviour um, because we have managed to get students a little bit - not much, more focused um.....*

Interviewer: Focused in what sense?

Bob: *Academically and in the way they carry themselves. Now that does not mean that we don't have problems but it is not as bad as it used to be previously.*

Comment [u165]: Indiscipline

Interviewer: So Bob, what in your perception are the determinants of student success at this school?

Bob: *Generally in the society, the way how the education system is structured, in general you look at student marks as a sign of success, however here given our clientele, given the kind of students we get I think we can't just look at marks. We have to look at the students who come from diverse situations um, where violence is the norm, come with negative attitudes,*

come with 'baggage' that is issues towards teachers, issues towards one another and towards themselves. There is a combination of interaction with many teachers because this is a school where any teacher can speak to any child not just the child in their class. Um, most teachers interact with most if not all of the students in fact and when you see a child coming in with bad attitudes, with um, problems with honesty and all of that and you can see after a while – a year, a term or so that that child has turned around and is no longer stealing, although they may not be getting an 'A' you see an attitude change and improvement in their work all of these things is what I consider success!

Comment [u166]: Socioeconomic issues

Comment [u167]: Attitudinal changes

Comment [u168]: Work improvement

Interviewer: So Bob, in what ways do you measure student success?

Bob: I will still use partially the grading because I will like to see an effort or improvement, moving from point 'A' to 'B', but um, I also look at success where a student moves to a place where they make an effort to achieve something.

Comment [u169]: Willingness to work

Interviewer: What examples of students' success have stood out the most in your teaching practice at the school? What changes in student behaviour, attitude towards learning or enthusiasm, things that you mentioned before, have you observed in particular students?

Bob: There are two students that readily come to mind. Should I call their names?

Interviewer: No it will be best to give them a false name based on the aspect of their characteristics that stands out most.

Bob: Alright. There is one that I will call 'Little Warrior.' 'Little Warrior' was in a remedial class I got and I looked at his behaviour. After a while I met the parent and I realized that a lot of the parent's attitude and behaviour was reflected in the child. After a while, the parent would have noticed that the child left home early to get to school. You know you would speak to other teachers about it and they would tell you that 'Little Warrior' would usually come in anytime he wants – he would come in late and anytime the mother would come in there was always some conflict, the

Comment [u170]: Negative parental influence

Comment [u171]: Student truancy

attitude towards school was different to the point where people were saying "He different from the rest of them yuh know." The family was quite a large family, he is different from his mother and all, and although the academic wasn't the best because we like to see students with 'A's, 'Little Warrior' is still trying. He was trying to get into the army. He passed the written test um, passed the interview and the only reason from what I am hearing that he did not get through was because when they sent out people to investigate his background and family and they found out who the parents were and some of the issues with the parents and other siblings, they turned him down.

Comment [u172]: Positive perception of school

Comment [u173]: Making an effort

Comment [u174]: Personal ambition

Interviewer: That was unfortunate!

Bob: But that has not deterred him from trying other things.

Interviewer: Oh great! But you mentioned two examples, what about the other child?

Bob: There was another one. When I first got the class one of the things I heard from both the students and the teachers is that "You have to watch this young man, because 'Bones' steals a lot!" I think one of the things I remember trying with my class was to get them to be very close to one another, not to be fighting and bickering with one another. I have a very close relationship with the class. It didn't happen overnight, the stealing continued and then one day a teacher sent a student to my class to ask for 'Bones' because um, something was missing from somebody's bag or something like that. So I sent 'Bones' to the teacher and from the time he walked out the class, my students began to say, "Sir, but 'Bones' don't thief again!" and then it occurred to me in truth even within my class I could not recall the time when something went missing or even a teacher saying that he stole from them. Subsequently out of that episode they found out who really stole the stuff and he left here no longer with a reputation of stealing. In fact he would come back here ever so often to get a letter of recommendation. One the first occasion, I did it out of the corner of my eyes remembering from the 'earlies' how he used to steal and that boy has gone on from job to job to job. Now the fact that he was moving on from

Comment [u175]: Negative habits

Comment [u176]: Teacher -pupil relationship

Comment [u177]: Conduct reformation

job to job wasn't because they were firing him or anything but because he was looking for better terms and conditions elsewhere and he would come back for a resume to apply for that other jobs. Now while he was here apart from the stealing I guess it would have been easier for them to point a finger at him because he used to be untidy. By the time he was ready to leave here he started to take a personal interest in himself and if you see the gentleman now and I say 'gentleman' he has improved you wouldn't believe it was the same person, taking a personal interest in his grooming even his features are starting to change, he looks like a different person now!

Comment [u178]: Personal ambition

Interviewer: That is very good to hear, but how do you think you have personally influenced the behaviour changes in 'Little Warrior' and in 'Bones'?

Bob: Miss, um I think it has to do a lot with talking and listening. We need to listen when the children talk. Sometimes the child may come to tell you something and you reason why this child come to tell me this and you still show them that you are listening and that what they have to say is important and you are not just interested in their marks, but that you are interested in them. Sometimes they tell you about what is happening at home, something that is happening with a brother or a sister. One day 'Little Warrior' asked, "Sir you watch de news?" apparently there was some issue on the news about a shooting incident and he was able to tell me that the way they said it happened is wrong. You need to listen to them and encourage, off course you are going to chastise and give little 'boofs' where it is warranting, but you listen and encourage them to look out for one another and be close to one another because if they start caring for the other people in their class it is not going to be too difficult to go out into the world and care about other people.

Comment [u179]: Transformation

Comment [u180]: Pupil-teacher relationships

Comment [u181]: Interest in pupils

Comment [u182]: Interest in pupils

Comment [u183]: Adoption of values

Interviewer: So in your perception what have been your greatest challenges in your effort to get students to succeed at this school?

Bob: Miss, a lot of the students although they have parents in the home, a lot of the students are on their own. Very little or no parental support and the

environment in which they live and come from. You know it comes like if you lean their heads and try to pour in something good in the morning and when they get home in the evening someone leans their heads in the opposite direction and it pours right back out! For example we would tell the children when you find something that does not belong to you, you should return it to the person or give it to a teacher and they have parents who when they tell them that they found twenty dollars and returned it to a teacher would tell them, “Yuh stupid ah wah? Yuh done know we ain’t hah no money an yuh fine money and geh it back! Wah happen yuh is ah fool?” Or we would say to them that violence is not the way to deal with an issue and there are parents who would say to them, “Anybody who hit yuh buss dey head ah go pay fuh yuh in court!” So it’s like you putting in good values in them every day and when they get back into the environment it is erased – it is like you are always starting from scratch!

Comment [u184]: Parental non-support

Comment [u185]: Erosion of values

Comment [u186]: Erosion of values

Interviewer: What do you think was instrumental in your overcoming these challenges?

Bob: *Well I think something would have to come from within them to help them overcome the challenges....*

Interviewer: Remember, Bob you enumerated a number of challenges you encountered, so I want to know what you personally did to overcome these challenges.

Bob: *Oh! Well I had to make up my mind that this is my class and that this is the section I was responsible for and I just kept going. Off course you would have your down days, but you have to just keep going and keep going.*

Comment [u187]: “Keep going”

Interviewer: What are the teaching/learning strategies have you personally used to achieve students’ success at the school?

Bob: *Um, peer teaching, group work, group projects, drills and repetition*

Comment [u188]: Teaching strategies

Interviewer: Can you elaborate on the drills and repetition.

Bob: *Well I don’t mean rote by drills and repetition. You do something one way you try it again in another way so that you make sure that you reach everybody. The group especially I like because you may be teaching and not reaching everybody, but within the group pupils can help explain the*

work to those who didn't understand on their own level and reach that child where the teacher couldn't.

Interviewer: What teaching/learning strategies do you consider **most** effective in attaining students' success at the school?

Bob: *The group work.*

Interviewer: in your opinion what is necessary for the improvement of teaching/learning at school? What can be done at the school, family, community and ministry levels?

Bob: *Um, first of all parental support. In terms of the Ministry, if we can get assigned to the school behavioural specialists, by that I mean a psychiatrist, a social worker, a counselor because we have a lot of students who would have either experienced things or seen things and have had violent exposure to different stuff who just go without counseling as if it is normal and I believe these specialist will be able to help.*

Comment [u189]: Parental support

Comment [u190]: "Behavioural specialists"

Comment [u191]: Exposed to violence

Comment [u192]: Need external support

Interviewer: So Bob, in conclusion are there any additional comments, questions or concerns you will like to share?

Bob: *I would like to make a recommendation. Um, from the nature of the questions and in the information you presented to me in the letter before, I would hope that these results, that is, the results of whatever your findings are, are exposed to somebody in authority who is in a position to um, to make a difference be it the Ministry, be it the school supervisor, be it the persons at Student Support Services, someone who could make a difference!*

Interviewer: Okay, I would hope for that as well. Bob I wish to thank you for your participation in the study and I will forward a copy of the transcript to you as soon as it is ready for your approval and verification.

APPENDIX VII

Transcript coding

Research interview with Ashton

Interviewer: How long have you been in the teaching service?
 Ashton: *From 1973 to the present.*

Interviewer: Are you trained or untrained?
 Ashton: *I am a trained teacher.*

Interviewer: Did you receive pre-service or in-service training?
 Ashton: *In-service*

Interviewer: Where did you receive your training and in what year?
 Ashton: *I went to Port-of-Spain Teachers' Training College in 1976-1978. In those days it was known as POSTTC (pronunciation - POSTACY), which no longer exists.*

Interviewer: What are your academic qualifications? (Post Secondary Certificates, Diplomas or Degrees)
 Ashton: *Well I did one course which is a Diploma in ITC and I have my Teachers' Diploma*

Interviewer: How long have you been at Hill Top Government Primary?
 Ashton: *I have been at Hill Top Government Primary for the past twenty-one years!*

Interviewer: Wow, Twenty-one years! That's quite a long time! Was this your first teaching appointment?
 Ashton: *No it was not.*

Interviewer: At what other schools have you taught?
 Ashton: *Well no, I taught at All Saint's Anglican in Port-of-Spain, Brighton Anglican in La Brea and St. Mary's Anglican in Tacarigua.*

Interviewer: You have taught at what seems the length and breadth of Trinidad what accounts for such a diversity of locations?
 Ashton: *Well after Training College, I was posted at La Brea. I then transferred to Tacarigua and I later ended up here.*

Interviewer: Ashton I notice that all these schools prior to this one were Anglican schools. So were you an Anglican before?
 Ashton: *Yes I was and I later became a Seventh Day Adventist, so I had to leave the Anglican school.*

Interviewer: What was your initial reaction when you were assigned to this school?
 Ashton: *I was out of teaching for about seven years, so I was looking forward to the challenge. You know the break gave me an opportunity to ah, ah, you can say I was rejuvenated, after being out of the classroom for over six years. So I looked forward to it. I really looked forward to going back.*

Interviewer: How would you compare the other schools at which you have taught with this school?
 Ashton: *Um, the other school they um, All Saint's Anglican was a very good school in problems in that school. That is a school you would enjoy teaching in. St. Mary's Anglican, though not as all um, well, All Saint's because the academic standards were a bit lower but still it was a good school and it wasn't too difficult to teach there. The problems more or less were dealt with at that school. Brighton Anglican however was different because it was in a very deprived area. There was a lot of poverty in La Brea at the time, there probably still is, I don't know. Yes there was a lot of poverty*

Comment [u193]: Teacher optimism

and it reflected in the attitude and the way the children conducted themselves. So Brighton Anglican is pretty similar to the school where I am at present.

Interviewer: What is your current position? (Administrative; Senior Teacher; Head-of-Department; Class Teacher; Special Teacher; Creative Arts Teacher; ICT Teacher; Other (specify))

Ashton: Well I am a teacher. One of the Senior Teachers

Interviewer: Is this an official position?

Ashton: No. I guess you can say I have just been there for a long time.

Comment [u194]: Teacher experience

Interviewer: At what levels within the school have you taught?

Ashton: I have taught in Standard four and five and I have also taught Standard Two and I am presently in Standard Three.

Interviewer: So Juniors and Seniors Level?

Ashton: I also did Post Primary some years ago.

Interviewer: Do you enjoy teaching here?

Ashton: Yes I do.

Interviewer: What do you consider most enjoyable?

Ashton: Well teaching at this school presents it's set of challenges and while it can be a bit frustrating at times, yet you feel that you can make a difference.

Comment [u195]: Work frustrations

You can help somebody make a difference, because somebody has to teach children like ours and I think that it is a challenge that I relish. Though it could be frustrating at times, I think it is a challenge that a teacher should like to take on.

Comment [u196]: Making a difference

Interviewer: Have you ever thought of leaving?

Ashton: Not seriously.

Interviewer: I know you mentioned that it could be frustrating and that there are challenges, so what do you mean by not seriously?

Ashton: Well especially over the last few years I taught Standard four and five for a number of years and you know they are the classes where you have to really push because they are the students for the exam and that is a motivation in itself for both teacher and students. However since I moved out of Standard five and I know that this is my winding down years so to speak so, I know that my time is short and my time has been short for the past three years. I just contented myself that I should just work out my years as best I can until it is time for retirement. So in such circumstances I would not have thought of leaving because I am close to retirement anyhow.

Interviewer: So even though you were frustrated you did not think of 'jumping ship'?

Ashton: Not at all. Because after all I could have sought a transfer years ago if the school was getting to me and I couldn't handle it, but I never asked for a transfer.

Interviewer: Aston I just want to get something clear. You mentioned to me that you had certain frustrations. What would you say contributed to those frustrations?

Ashton: Frustrations are largely due to the attitude of the children which is largely a reflection of the attitude of the parents and the society, because one gets

Comment [u197]: Pupil negativity

Comment [u198]: Negative external influences

the impression that to many of the parents in the area that education is not all that important! It isn't that they wouldn't want their children to do well, but the type of effort other parents would make with their children our parents generally don't. The parents who really follow up their children are very few. There are few who would come to track their children's progress, find out what they need to get are in the minority, so that there is a kind of attitude that school is important but not that important!

Comment [u199]: Devaluation of education

Comment [u200]: No parental interest

Interviewer: So there is a problem with parental involvement?

Ashton: Actually a lack thereof.

Interviewer: But Ashton you have stayed. Can you just elaborate on why you have stayed?

Ashton: Now even though I mentioned frustration, you do come across some students who want to learn and you do encounter parents who genuinely want to see their children do well and you gain encouragement from that. You also gain encouragement from children who have a nice decent attitude towards their work additionally you encouragement from parents who understand what teachers go through in trying to teach children. So I think that helps. It helps when parents appreciate what you try to do for their children. Off course not all parents appreciate that but from the positive examples among parents and students I think you can gain a certain amount of, should I say, inspiration and encouragement to continue.

Comment [u201]: Parental interest

Comment [u202]: Willingness to work

Comment [u203]: Empathy for teachers

Comment [u204]: Teacher appreciation

Interviewer: In your opinion how has the school changed over time?

Ashton: The school has changed a lot over time, not least of all the population of the school has been drastically reduced. When I first got here we had over seven hundred students at the school, today we are down to one hundred and fifty approximately. So that the school was crowded, the school was big and the environment was more charged and now the school is about one fifth of what it was when I first got there. The school was more charged and there was more fighting. The larger population presented certain problems in terms of managing, now the numbers are far more manageable and the classes are smaller, the teachers are not as stressed. By numbers we had classes that had thirty seven and sometimes forty and we are now down to twenty-one, twenty-two, sixteen, fifteen, that kind of thing, so it makes it easier for a teacher. However the attitude of the students could be about the same but it is smaller numbers to manage, more room in the classrooms and you could afford to do other things in the classroom. Then there are other changes for example students now do Computer Science which was not done back then. Now we have some of the courses that have been brought in by the Ministry, we have Dance, Drama and Agriculture. The Ministry calls them VAAPA and CAC.

Comment [u205]: Student indiscipline

Interviewer: What do those acronyms stand for?

Ashton: Well VAAPA stand for Visual and Performing Arts and I am not too sure of the meaning of CAC but it is the other areas that have been introduced

that are not the Performing Arts, things like Composition, Character Education and things like that.

Interviewer: What in your perception are the determinants of student success at this school?

Ashton: *In the first place everybody comes into this world with a certain amount of natural ability and um, that's not all, natural ability can either be used or wasted. Now in our school you expect the children to be of average or normal ability and then off course with the support of the parents, the efforts of the teachers and the willingness of the students too, because you expect that some children will have natural ability, but for some reason they are not motivated to work, either because of the home the environmental circumstances they are just not motivated to work so they underachieve they underperform. But off course for students to be successful, they must be willing and it helps a lot if the parents are behind them and off course if the teacher does his or her part. You see, so it is a combination of factors.*

Comment [u206]: "Student abilities"

Comment [u207]: Parental support

Comment [u208]: Willingness to learn

Comment [u209]: Pupil demotivation

Comment [u210]: Negative family influences

Comment [u211]: Success multifaceted

Interviewer: How would something like academic achievement factor into that? Do you consider it one of the only criteria for determining the success of a student?

Ashton: *For me no, but in terms of a school it is by far the main determinant, it is one of the main things you look at, because you want to see your children do well in exams, that they measure up favourably with their peers in other areas. Now every teacher looks for that..... that their pupils do well in exams and pass for the school of their first choice, but there are also other factors to look at. You look at the attitude of the children, their willingness to learn – not only learning academically, but they learn to be mannerly, they learn to do their best in whatever field they may be in, for example, a child might be a good sportsman, a good athlete or a good footballer, they use their talents, they listen to the teacher, in other words they are disciplined. Now when I say disciplined, I mean disciplined in the sense of not sitting down and not saying anything – being quiet. Discipline, in the sense of being dedicated to the cause, whatever has to done they put the requisite effort into it, that is, what is needed. You see what is needed and you work at it. So that um, team work, the ability to be part of a team, to be part of a group, to learn how to work with others to get along with others...I think that also determines success! Remember when you go into the wider society the way you interact with other people can tell how far or where you could go in life. Because whatever abilities you have, you still have to learn how to deal with the stresses in life, the problems and also how to interact with your fellow men. I think school must teach children that, they must know how to get along with other people. For example if you are a policeman you need to know what will make you a successful policeman right, you need to know that you a part of a team or group and that your individual contribution is important and children need to learn that.*

Comment [u212]: Willingness to learn

Comment [u213]: Positive values

Comment [u214]: Having interpersonal skills

Comment [u215]: Dealing with stress

Interviewer: How does that particular type of learning, getting along with others, being part of a team or having that community spirit and unitedness factor into the type of environment from which the children emanate?

Ashton: *You see I don't think that people from Hill Top here do so well as a community. Sometimes you might see the community come together to protest if they believe somebody has been unjustly dealt with by the police or the authorities, but basically we don't work as a team. We don't work as a community to help to uplift one another, for example the type of support the school should get from the parents and the community in fund raising and other endeavours is not good. It is hard to get parents - even some of them who actually went to the school to commit to the school in any meaningful way so I don't think as a society we have really learnt that. I don't think we have learnt how to come together for the common good. I think if we can teach them that in school and let them know that somehow they are part of a whole, part of a unit, this will not only be of benefit to the community, but the wider society in general.*

Comment [u216]: Community non-involvement

Comment [u217]: Parental non-support

Comment [u218]: Learning to cooperate

Interviewer: In what ways do you measure student success?

Ashton: *Well off course in any school you measure success by the pupil's academic achievement, but I also measure students by their attitude towards their work, how they keep themselves, and the effort they put into their work. Miss, let's face it, every child was not born to be an Einstein right, every child wouldn't be an Eric Williams or a Capildeo right, but to the extent that they can use their ability to reach as far as they possibly can, that is a measure of success. In reality if you look at some of the children we have here, the type of homes they come from, it is very hard for them to excel. Instead they have to try and get as far as they possibly can so if they can use their ability, develop a measure of personal ambition; I think that is being successful or at least a measure of success.*

Comment [u219]: Pupil work attitude

Comment [u220]: Personal appearance

Comment [u221]: Using abilities

Comment [u222]: Negative home influences

Comment [u223]: "Personal ambition"

Interviewer: Ashton I think these are very riveting terms, to 'drive themselves as far as they possibly can' and displaying a 'measure of ambition.'

Ashton: *Yes because I believe that. Because if you lack ambition, it means that you don't have a drive to achieve and once you don't have drive to achieve you can very easily 'fall through the cracks', follow the wrong set of people, and get into trouble as so many of our past students have done!*

Interviewer: What examples of students' success have stood out the most in your teaching practice at the school?

Ashton: *I really have to scratch my head for this one! Student success um!*

Interviewer: In other words, which students from your previous classes, who were regarded and sure failures by most, have you been personally able to influence, using the criterion for success you previously mentioned?

Ashton: *Well firstly let me state, that a teacher must have a love for his profession to start off with. He must also have a love for his students right, and when I say love I mean he has to care for his students and if you care for your students they would understand that - they would know if the teacher is really interested in their welfare or just doing a job. So to some extent the*

Comment [u224]: Love of profession

Comment [u225]: Love of pupils

Comment [u226]: Caring about pupils

attitude of the teacher would somehow rub off on the children. A teacher who takes his or her work seriously is going to be able to influence the children to a certain extent. What that means is that there are other things that you might go out of the way to do for them that another teacher might not do, like the time you might take to help them with their academic and sometimes even personal problems. Miss, imagine I have on several occasions in the past had to give money to parents to get students' birth certificate so that they can write the exams, because it was either a case of them being unable or uninterested to obtain this document for their children. What comes to mind however, is as I recall that there was this child whose parent showed a lack of interest in her education and that was manifested in the child's attitude towards school and the fact that the parent involved herself in nothing pertaining to the child's school work. I recall that when I was registering children to do the Common Entrance Exam as it was called back then, this same child had a problem with registration because she had no birth certificate. I had to go to her home in what is considered one of the most dangerous areas in Hill Top at the time, because there were lots of dangerous characters in that part of Hill Top. I did not even know where she lived so I had to ask directions to find the home to beg for the mother to come and sign up for the girl to take the exam. When I met the mother she told me she did not have money to get the birth certificate, so I gave her the money and she went for the certificate and the child was finally registered. What I observed over time was a change in that child's attitude towards her work which I attribute to the fact that she realized that Sir was actually interested in her welfare. She was able to write the exam and pass for a secondary school and I believe she was continuing to make an effort there as well. The interest you show in trying to help them with their problems I think will go a long way because pupils who feel that they are cared for tend to make an extra effort to do better.

Comment [u227]: Teacher influence

Comment [u228]: Beyond the call of duty

Comment [u229]: Teacher's sacrifice

Comment [u230]: Unwillingness to learn

Comment [u231]: Parental apathy

Comment [u232]: Fear for safety

Comment [u233]: Parental unwillingness

Comment [u234]: Willingness to work

Comment [u235]: Taking personal interest

Interviewer: What in your perception have been your greatest challenges in your effort to get students to succeed at this school?

Ashton: I think the greatest challenge or to me tragedy, has been the lack of parental support, because it is always a very sad thing when parents don't really care much about the type of progress their children are making at school. Whatever negative things come up in school teachers have to find a way to cope, but then again there is only so much you can do, because pupils have to be willing. There are so many children at the school who are unwilling and that could and is a great challenge to learning. When children also do not care much about their education, I think that that is one of the saddest things. When both parents and children have been overcome by that kind of negative attitude, it makes it hard to do anything!

Comment [u236]: Parental non-support

Comment [u237]: Coping with work stress

Comment [u238]: Unwillingness to learn

Interviewer: What do you think was instrumental in your overcoming these challenges?

Ashton: First of all, your own personal values will drive you to keep doing what you are doing and my personal values tell me that every child is important. Although at times they may frustrate you and be rude to you,

Comment [u239]: Teacher' concept of child

Comment [u240]: Indiscipline

they are important. And from that point of view you teach and treat each child as you would your own child. I think if each teacher can develop the attitude to treat each child as if it was their own, then they stand a greater chance of overcoming these challenges and succeeding in a school like this.

Comment [u241]: Love pupils

Interviewer: What are the teaching/learning strategies have you personally used to achieve students' success at the school?

Ashton: First of all I have always tried to let my children know that they are important. I believe it is an attitude we all need in life, now moving from that, it means that you will be willing....willing to put up with and make that effort. In other words a teacher can simply say "You all don't want to learn? Well that is your business!" and leave it there or he can say "You came to school to learn and improve yourself, so as long as you are in my class you will learn and leave school better than you came." Teachers should motivate and influence their children to better themselves and if you are not willing to do that then you are really in the wrong profession.

Comment [u242]: Pupil validation

Comment [u243]: Teachers motivate pupils

Comment [u244]: Teacher example

Interviewer: What teaching/learning strategies do you consider **most** effective in attaining students' success at the school?

Ashton: How should I answer that? One of the things I try to encourage pupils is to help one another in organized group activities and otherwise. Doing this is like helping themselves. I also discourage them from laughing at each other. I also offer my time at recess and lunch to those who are having difficulty in understanding their school work – not that they always take advantage of the offer, because they prefer to play and have fun than to come to me for help. I always try to encourage that type of individual attention. I also believe in giving my children rewards or recognize their achievements, but the rewards must be attainable so that even the weakest child, with effort can have a chance to attain it. As they reach the benchmark the bar can be lifted higher so that they are continually motivated. Even if it is a book or a pen our children need rewards to motivate them. And you would agree that our children at the school need all the motivation they can get!

Comment [u245]: Group work

Comment [u246]: Pupil-pupil encouragement

Comment [u247]: Teacher sacrifices

Comment [u248]: Rewards

Interviewer: What in your opinion is necessary for the improvement of teaching/learning at school?

Ashton: Well from my standpoint, I believe that the present Government is trying to effect some changes which have been long overdue. Some of these changes were talked about when the previous administration was there and they were never able to implement it, so I think the Ministry is on the right track. However we do not always have the resources that we need but basically we could work with what we have. Now in my school there is always a lot of fund raising going on and although fund raising may be necessary it takes away a lot from teaching time and the time that should be devoted to the educating of our students. For example whenever we have something like a dress up day, a number of our students stay home so a number of these activities we do, while we understand the objective of it, they are counter-productive in that it negatively affects the regularity and

Comment [u249]: Lack of resources

Comment [u250]: Wasting teaching time

participation of the students in classroom endeavours. I believe that we should have fewer fund raisers. Now if the parents would take a greater interest in the PTA and form this teacher/parent partnership, this would go a long way to improving the school. However there are certain things that are symptomatic of more serious problems, I will give you an example, a parent would send a child to school with a pair of slippers “Oh God!” or some other kind of apparel that is clearly in violation of the school rules, this tends to show that they don’t really care much about the school and that also is reflected in the behaviour and attitude of the children. When you don’t respect the school, or you allow your children to disrespect the school, it brings down the tone of the school and anytime there is a high level of indiscipline in a school it does affect the academic performance because the indiscipline, also effect other children who may not be so inclined. It affects the entire tone of the school. If a teacher has to spend a lot of time disciplining children it takes away from teaching time. When the discipline of the school is good it raises the tone of the school because the principal will have good and uplifting things to tell the students at assembly. Let be clear about what I mean when I say discipline, I don’t mean beat the children as we used to do long time, but I mean getting the children to do the right thing at the right time and being responsible. So if you have homework, go home and do your homework, wear the correct games uniform and not some tight, short piece of pants to show up your body. You know it is sad to think that parents allow their children to do the things they do, but that is the fact up here in school s like these.

Comment [u251]: “Fewer fund raisers”

Comment [u252]: PTA involvement

Comment [u253]: Indiscipline

Comment [u254]: Wasting time

Interviewer: In conclusion are there any additional comments, questions or concerns you will like to share?

Ashton: Well I would want to think that for a school to be successful there must be a level of unity among the staff and very often in schools you have some teachers giving one hundred percent effort while some may give seventy five, some fifty and others forty percent. And I say effort, in teaching and in their approach to disciplining and overseeing the conduct of children. for example, so teachers would not tolerate students chewing gum in the classroom others might not be so careful, some may insist on children keeping their classroom clean while others may not and all these little things although small influence how children behave and perform. If the staff can give a united front in discipline it will do well to influence the students positive behaviour. Teacher performance and example are mandatory for school success. Another area is the way some teachers dress in some tight, tight, short inappropriate clothing this sends negative messages to the children, some of which are entering adolescents and have raging hormones. This does not help the effort towards discipline and success in any way. Now I am not saying that a teacher cannot wear a pant, but must it be tight, tight pants? No I don’t think so! So I believe that teachers’ dress and grooming need to be improved at the school.

Comment [u255]: Staff unity

Comment [u256]: Intolerance of indiscipline

Comment [u257]: Teacher influence

Comment [u258]: Teachers dressing inappropriately

Interviewer: Okay, I would hope for that as well. Ashton I wish to thank you for your participation in the study and I will forward a copy of the transcript to you as soon as it is ready for your approval and verification.