

FIELD WORK VISIT  
HAMPTON AND RECTORY SCHOOLS  
Wednesday 23 & Thursday 24 March 1988

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Itinerary

Arrangements were made to visit the schools in the fortnight prior to planned arrival. Negotiation direct with teachers. I arranged to stay with ST on the Wednesday evening.

The two days:

Wednesday:

4.15am	Leave Devon
8.15	Arrive Rectory School (arranged to meet ML at 8.30 re job)
8.40	Meet ML and arrange to see Rugby at 10.30
9.00	Hampton School. Meet ST & DC arrange times
9.05	ST Basketball
10.00	Read ML's job application whilst sitting in ST's old office.
10.30	Watch ML's Rugby lesson with Third Year 'Vegetables'
11.30	Met ML to discuss application. Sat in Community Tutor's room for one hour. Carried on discussion until 1.15 with food.
14.00	Arrived at RP Schoolboy Sevens. Met ST, TT and Ya lin. Stayed until Hampton played RGS Newcastle.
16.00	Back to Hampton to meet DC just returned from injection. Give DC questions
16.30	Called in on Rectory. No male PE staff but talked to JG and CN arranged meeting (possibly lunch on Thurs). 30 mins general chat. Left request for info & questions
17.20	Back at RP Sevens. Game cancelled!
19.00	Arrive at ST's and evening at home.
24.00	Write up some notes from evening chat and identify some questions for tomorrow.

Thursday

8.30	Arrive at Hampton School. Meet DC & GC. Make arrangements for DC's lesson and to talk with GC later.
8.45	Over to Rectory to see staff. No one available. Arrangements made yesterday for meeting Thursday pm.
8.55	Back to Hampton and wait for DC Help to put out B/B backboards
9.05	Second Year B/B observed

10.00 Write up notes in SH office whilst Dc teaches First Year B/B. Referee one of two courts to end lesson (NB DC's comments at end of day) Leave series of questions for GC

10.45 Staff room for coffee with ST. Meet Gc and general chat.

11.00 Return to Rectory to arrange visit to JG - cannot stay for lunch.

11.30 Back at Hampton SH. Interview and lunch with GC.

13.15 To Rectory to meet MD & ML. Arrange afternoon. Confirm appointment with JG at 14.55. Discuss with MD & ML content and ask their input.

14.00 To Rectory SH to meet MD. Observe Fifth Year lesson whilst looking at facilities.

14.45 Back at Rectory await meeting with JG prepare items for discussion.

15.45 Finish chat with JG and give him notes for record.

15.55 Meet MD and discuss/interview. Ends at 5.15

17.30 Meet ML and discuss/interview. Ends at 7.10

19.30 Arrive at St's. Meal brief chat

20.15 Arrive at Kingston DC in Teddington.

20.45 Meet DC & TC in Wine Bar. Brief chat.

21.15 Leave for Devon

23.30 Write up some notes at Gordano Services, Bristol

01.30 Arrive in Totnes

08.00 Check tapes and notes.

08.30 Type up itinerary!

## ABOUT THE VISIT...

There are many fleeting observations lost between event and their record. On this visit I tried to note significant events but they did take place in the context of:

- an institutional framework
- knowledge of co-workers on an everyday basis
- a research contract
- previous acquaintance.

This time I had very much the feeling of being with old friends. I was received warmly by all and given time during their busy days. ML spoke until 7pm at the end of a hard day. JG gave new meaning to the 'captive audience' and DC & ST renewed my interest in the cardio-vascular researcher! Both encouraged involvement ST 'a short five mile run' and DC a game of badminton.

I was forcefully struck by the trends I had observed two years earlier. I was able to see all four teachers teach and noted what I saw. I recognised some pupils 2 years on and MD's 5th year was KS's 3rd Year. How times have changed and how they have remained the same.

I found it interesting to take field notes. A clipboard and fine pen are less effective than notebook. I found myself interested in fine detail and tried to take down verbatim teacher talk. I found both days engrossing and as an 'outsider' was particularly interested in the routines of the day, appearances, relationships and rhythms. I was concerned about the reliability of the tape since in all interviews there was a rich seam of data emerging. All teachers interviewed accepted tape and seemed not to be aware other than during my checks. Notes were made where and when possible but as close to events as possible. Triggers can be useful to recapture half-forgotten aspects and help locate context and atmosphere, even dress and expressions. Black market involvements dress, posture/gesture.

One motif for two days was the notion of 'moving on'. ST ML & MD have all applied for jobs with varying success. MD & DC are to become fathers, GC for second time, ST 10 week old daughter. Two years ago two were about to marry. CN appointed deputy head, MD year head. Two years is a long time. Not visibly older but more experienced. Hampton SH has come on stream, Rectory SH is reminiscent of Bootle! The decay of the facility in two years remarkable (cf with Hampton re GC groundsman working better than ever). Very legitimate concerns with safety and standards. NB JG's invitation to write paper as *modus vivendi*. This will be priority.

The dominant impressions of active?inactive environments remains. The richness of Hampton the poverty of Rectory. cf The

resource facility at Rectory: a hole in the wall. But  
innovation: newsletter and written syllabus.

During my link with teachers each exhibited characteristics  
noted two years ago: cf ST and concerns at Sevens:

"We were rubbish. We played no sevens at all and yet we won. I  
felt really embarrassed... but I suppose it has happened to us  
in the past." Later when Hampton lost to RGSN ST very upset -  
he felt their performance negated all their work. Yet it was a  
young team. Throughout the rest of the day ST expressed  
disappointment about poor display. Defeat not traumatic but the  
manner of it. I pointed out that I had been impressed by their  
generosity in recognising skill of the opponents.

On perhaps in write up I could identify what each teacher does  
and the outcome in child's practice. Cf ST rugby team - ethical  
behaviour whilst losing and skill emphasised. Note the comments  
about other teachers at Hampton and language and a game played  
in which Ian sent off boy from own team who swore. ST very  
clear morality and etiquette. At sevens chatted happily with  
everyone. Helped injured opponent off the pitch and made  
conscious effort to thank t-i-c of opposing teams. Meanwhile  
Teresa there with Ya Lin and friend for 6 hours.

Contrast this with Martin L and the obscene language emanating  
from vegetables. No kit etc. MD's 5th year and the distinction  
between smartly dressed footballers brittle atmosphere and the  
no kit people from two years earlier still without kit and  
still playing in annex. Stable friendship group.

DC's groups active and bustle, children hurry to get changed cf  
Asian boy shooting pre school, b/b lesson then lunchtime  
soccer. Appetite for activity not exceptional Rectory seems  
opposite. Note DC's interpretations of events of 1st year  
lesson. "It wasn't very good today. I'm not sure what got into  
them. They had geography first..." His pupils were kit at the  
fringes (note Walter's comments). Atmosphere one of  
pleasantness in DC - no loud voice (cf music anecdote)  
persuasion, good humour based on physical height. Immaculate  
appearance personally. ST opposite. Not always careful: cf  
Rugby shirt, old javelin and anorak. Wellington boots (a  
hallmark of independent teachers?) yet pupils kit immaculate.  
Accommodation made for the rain no kitter. Also incident with 1st  
year. ST encouraged boy to try to play, next day outside the  
tuck shop banter with child about what Mum had said after  
returning to the doctor's. ST constantly emphasising  
participation as norm. Facilitate involvement pupils present  
themselves and treated with respect. Pupils explain and are  
then directed to kit Cf Martin D in interview - "go away..."

Note Walters observation re discipline and appearance.

Activities around school. Rare to find handball courts empty  
even during rain. Ball games. Gyms use pre school t/t etc. At

rectory Wed. group of 10 boys played football until gone 5. Question walkways of the researcher, does one need to vary path? Flowers and lawns at Hampton. Both staffrooms little changed - new pigeon holes at Rectory. Shoveha6penny dustier at Hampton but still sane centre of attraction. Reports being done. ML "cup and saucer and biscuits there... here just the machine"

During visit a familiar face. Recognition from presence. The hectic nature of two days reflects business of timetable and the immense logistical advantage of site: 6ft fence but only 2000 metres door to door. Draw this point out and explore the agenda:

- 1 geography
- 2 educational distinctiveness and criteria.

Check literature. A good reason to look. Differences make outsider more possible but real possibility: teacher co-op. Cg athletics, teacher change curriculum resources (exam?) Also helps focus similarities for subject regardless of institutional basis.

In field notes I identified a series of issues for my work. Discuss carefully model of research cf Oakley and women yet holding baby possible! Interviews an attempt but much of relationship to special experiences of people note the structural space before start and end. Conversations possible.

A framework for the teachers will involve case studies. Each teacher will read his own case and comment. Collaborative venture. Discuss implications and 'editorial control'.

1. Introductory alchemy
2. Distinctiveness of my approach: method lit
3. Situated account macro micro education p.e. (check JG STimes)
4. The schools
- 5 The teachers
- 6 Discussion
7. Implications/future
8. Moving on...

(27.3) In case not recorded: Thursday evening -ST6s observation on career development- appointment of Gunn as 4th Year Tutor. Favoured son but disastrous for ST; initiatives in Health Ed neglected because of incompetence. Cf MLs comments. Led ST to pose paradox - little respect for management but school still attractive. Thwarted ambition and head's inability to offer ST any more money. Minute amount required to balance yet large barrier. Cf parenthood leave - one day! ST inequity.