A Case Study of a School Science Department: A Site for Workplace Learning?

Thesis

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Version: Supplementary Material

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NOTES

RQ1 What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?

RQ2 How is ‘learning to teach’ articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences?

Flexibility
The role of the team room
‘Lived experience’ emergent from the discourse in the interviews (phenomenological approach)
Metaphors for learning

Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

Not mentioned explicitly but it is clear that she uses programmes and challenges in the training year. She herself makes some reference to personal safety for trainees in an introductory interview but this is brief.

Lived experience

Kathy - Professional Tutor

Need a safe place to discuss difficult issues (BM is the main example)

Lived experience

Liz - Head of Department

on their own and NQT's to be patient enough for the school

Lived experience

Denise - Trainee teacher mentor

Mention the busyness of the school

Elicit informal teach and teach

Using people - Henly (left), Kathy, Mary and Five. Lots of useful ideas and much the best

Nurturing personal characteristics, reality of having new to teaching, can empathise as. can remember it, I enjoy it, really satisfying, only one

Sally - Trainee teacher

Only knows that she needs to get on with it and the cars.

Only critically evaluates the impact of mentor and ITTCO and the opportunities she has. She is an experienced teacher so she has a model of what works. Supportive as a department but little time with mentor. Half an hour in a group of 4 trainees.

Paula - Trainee teacher

Images (6)

Spider diagrams drawn by the participants of the ‘learning environment’

Experiencing a network of support

Reflections

Research diary

31 12 13 I note that the two trainees, Denise and Kathy are all learners or apprentices “development of mature participation in the activity by the less experienced people” Hegley

Reflections on interviews


Text data

Emails from Kathy Professional Tutor

249
The role of the team room

The meeting is mainly descriptive with only one point where the mentor says what could have been done differently. Few key questions about learning there are other questions about learning. The meeting is mainly descriptive with one point. The discussion is about acquiring evidence.

No one has a mentor but there is an interview. The discussion is about acquiring evidence.

Observation of Mentor meetings (2)

Denise with Paula and Sally

Sally

Liz - HOD and NQT mentor to Paula

The interview with Victoria, trainee teacher who left the course.

Sally

Paula

Year 2

One to one interviews (11)

Liz - HOD and NQT mentor to Paula

Paula

Sally

Audio file with Denise

Denise with Paula

Denise with Paula

Christine - NQT mentor to Sally

Sally - NQT (2 interviews) Interview 1 Jan 2015

Sally - NQT (2 interviews) Interview 2

Paula - NQT (2 interviews) Interview 1

Paula - NQT (2 interviews) Interview 2
The role of the team room

The role of the team room

"Lived experience emergent from the discourse in the interviews (phenomenological approach)"

Metaphors for learning

--

Jo - Trainee teacher (2 interviews)

Interview 1 describes her role breakdown where she is told by Christine, class teacher, not mentor. It is long hard as she is also the sharing

Helpful as easy to catch people - notes from debrief - review - programme and how talking about things is important - "she thrives when she feels effective. Don't talk about all the other trainee realities and the value of talking together about classes or progress, remember there is more than just the training"

"Talks about reflecting and engaging with reflection. Her and others are very important and mark out the experience. She says she was surprised to get such blunt feedback from Christine who was not her mentor. "In fact she had her mentors feedback very much ready as she did not know what things were covering - but Christine put all stashed away that. But Christine had most experienced whereas her mentor is still planning all the lesson plans. She still needs supervision in some ways. Avoided a bit with Mary who offered real and support and encouragement"

Notes following an interview with Jo that was accidentally deleted

Research diary

Mary - Technician

Notes about support and not particularly clear about learning for trainees or beginning teachers - Support for mentor and other class teachers. Not clear - is key to creating and maintaining the atmosphere. That demonstrated by additional experience

"Really discussed. Not everyone is focused. Contradictions: "It has had an effect Christine is keen to get parents to focus on what they have heard and make a difference, why did we make a difference?". Mentors took at equal learning, different priority"

Focus groups (2)

Mentors (Liz, Christine, Denise)

"MTFU band comes up to get there to their responsibility" You need to be yourself, just becoming happens it the team room. They need to reinforce what they said in their one to one interviews."

Beginning teachers (Sally, Paula, Jo)

"Do not expect all of you will be able to do and fully and Sally finds the reflections help her see her role. She has progressed. They all describe the process of reflecting with those that get what they mean. Taking as a metaphor for learning?"

Observation of a mentor meeting (1) lesson feedback

Chris, Denise and Jo with Kelly in background

"Is can do this work" but struggles to answer the questions that ask her to reflect so what she had done. She is also performing hugs her" help her see her role. She has progressed. They all describe the process of reflecting with those that get what they mean. Taking as a metaphor for learning?"

Text data

NQT reports: Sally

NQT reports: Paula

Trainee teacher reports: Jo

Follow up email responses: Sally

Follow up email responses: Jo

Photographs

Collected on the day of this observation in the teamroom and corridors. Plus MTTFU evidence

Field observation

One day in team room

Is chaotic and cluttered. It is being cleaned as this interview is being delivered. The room is open and not definition of learning environment. "The room is a hub and a repository. Eat and drink here. Store all important files. Resources, Computers, printer/copier..." One to one with students. Discussions about people. In fact needs to get evidence of progress check - she doesn't have enough. She could ask to see how things were going. She notes following an interview with Jo that was accidentally deleted

Reflections

Research diary
<table>
<thead>
<tr>
<th>Year: 1 (Pilot study)</th>
<th>Professional vision</th>
<th>Language of learning emerging from the discourse</th>
<th>Intrapersonal, interpersonal and institutional aspects of the COP-ITT</th>
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</thead>
<tbody>
<tr>
<td><strong>One to one interviews (6)</strong></td>
<td></td>
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<tr>
<td>Tasha - Deputy Head</td>
<td>&lt;i&gt;Nothing does not mention this explicitly but there is a subschool approach taken in sharing about second school placement, not just giving experiences at presenting them.&lt;/i&gt;</td>
<td>Some refers to reflection and focus and clarity required in talk and sensitive challenging questions.</td>
<td>Good description of the institutional perspective that she shares and the focus in times.</td>
</tr>
<tr>
<td>Kathy - Professional Tutor</td>
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<td>Denise - Trainee teacher mentor</td>
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<td>Sally - Trainee teacher</td>
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<tr>
<td>Paula - Trainee teacher</td>
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<tr>
<td>Images (6)</td>
<td></td>
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<tr>
<td>Reflections</td>
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<td>Research diary</td>
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<tr>
<td>Reflections on Interviews</td>
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<td>Text data</td>
<td>Emails from Kathy Professional Tutor</td>
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</table>
Liz - HOD and NQT mentor to Paula

Language of describing what is happening and Denise evaluates the input learning - not sharing learning.

Paula talks of trying to feedback on decisions made. Paula talks of trying to feedback on decisions made and highlighting key thoughts.

Summaries of year 1 interviews (written at start of year 2)

Year 2

Denise - Trainee teacher mentor to Jo

Discussing issues with Jo.

Christine - NQT mentor to Sally

RQ2: How do models of workplace learning contribute to the culture of learning in the science department?

Observation of Mentor meetings (2)

Liz

Language of learning emerging from discourse

Liz's learning cycle

Intrapersonal, interpersonal and institutional aspects of the COP-ITT

Exit interview for Victoria, trainee teacher who left the course.

She is not feeling part of school.

Denise - Trainee teacher mentor to Jo

Sally - NQT (2 interviews)

Interview 1

NQT talks about the work place learning - not sharing learning.

Paula - NQT (2 interviews)

Interview 1

NQT talks about the work place learning - not sharing learning.

Sally - NQT (2 interviews)

Interview 2

Sally - NQT (2 interviews)

Interview 2

Sally - NQT (2 interviews)

Interview 1

RQ3: How do models of workplace learning contribute to the culture of learning in the science department?

Observation of Mentor meetings (2)

Denise with Paula and Sally then just Sally

Observation of Mentor meetings (2)

Denise with Paula

Denise with Paula

Sally - NQT (2 interviews)

Interview 1 jan 2015

Denise - Trainee teacher mentor to Jo

Sally - NQT (2 interviews)

Interview 2

Sally - NQT (2 interviews)

Interview 1

Sally - NQT (2 interviews)

Interview 2

Sally - NQT (2 interviews)

Interview 2

Denise with Paula

Summaries of year 1 interviews (written at start of year 2)

Liz

Paula

Sally

Audio file with Denise

Liz - HOD and NQT mentor to Paula

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Sally - NQT (2 interviews)

Interview 1

RQ3: How do models of workplace learning contribute to the culture of learning in the science department?

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Denise with Paula and Sally then just Sally

Observation of Mentor meetings (2)

Denise with Paula

Denise with Paula

Sally - NQT (2 interviews)

Interview 1 jan 2015

Denise - Trainee teacher mentor to Jo

Sally - NQT (2 interviews)

Interview 2

Sally - NQT (2 interviews)

Interview 2

Sally - NQT (2 interviews)

Interview 1

RQ3: How do models of workplace learning contribute to the culture of learning in the science department?
NOTES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Interview 1</th>
<th>Interview 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo - Trainee teacher (2 interviews)</td>
<td>Mentoring conversations don’t come naturally prototypical.</td>
<td>Initially pushed for the concluding — it is not working. Try something differently. Sally and Paula encourage the same ergo questions. Mentor doesn’t do this with Jo.</td>
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<tr>
<td>Mary - Technician</td>
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<td>Chris - University tutor</td>
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<td>Patricia learning</td>
</tr>
<tr>
<td>Focus groups (2)</td>
<td>Mentors (Liz, Christine, Denise)</td>
<td>Contextual to Jo, reflection is a very different sort of little frequency. Learning to support — the term support — often used when in doubt about learning. Senior teacher takes lead, Christine likes to ask questions about what others are doing. Teacher sees two different faces that say that they are each different. Not mention of whole-school models of mentoring but there is reference to whole-school expectations of them. Senior teachers expect them to manage people, which MTU will support them in. They are unsure.</td>
</tr>
<tr>
<td>Beginning teachers (Sally, Paula, Jo)</td>
<td></td>
<td>Thinking, thinking more deeply in the interviews. Look at process between BTs — would expect. Many used often all the time.</td>
</tr>
<tr>
<td>Observation of a mentor meeting (1) lesson feedback</td>
<td>Chris, Denise and Jo with Kelly in background</td>
<td>There is power hierarchy in this exchange. Christine defers to Chris and Jo defers to both. She accepts the feedback — does she challenge?</td>
</tr>
<tr>
<td>Text data</td>
<td>NQT reports: Sally</td>
<td>Reports completed last week.</td>
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<tr>
<td></td>
<td>NQT reports: Paula</td>
<td>Very useful.</td>
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<td></td>
<td>Trainee teacher reports: Jo</td>
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<td></td>
<td>Follow-up email responses: Sally</td>
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</tr>
<tr>
<td>Field observation</td>
<td>One day in team room</td>
<td>Good to evidence? Mention by Jo about independent learning. There are several discussions with Jo and AC about this. Jo is aware of this. It doesn’t come consistently, problems but is not sure.</td>
</tr>
<tr>
<td>Reflections</td>
<td>Notes following an interview with Jo that was accidentally deleted</td>
<td></td>
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</table>

Research diary

RQ3 How do models of work place learning reveal the culture of learning in the science department?

Kolb’s learning cycle

Professional vision

Language of learning emergent from the discourse

Intrapersonal, interpersonal and institutional aspects of the COP-ITT

Beginning teachers (Sally, Paula, Jo)

Observation of a mentor meeting (1) lesson feedback

One day in team room

Reflections

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<td><strong>Tasha - Deputy Head</strong>&lt;br&gt;Willing to talk and encourage to distance interviewer. Tasha was engaged.</td>
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<table>
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<tr>
<th>RQ4</th>
<th>What are the wider factors that are affecting the learning environment for trainee and beginning teachers?</th>
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<tbody>
<tr>
<td>Expansive and restrictive aspects of the workplace learning environment</td>
<td>Balkanization</td>
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<td>exit interview for Victoria, trainee teacher who left the course.</td>
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<td>Two trainees in same mentor meeting, conversation not strong, so conference about timing. Paula leaves to do another thing - promise to catch up later.</td>
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<td>Denise with Paula</td>
<td>Notes mention but trainee learning is not prioritised over pupil learning.</td>
</tr>
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<td>Summaries of year 1 interviews (written at start of year 2)</td>
<td>Liz</td>
</tr>
<tr>
<td></td>
<td>Sally</td>
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<td>Year 2</td>
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<td>One to one interviews (11)</td>
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<td>Jo</td>
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<td>Christine - NQT mentor to Sally</td>
<td>Part time with 3 then 2 trainees, not keen to attend mentor meeting, task stuff but not part of an atom community.</td>
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<td>Sally - NQT (2 interviews) Interview 1 jan 2015</td>
<td>Does not talk about anything except for the dept in team except for her form group in passing.</td>
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<td>Progress to case since NQT is in the bag.</td>
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<td>Is less aware than others, been a non-trainee team.</td>
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<td>Expands on T&amp;T but adds to anything related.</td>
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| RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers? |
|-------------------------------------|------------------|----------------|
| Expansive and restrictive aspects of the workplace learning environment | Balkanization | School Direct | Resilience |

| RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers? | Expansive and restrictive aspects of the workplace learning environment | Balkanization | School Direct | Resilience |

<p>| Exit interview for Victoria, trainee teacher who left the course. | Observation of Mentor meetings (2) | Denise with Paula and Sally then just Sally | Two trainees in same mentor meeting, conversation not strong, so conference about timing. Paula leaves to do another thing - promise to catch up later. | Dalyne doesn't know how to find out who to observe suitable pupil for going to training needs Tasha. She doesn't know and does not suggest anyone. Issue in primary placement. Also to meeting. |
| Summaries of year 1 interviews (written at start of year 2) | Liz | Paula | Sally |
| Audio file with Denise | Year 2 | One to one interviews (11) | Liz - HOD and NQT mentor to Paula | Expansive in many ways but don't let them out of the dept! Help is available as long as it can be dealt with by prescription. Tough time. | How to manage marking policy - progress monitoring. |
| Paula | Jo | Christine - NQT mentor to Sally | Part time with 3 then 2 trainees, not keen to attend mentor meeting, task stuff but not part of an atom community. | How MFTU judged by paid progress, not mention of all except for impact on structure of course. |
| Sally - NQT (2 interviews) Interview 1 jan 2015 | Does not talk about anything except for the dept in team except for her form group in passing. | No MFTU band is used to help them survive the culture. |
| Sally - NQT (2 interviews) Interview 2 | Progress to case since NQT is in the bag. | Mentions specifics that she takes to Christine, all specific people that support with T&amp;T, works with all, working on cutting corners with Christine and Kelly. |
| Paula - NQT (2 interviews) Interview 1 | Is less aware than others, been a non-trainee team. | Slight change in supervision because needs not relevant. |
| Paula - NQT (2 interviews) Interview 2 | Expands on T&amp;T but adds to anything related. | Discussed with reference to MFTU. |</p>
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RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?
Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

Addictive presentism (a particular focus on pupil progress and pupil data)

Kathy - Professional Tutor

Reflections on interviews

Liz - Head of Department

Denise - Trainee teacher mentor

Sally - Trainee teacher

Paula - Trainee teacher

Images (6)

Spider diagrams drawn by the participants of the 'learning environment'

Reflections

Research diary

Text data

Emails from Kathy Professional Tutor

Addictive presentism (a particular focus on pupil progress and pupil data)
NOTES

Addictive presentism (a particular focus on pupil progress and pupil data)

Exit interview for Victoria, trainee teacher who left the course.

Observation of Mentor meetings (2)
Denise with Paula and Sally then just Sally

Denise with Paula

Denise does not trouble Paula say she likes to order the books and the books come up three times and there is no comment on pupil learning and not much about what they say. Paula is being open about this from the start and in the course already.

Summaries of year 1 interviews (written at start of year 2)
Liz
Paula
Sally

Audio file with Denise

Year 2
One to one interviews (11)
Liz - HOD and NQT mentor to Paula

Denise - Trainee teacher mentor to Jo

Christine - NQT mentor to Sally

Sally - NQT (2 interviews) Interview 1 jan 2015

Sally - NQT (2 interviews) Interview 2

Paula - NQT (2 interviews) Interview 1

Paula - NQT (2 interviews) Interview 2
**NOTES**

| Interview 1 | Jo - Trainee teacher (2 interviews)  
| Interview 2 | Jo - Trainee teacher (2 interviews)  
| Mary - Technician | Focus groups (2)  
| Chris - University tutor | Mentors (Liz, Christine, Denise)  
| | Beginning teachers (Sally, Paula, Jo)  
| | Observation of a mentor meeting (1) lesson feedback  
| Text data | NQT reports: Sally  
| | NQT reports: Paula  
| | Trainee teacher reports: Jo  
| | Trainee teacher reports: Paula  
| | Follow up email responses: Sally  
| | Follow up email responses: Jo  
| Photographs | Collected on the day of same observation in the teamroom and corridors. Plus MTTFU evidence  
| Field observation | One day in team room  
| Reflections | Notes following an interview with Jo that was accidentally deleted  
| Research diary |  

Addictive presentism (a particular focus on pupil progress and pupil data)

This is Jo's very first job. Not even had a part time job but she has done voluntary work. Mum is a teacher. She is perceived as a copet. Focus on progress?? Some mention of it.

Some comments on her formative support by the mentors. Christine takes on a more mentoring role in the meeting and offers a couple of new ways of thinking. Matching mentors to teachers, how we need to be the kind of mentor that works for us. Christine finds that helpful, though providing us with context talk about her feelings.

Yes Look at eating, time off is moments.
<table>
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<tr>
<th>QUOTES</th>
<th>RQ1: What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?</th>
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<td><strong>Year 1</strong> (Pilot study)<strong>One to one interviews [6]</strong></td>
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<tr>
<td>Tasha - Deputy Head</td>
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<td>“In a profession where there is a lot of stress and pressure, and when you’re learning and you’re starting out in the job, we would like to create an environment where you can go and feel secure, without being matériel just”</td>
<td>“You know, if going into the science faculty room is like going into the lion’s den, it will be a miserable experience for a trainee or a new member of staff. It has to be warm, friendly, supportive, ‘talking’ and people need to feel that when they’re there, or if they do go into the faculty room and they ask a question, people aren’t going to get, ‘Oh, the doesn’t know!’ That it’s safe, that it’s safe learning environment.”</td>
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<td>Kathy - Professional Tutor</td>
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<td>“You know, if going into the science faculty room is like going into the lion’s den, it will be a miserable experience for a trainee or a new member of staff.”</td>
<td>“It’s clear that there are so many people in one place doing it for the first time, but also everyone has a bit of a laugh as well, which is nice. The atmosphere is just...”</td>
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<td>Liz - Head of Department</td>
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<td>“It’s not a great believer in swapping classes over midway through. I think if someone’s got a class, they should stick with it. If someone can’t remember it is assumed, rather than told not to.”</td>
<td>“We’re quite accepting of students. I mean, my belief is that, you know, one size doesn’t fit all. It’s about finding out what people are like.”</td>
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<td>Denise - Trainee teacher mentor</td>
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<td>“So, okay, I’m now at the job and I really remember what it was like being a trainee, so I feel I can really empathise with trainees, what they’re going through, the pressures they’re under, the things that they find hard, the things that aren’t so hard for them. I think just out of me, I can’t see a point of starting people. However, I think it helps that I’ve been there, and I enjoy it. It’s the seeing the trainees’ interaction with it, I really think it’s really quite stretching to me. I really stretch them to learn, you know. I think you would be involved in everything at times of need, in fact, of any aspect of teacher training, so...”</td>
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<tr>
<td>Sally - Trainee teacher</td>
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RQ1: What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?

Paula - Trainee teacher

There's a big, friendly team, lots of coffee, and, yeah, everyone gets on well. It's like a family. The whole department is just great. You walk in and you get offered a cup of coffee. Again, resource job where they just do everything for us. Even get the coffee going. P9

Sally - NQT (2 interviews)

Interview 1

Job like marking, marking more work than you absolutely following more procedures. For example, there are certain procedures that you should learn. All of that stuff. Sometimes it feels like you're sort of wearing a straitjacket a little bit, so sometimes the process is just, you know, you're doing everything, but it's all just marking. And I think that's probably fine as long as you're doing it well, and it's being well done. But I think difficult to do it and having no way of knowing what I'm doing wrong or right. That's not helpful. And it's hard to sort of break away from that mindset of being upright about not doing the job correctly 100%. It's all I'm told to do whatever. I just can't...

Lived experience emergent from the discourse in the interviews (phenomenological approach)

Reflections on interviews

Resilience

The role of the team room

Metaphors for learning

Images (6)

Spider diagrams drawn by the participants of the 'learning environment'

Reflections

Research diary

Text data

Emails from Kathy Professional tutor

Observation of Mentor meetings (2)

Denise with Paula and Sally then just Sally

Denise with Paula

Year 2

One to one interviews (11)

Liz - HOD and NQT mentor to Paula

Denise - Trainee teacher mentor to Jo

Christine - NQT mentor to Sally

Sally - NQT (2 interviews)
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<th>RQ2: How is 'learning to teach' articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences?</th>
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The role of the team room

Resilience

(quoted text)

Metaphors for learning

Lived experience’ emerging from the discourse in the interviews (phenomenological approach)

[...]

RQ1: What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?

RQ2: How is ‘learning to teach’ articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences?

Mary - Technician

Interview 1

Interview 2
## QUOTES

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### Focus groups (2)
- Mentors (Liz, Christine, Denise)
- Beginning teachers (Sally, Paula, Jo)
- Chris, Denise and Jo with Kelly in background
- NQT reports: Sally
- NQT reports: Paula
- Trainee teacher reports: Sally
- Trainee teacher reports: Jo
- Trainee teacher reports: Paula
- Follow up email responses: Sally
- Follow up email responses: Jo
- Follow up email responses: Paula
- Collected on the day of field observation in the teamroom and corridors. Plus MTFU evidence sent by Paula
- One day in team room
- Liz
- Paula
- Sally
- Audio file with Denise
- Notes following an interview with Jo that was accidentally deleted
- Research diary
RQ3 How do models of work place learning reveal the culture of learning in the science department?

Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

- Kolb’s learning cycle
- Professional vision
- Language of learning emergent from the discourse
- Intrapersonal, interpersonal and institutional aspects of the COP-ITT

- More long and there is encouragement to be exploratory and to really you know, take what works for you. If you don’t need it, they need it in the science faculty room, they go in the science faculty room, if going into the science faculty room is going to be the face, then it will be a tolerable experience for a trainer or a new member of staff. It needs to be warm, friendly, supportive, ‘help’ and people need to feel that when they’re there, if they go to the faculty room and they ask a question, people aren’t going to go, ‘Oh, she doesn’t know!’ That’s silly, that’s the safe learning environment.

Kathy - Professional Tutor

- Obviously we are aware of our profile and status within the [Wokingham] Federation and we want to do our bit too. It’s a very good way of networking, both with the University with other departments in other [Wokingham] schools and therefore there’s a great deal to be gained from that, so it’s really a mellow, collegiate approach.

Liz - Head of Department

- I think we do it because, I think as teachers, it’s part of our responsibility, you know, as a teacher you’re responsible for, you’re responsible for your students, I think it’s something that you owe back I think to the profession. I think it’s part of what you have to do, it’s the way it is.

Denise - Trainee teacher mentor

- Now that I’ve sort of thought about it a little bit, what would be nice for me and for all the rest of the [Wokingham] schools that includes learning from our department’s point of view, so if they start, I’m not sure they’ll be able to give them something and say, ‘Okay, this is where you find this, this is where you find that’ and have it all in a manual for them, so that they wouldn’t feel like they have to keep asking all these people around for things and all that sort of thing. Is it possible that it was the same way with all these things and what do we do and all that stuff? But, I think, you’re very good, very good, very, you know how the head has said they want things that but they’re very instructive and they get you at it and you know you’re on that ramp. If we’re on a roller coaster, we’re on the way down.

Sally - Trainee teacher

- (WRT CPD on mentoring) I’ve said if I were struggling and I said, ‘Tank guys, I need help here, I would be frustrated to do this for me’ suddenly would do it for me, teach me, that hasn’t happened, so I don’t know.
RQ3: How do models of workplace learning reveal the culture of learning in the science department?

Paula - Trainee teacher

Spider diagrams drawn by the participants of the 'learning environment'

Reflections

Emails from Kathy Professional tutor

Denise with Paula and Sally then just Sally

Denise with Paula

Liz - HOD and NQT mentor to Paula

Denise - Trainee teacher mentor to Jo

Christine - NQT mentor to Sally

Sally - NQT (2 interviews)

Paula says she gives over the lesson plans and feed back to us with areas that they think need to work on, but sometimes it’s not verbal and not direct. They would say, "You do realise your plan only covers 80 minutes," and if so then, "Yeah, I didn’t realise that," or "I must have counted it up wrong."...It was shock out for me in the whole, I don’t think that’s going to work." Or, we’ll read it through and say, "This group’s better suited to this learning style, rather than that," and it’s like, "Well, I understand, but how do I hand you what I could have done better." I don’t know what feedback I get from it, other than what I did well, because I don’t really read the praise, I read it, I ignore when I went well because I don’t want to fail. I want to know how I could have done better...If she said, ‘I don’t think that’s going to work’... Or she’s read it through and said, ‘This group’s better suited to this learning style, rather than that...’ Or, ‘You do realise your plan only covers 80 minutes,’ and if so then, ‘Yeah, I didn’t realise that,’ or ‘I must have counted it up wrong.’...

Kolb’s learning cycle

Professional vision

Language of learning emergent from the discourse

Intrapersonal, interpersonal and institutional aspects of the COP-ITT

The examples that I’ve seen are around things like, instructions from head of department and discussions I’ve sort of had with my mentor. Particularly in my NQT year there was more so... Even when I was a potential issue for concern (e.g., my books weren’t marked in accordance with the marking policy), there was no follow through. All areas were acknowledged and marked in accordance with the marking policy. If there was an issue that I was having trouble with (e.g., my mentor was worried about my marking), I just got the issue discussed and marked as outstanding, I got pretty much close to a few mark issues by the end of the year. 

RQ3 How do models of workplace learning reveal the culture of learning in the science department?
## RQ3: How do models of workplace learning reveal the culture of learning in the science department?

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## RQ3 How do models of work place learning reveal the culture of learning in the science department?

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| **Interview 1**

**Jo - Trainee teacher (2 interviews)**  
**Interview 1**

**Mary - Technician**

---

Yes, and get stuck in that I think, for a little while. And then I had my variable and then I had another block and the experimentation and the administration again because I'd then started to talk more, rather than just read behind the science that I could refer. That, yeah, so I think it's got itself off basically, four these less that no active experimentation.

But what you're saying there, we're doing about experiential learning, is that you needed to be willing to do that.

Yeah, I need to do the abstract conceptualisation.

Yeah, because it's risky, yeah.

Yeah, and I think at that point I was stuck as well, felt like wasn't doing well enough and was stuck at that point, which I think even though everyone was saying you have to say it, don't worry about it, we'll get you through it. It was still sort of like 'I say what's going to happen next?' So, and didn't want to be disappointing myself so acquire plan.

---

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| **Interview 2**

**Jo - Trainee teacher (2 interviews)**  
**Interview 2**

**Mary - Technician**

---

And they'll (mentor) come in and they'll ask how they are, how organized they are and do they come in and practice the practical. That type of thing...

---

**Chris - University tutor**

---

I will want the trainee to really think about the type of learning that the pupil learning, not what they have done to the pupil, but what the pupil have done themselves and why the learning is important and that they should engage with that.

---

I know the type of questions that Jo will ask, so she does ask the other, almost two stars and a wish, then 'I wish I was a star' and quickly, 'I think the mentor will see it very much from a school view rather than one that's developing that individual. I think it's easy for the mentor to focus on the pupil learning but it's harder for the mentor to focus on the trainee learning, it's all focused on Ofsted. Schools unfortunately don't really have much of a mind's eye view towards that.
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<td>Follow up email responses: Sally, Jo</td>
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- Liz’s learning cycle
- Professional vision
- Language of learning emergent from the discourse
- Intrapersonal, interpersonal and institutional aspects of the COP-ITT

- Sally: “I think it’s about supporting them...”
- Paula: “...behaviour management..." will think I’m awful, but I do a big thing..."
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<td>Kathy - Professional Tutor</td>
<td>BALKANIZATION</td>
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<tr>
<td>Liz - Head of Department</td>
<td>We say this as being the way of developing teachers for the future who are skill appropriate and professionalism appropriate. In order to work at this school I’d say a very good way of ensuring staff to the school who have their eyes open to what sort of a school and what sort of children and what sort of learning environment and what sort of processes and policies the school operates is?</td>
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<td>Denise - Trainee teacher mentor</td>
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<td>Sally - Trainee teacher</td>
<td>We’re very up for people having different styles and different things, and we’ve got a lot of different styles of teaching in the department. We do it differently every day and I think it’s because we’re so we’re working with parents and we’ve got a lot of parents with different styles of teaching and different things, so we’ve got a lot of different styles of teaching in the department.</td>
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<td>So supportive, I would say a supportive department/school, so by that I mean across the department (I can’t just think that the mentor should be supportive – obviously they need to be supportive but I think all of the department need to be supportive if the RPT is really struggling, she’s struggling and she’s not getting a lot of support from the department. So, obviously the technicians play a really big part in supporting them, they’re the ones who are ordering equipment and things like that, and sometimes parents left to the last, so if the technicians are really strong and supporting them with that, that really helps them.</td>
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<td>QUOTES</td>
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RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?
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Expansive and restrictive aspects of the workplace learning environment

Balkanization

School Direct

Resilience

Unrelated about now, but you
feel like it's kind of sad. I
think it's just absolutely sad.

However, when you're in the
field and you've got to get
down to the line and you've
got to get down even when
someone else is doing it and
directly it, get down there and
get in the classroom, and there are times
where you need to be, have somebody
and tell you to go and do it because if
you don't and think about it you
won't do it. So if you're yourself, you
just have to say like, you'll

Paula - NQT (2 interviews)

Interview 1

Sally - NQT (2 interviews)

Interview 2

unrelated about now, but you
do feel like it's kind of sad. I
think it's just absolutely sad.

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<td>Yeah, I think that helps though, because even though it sounds really horrible, it’s the fact that they’ve done it and said right OK we’re going to get through this but we’re going to have to wear this band. And it’s just kind of also makes you go, yeah let’s do this, they’ve been there to help us, we can get through this together, 2010 just got to that point where was this, right OK I’m new enough I had to do something about this. And it was just like a kick up the arse basically. It was kind of a joking way, but it at the same time was saying when they gave it to me. And I was like, right I could do this, but that actually felt like I could do it. I don’t know, why but just, if it isn’t meant to be then they’re not going to be able to get it off you. So it was like a bit of a bit of a joke and that but at the same time it was crying when they gave it to me. And I was like, right I could do it.</td>
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<td><strong>Interview 2</strong></td>
<td>Jo - Trainee teacher (2 interviews)</td>
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<td>I just got to that point where I was like, right OK I’m now ashamed, I have to do something about this. And it was just like a kick up the arse basically. It was kind of a joking way, but it at the same time was crying when they gave it to me. And I was like, right I could do this, but that actually felt like I could do it. I don’t know, why but just, if it isn’t meant to be then they’re not going to be able to get it off you. So it was like a bit of a bit of a joke and that but at the same time it was crying when they gave it to me. And I was like, right I could do it.</td>
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<td>Maybe we should prescribe one. There is a range of ways, there are practices in that. If you’ve got something that will do the job just as well and is different, then we’re open to a point. OK so we’ve definitely not prescriptive at all*!</td>
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<td>You can see that the majority of them enjoy working there and they bring the trainees together, for me it’s very good to be critical of some of the methods that we work with, but there’s always an appreciation. I don’t feel that we’ve pushed them, they’re there to learn, they’re there to progress and beyond, well that doesn’t change, you don’t do that, you’ve done that, you’ve done that, you’ve done that, but you’ve done that, you’ve done that, you’ve done that. Perhaps at the same time there are slightly uncomfortable of the beginning teacher’s status as a learner, so they support the beginning teacher, but don’t always recognise the teacher as a learner*!</td>
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<td>Chris - University tutor</td>
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<td>In the past perhaps it would have pushed just for a little bit more time or other*! I think it’s been quite an emotive and difficult situation because I think it’s put more stress on the trainees to turn around and say, well good isn’t good enough, because they’re going to have enough of it in their careers*!</td>
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<td>QUOTES</td>
<td>Focus groups (2)</td>
<td>Mentors (Liz, Christine, Denise)</td>
<td>Observations of a mentor meeting (1)</td>
<td>Lesson feedback</td>
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<tr>
<td>Text data</td>
<td>NQT reports: Sally</td>
<td>NQT reports: Paula</td>
<td>Trainee teacher reports: Sally</td>
<td>Trainee teacher reports: Jo</td>
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<tr>
<td>Photographs</td>
<td>Collected on the day of field observation in the teamroom and corridors. Plus MTBI evidence sent by Paula</td>
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<td>Field observation</td>
<td>One day in team room</td>
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<tr>
<td>Summaries of year 1 interviews written in year 2</td>
<td>Liz</td>
<td>Paula</td>
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<td>Reflections</td>
<td>Notes following an interview with Jo that was accidentally deleted</td>
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<td>Research diary</td>
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**RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?**

Expansive and restrictive aspects of the workplace learning environment

Balkanization

School Direct

Resilience

Liz p8 “And we throw, and I think that makes them think, doesn’t it?” Denise p8 “When there’s taken responsibility for it, so if it’s a prepared thing, it’s owning the problem” Liz p8 “It’s something that I’ll give 1 back when the problem’s solved”
<table>
<thead>
<tr>
<th>QUOTES</th>
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<tbody>
<tr>
<td><strong>Addictive presentism</strong> (a particular focus on pupil progress and pupil data)</td>
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<tr>
<td><strong>Year 1 (Pilot study)</strong></td>
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<tr>
<td>One to one interviews (6)</td>
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<tr>
<td>Tasha - Deputy Head</td>
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<tr>
<td>Kathy - Professional Tutor</td>
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<tr>
<td>Liz - Head of Department</td>
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<tr>
<td>Denise - Trainee teacher mentor</td>
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<tr>
<td>Sally - Trainee teacher</td>
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</table>
### QUOTES

**Addictive presentism (a particular focus on pupil progress and pupil data)**

**Paula - Trainee teacher**

Images (6)

Spider diagrams drawn by the participants of the 'learning environment'

Reflections

Research diary

Text data

Emails from Kathy Professional tutor

Exit interview for Victoria, trainee teacher who left the course.

Observation of Mentor meetings (2)

Denise with Paula and Sally then just Sally

Denise with Paula

Year 2

One to one interviews (11)

Liz - HOD and NQT mentor to Paula

Denise - Trainee teacher mentor to Jo

Christine - NQT mentor to Sally

Sally - NQT (2 interviews) Interview 1

**P13** And there are people in there who are great at doing that, sitting them down, coming up right this is what you're going to do, this is how we're going to support you, this is, we're going to be really honest here, there's people who are great listeners, there's people who are great people, there's people who are great mentors, there's people who have been through NQT, who do, do actually, we've got such a range of ages and people at different stages in their career it's really, really good for them to link together as a band.

**P15** Does me asking you these questions, every year at the minute, does it make you think again? Had I got time to think again I probably would.

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<table>
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Sally - NQT (2 interviews)
Interview 2

Paula - NQT (2 interviews)
Interview 1

Paula - NQT (2 interviews)
Interview 2
Addictive presentism (a particular focus on pupil progress and pupil data)

Interview 1

Jo - Trainee teacher (2 interviews)

Supportive BTs can talk openly, no barriers: "I'm just there when they get stuck, when they don't know who to ask".

Interview 2

Jo - Trainee teacher (2 interviews)

BTs have talked about the scheme of work and all that, where the worksheets are and "you just have some things they get stuck, when they don't know who to ask".

Mary - Technician

Supportive BTs can talk openly, no barriers: "I think there is an agreement that there is no barriers and don't forget that it was difficult. That's a supportive environment. You feel like you belong to something that means that there a situation in the school that generally means that you feel like you're part of a team if you're being supported, so they do and I think that comes about from the support of the BTs, generally means that you feel like you belong to something".

Chris - University tutor

Supportive BTs can talk openly, no barriers: "I think that comes about from the support of the BTs, generally means that you feel like you belong to something".
## QUOTES

Addictive presentism (a particular focus on pupil progress and pupil data)

### Focus groups (2)

Mentors (Liz, Christine, Denise)

### Observation of a mentor meeting (1)

**Lesson feedback**

Chris, Denise and Jo with Kelly in background

**Text data**

- NQT reports: Sally
- Trainee teacher reports: Sally
- Trainee teacher reports: Jo
- Follow up email responses: Sally
- Follow up email responses: Jo
- Follow up email responses: Paula

**Photographs**

Collected on the day of field observation in the teamroom and corridors. Plus MTBU evidence sent by Paula.

**Field observation**

One day in team room

**Summaries of year 1 interviews written in year 2**

- Liz
- Paula
- Sally
- Audio file with Denise

**Reflections**

- Notes following an interview with Jo that was accidentally deleted
- Research diary