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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**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?

<table>
<thead>
<tr>
<th>Year 1 (Pilot study)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One to one interviews (6)</strong></td>
</tr>
<tr>
<td><strong>Tasha - Deputy Head</strong></td>
</tr>
<tr>
<td>Need a safe place to discuss difficulties without being judged (e.g. the team room)</td>
</tr>
<tr>
<td>Learning to share confidence and personal safety for trainees is really important for their growth</td>
</tr>
<tr>
<td>Need to develop resilience, but it is clear that it cannot be attained without support</td>
</tr>
<tr>
<td><strong>Kathy - Professional Tutor</strong></td>
</tr>
<tr>
<td>Need a safe place to discuss difficult questions (e.g. the team room)</td>
</tr>
<tr>
<td>Communication planning: Kathy does not expect trainees to dive straight in but find a way that works for them</td>
</tr>
<tr>
<td>Need to feel comfortable in metaphorical conversations</td>
</tr>
<tr>
<td><strong>Liz - Head of Department</strong></td>
</tr>
<tr>
<td>Need a safe place to share difficult times (BM is the main example)</td>
</tr>
<tr>
<td>Part of the safe environment is perceived safety for trainees in really difficult situations</td>
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<tr>
<td>Need to develop resilience, but it is clear that it cannot be attained without support</td>
</tr>
<tr>
<td><strong>Denise - Trainee teacher mentor</strong></td>
</tr>
<tr>
<td>Mentions the busyness of the school</td>
</tr>
<tr>
<td>Extract informal staff and learning, e.g. in a lounge, or have a coffee at a table</td>
</tr>
<tr>
<td>They are there for the trainees</td>
</tr>
<tr>
<td><strong>Sally - Trainee teacher</strong></td>
</tr>
<tr>
<td>Denies having to do a lot of work: They are there for the trainees</td>
</tr>
<tr>
<td>Only critical evaluates the impact of mentor and ITTCO and the opportunities she has. She is an experienced teacher so she has a network of what works</td>
</tr>
<tr>
<td><strong>Paula - Trainee teacher</strong></td>
</tr>
<tr>
<td>No one else is there to support her</td>
</tr>
<tr>
<td>Too much to do</td>
</tr>
<tr>
<td><strong>Images (6)</strong></td>
</tr>
<tr>
<td>Spider diagrams drawn by the participants of the 'learning environment'</td>
</tr>
<tr>
<td>Experiencing a network of support</td>
</tr>
</tbody>
</table>

**Reflections**

<table>
<thead>
<tr>
<th>Research diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>311213 I note that the two trainees, Denise and Kathy are all learners or apprentices: 'development of mature participation in the activity by the two experienced people' (Kathy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections on interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise's interview reflects on what is important and what is not. Her final year teaching experience is crucial: 'I don't know if I can make it in a good way!' I think many other recent graduates feel the same, but it is important for Denise. Reflecting on her interview is the time she's capable of deep reflections on her practice and progress. Reflecting on Tasha's is time she is looking for mentorship and finding her own voice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails from Kathy Professional Tutor</td>
</tr>
</tbody>
</table>

**NOTES**

<p>| Resilience | The role of the team room | 'Lived experience' emergent from the discourse in the interviews (phenomenological approach) | Metaphors for learning |</p>
<table>
<thead>
<tr>
<th>NOTES</th>
<th>Roles</th>
<th>Phenomenological Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit interview for Victoria, trainee teacher who left the course.</td>
<td>&quot;Lived experience emerging from the discourse in the interviews (phenomenological approach)&quot;</td>
<td>Metaphors for learning</td>
</tr>
<tr>
<td>Observation of Mentor meetings (2)</td>
<td></td>
<td></td>
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<tr>
<td>Denie with Paula and Sally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview 1</td>
<td>Paula, Sally</td>
<td>Audio file with Denise</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
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<tr>
<td>One to one interviews (11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liz - HOD and NQT mentor to Paula</td>
<td></td>
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</tr>
<tr>
<td>Sally - NQT (2 interviews) Interview 1 Jan 2015</td>
<td></td>
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<tr>
<td>Sally - NQT (2 interviews) Interview 2</td>
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<tr>
<td>Paula - NQT (2 interviews) Interview 1</td>
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<tr>
<td>Paula - NQT (2 interviews) Interview 2</td>
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</tbody>
</table>

### Examples

- **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?

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

- Likes the models and finds them useful.
- Listening, questioning, building by helping them see what he needs to do next.

**Example from Observation of Mentor meetings (2).**

- Denie with Paula and Sally then just Sally.
- No notes on the right side of evidence is important.
- The meeting is namely descriptive with only one point where the mentor says what could have been done differently.
- The few questions about learning are a direct questions about planing their lesson.
- There is an overall feedback from the report. Denie says the chat, little discussion.
- Paula NQT has got the teaching under the differentiation.

**Example from Summaries of year 1 interviews (written at start of year 2).**

- Liz
- Paula
- Sally
- Just Sally
- Audio file with Denie

**Example from One to one interviews (11).**

- Liz - HOD and NQT mentor to Paula
- Sally - NQT (2 interviews) Interview 1 Jan 2015
- Paula - NQT (2 interviews) Interview 1
- Paula - NQT (2 interviews) Interview 2

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**Example from Liz - HOD and NQT mentor to Paula.**

- No notes on the right side of evidence is important.
- The lived experience of mentoring is a far presumption for planning, setting with kids and making with the NQT. There have been a number of different reflections.
- Liz has been a number of different reflections.

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**Example from Sally - NQT (2 interviews) Interview 1 Jan 2015.**

- "It's attitude to how Sally just needs to get better, I don't argue, just do it."
**NOTES**

<table>
<thead>
<tr>
<th>i/o - Trainee teacher (2 interviews)</th>
<th>Interview 1</th>
<th>&quot;Lived experience emerged from the discourse in the interviews (phenomenological approach)&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>i/o - Trainee teacher (2 interviews)</td>
<td>Interview 2</td>
<td>Talks about collecting evidence and engaging with reflection. Her anxieties are very important and track her experiences. She says she felt supported to get such useful feedback. She appreciated the mentor as she was not her mentor. In fact she found her mentor feedback very much similar as she did not know when things became of concern. She is straightforward and blunt. Mentors need to make a difference. Mentors look at need healing, shifted priority. Mentors need to support and challenge by operation.</td>
</tr>
<tr>
<td>Mary - Technician</td>
<td></td>
<td>Support but not particularly clear about learning for trainee or beginning teachers. Support from mentor and other class teachers. Not a lot in terms of creating and maintaining the atmosphere and culture. Not demonstrated by observation.</td>
</tr>
<tr>
<td>Chris - University tutor</td>
<td></td>
<td>Mentors in the room, social, personal, work. They make the room look nice. They improve on and see what they have learnt. She found her mentors helpful. She also describes the process of reflecting with those that get where they are.</td>
</tr>
<tr>
<td>Focus groups (2)</td>
<td></td>
<td>Observation of a mentor meeting (1) lesson feedback</td>
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<tr>
<td>Mentors (Liz, Christine, Denise)</td>
<td></td>
<td>RQ1: What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?</td>
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</tbody>
</table>
| Photographs                         |             | Following an interview with Jo that was accidentally deleted
<p>| Text data                           |             | NQT reports: Sally |
| Photographs                         |             | NQT reports: Paula |
| Photographs                         |             | Trainee teacher reports: Jo |
| Follow up email responses: Jo       |             | Follow up email responses: Sally |
| Follow up email responses: Jo       |             | Follow up email responses: Paula |
| Photographs                         |             | Field observation |
| Reflections                         |             | Notes following an interview with Jo that was accidentally deleted |
| Research diary                      |             | 251 |</p>
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<tr>
<th>Year 1 (Pilot study)</th>
<th>Tasha - Deputy Head</th>
<th>Kathy - Professional Tutor</th>
<th>Liz - Head of Department</th>
<th>Paula - Trainee teacher</th>
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<tr>
<td>One to one interviews (6)</td>
<td>Digital does not mention this explicitly but there is a physical approach taken in planning about second school placement, not just giving experiences and supporting them.</td>
<td>Kathy sees a cyclical but as a forward journey of experiences.</td>
<td>Abonement ideas of the institutional perspective that she does and keeps in tones.</td>
<td>Notes on interviews are not available.</td>
</tr>
<tr>
<td>Email communications</td>
<td>Kathy refers to reflection and focus on clear opportunities to talk and sensitive challenging questions.</td>
<td>Email communications are not available.</td>
<td>Email communications are not available.</td>
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<td><strong>Observation of Mentor meetings (2)</strong></td>
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<tr>
<td><strong>Denise with Paula and Sally then just Sally</strong></td>
<td>Notes:</td>
<td>Description of what is done rather than driven. Interesting about getting girls to do it themselves - do boys?</td>
<td>The administration of reports from HT/ITC to mentor to trainee is interesting. The getting primary placement done.</td>
<td></td>
</tr>
<tr>
<td><strong>Denise with Paula</strong></td>
<td>Language of describing what is happening and Denise evaluates the most learning - not driven learning. Simple statements of what was observed, what needs to be done, what should be done next time. Denise evaluates. Paula states that Denise was quite well and it was very helpful to get off and dinero gave a good idea of what they had been doing. Denise evaluated: Focus on what they found and brainstormed. Differences because some did not have enough.</td>
<td>Is something someone else will sort. Denise not concerned - she has done the bit.</td>
<td></td>
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</tr>
<tr>
<td><strong>Summaries of year 1 interviews (written at start of year 2)</strong></td>
<td>Liz</td>
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<td>Sally</td>
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<td></td>
<td>Not used explicitly - team more interested in the talking, although interested in discussion and did not learn about where staff seemed to be doing.</td>
<td>Intrapersonal. Relationship with each doing their role is key. Expect new stuff to be turned about issues. There is a helpful system so could it be a successful teacher at this? There is a helpful one system. Staff are very different and would do it differently, but what is it different, but does that require any central debate about teaching.</td>
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<td>Learning is supported by the doing things, systems approach. Tool on mentioning as was later - not necessarily the best person to be mentor.</td>
<td>Intrapersonal. Relationship with each doing their role is key. Expect new stuff to be turned about issues. There is a helpful system so could it be a successful teacher at this? There is a helpful one system. Staff are very different and would do it differently, but does that require any central debate about teaching.</td>
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<td><strong>Denise - Trainee teacher mentor to Jo</strong></td>
<td>Teaching her stuff and going experimentally not providing the thinking. PMT and thinking on self part until the time.</td>
<td>Understanding comes out about how well and how children - what does that mean?</td>
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<tr>
<td><strong>Christine - NQT mentor to Sally</strong></td>
<td>Students with this and then used it</td>
<td>Inside there, challenge it to then change themselves.</td>
<td>Intrapersonal. Relationship with each doing their role is key. Expect new stuff to be turned about issues. There is a helpful system so could it be a successful teacher at this? There is a helpful one system. Staff are very different and would do it differently, but does that require any central debate about teaching.</td>
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<tr>
<td><strong>Sally - NQT (2 interviews) Interview 1 Jan 2015</strong></td>
<td>Observers things - marking, recognising behaviour, learning systems, Interestingly a lot</td>
<td>Debriefs if PT and HOD and then role, role role, need to take support of more people.</td>
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<td></td>
<td></td>
<td>Unknown reflecting and then get feedback from cycle.</td>
<td>Sally works at being reflective to those who are not NQTs. There is some manipulation by experienced staff. Unique where decisions come from PT or DH. Team can be helpful but can also get in way. HOD needs to come up with solutions that fit her expectation. Important team all great teachers and then the understanding goes, not understanding or knowing the system comes up a couple of times. Sally Bahia is a highlight mentor love being at PT. Working with Sally. Work high with experience deputies. Very good for HT and observation.</td>
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<tr>
<td><strong>Sally - NQT (2 interviews) Interview 2</strong></td>
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<td></td>
<td>Students reflecting and then get feedback from cycle.</td>
<td>Debriefs if PT and HOD and then role, role role, need to take support of more people.</td>
<td>Sally works at being reflective to those who are not NQTs. There is some manipulation by experienced staff. Unique where decisions come from PT or DH. Team can be helpful but can also get in way. HOD needs to come up with solutions that fit her expectation. Important team all great teachers and then the understanding goes, not understanding or knowing the system comes up a couple of times. Sally Bahia is a highlight mentor love being at PT. Working with Sally. Work high with experience deputies. Very good for HT and observation.</td>
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<tr>
<td><strong>Paula - NQT (2 interviews) Interview 1</strong></td>
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<td></td>
<td></td>
<td>Debriefs if PT and HOD and then role, role role, need to take support of more people.</td>
<td>Sally works at being reflective to those who are not NQTs. There is some manipulation by experienced staff. Unique where decisions come from PT or DH. Team can be helpful but can also get in way. HOD needs to come up with solutions that fit her expectation. Important team all great teachers and then the understanding goes, not understanding or knowing the system comes up a couple of times. Sally Bahia is a highlight mentor love being at PT. Working with Sally. Work high with experience deputies. Very good for HT and observation.</td>
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<td><strong>Paula - NQT (2 interviews) Interview 2</strong></td>
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<td>NOTES</td>
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<tr>
<td>RQ1 How do models of workplace learning reveal the culture of learning in the science department?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Kolb’s learning cycle</th>
<th>Professional vision</th>
<th>Language of learning</th>
<th>Emergent, interpersonal and institutional aspects of the COP-ITT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo - Trainee teacher (2 interviews) Interview 1</td>
<td>Mentoring conversations don’t leave Jo feeling particularly</td>
<td>Talks about pupil progress in different contexts. Mentoring is seen as key to role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>secure.</td>
<td>Christian career as a key player but no mention of mentoring.</td>
<td></td>
</tr>
<tr>
<td>Jo - Trainee teacher (2 interviews) Interview 2</td>
<td>Embarrassed by the concluding: it’s not working. Tries something differently, shows and she encourages the samewrong questions. Mentor does not do this with Jo.</td>
<td>Didn’t get it. Recognises talk is important and is repeating stuff. Jo is a bit confused.</td>
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<tr>
<td>Mary - Technician</td>
<td>[ instructor support? something missing? ]</td>
<td>Asian perspective: some mistakes. About this work, very strong science identity and belonging to the team. Mentor sees the pupil learning but struggles to unpack the learning.</td>
<td></td>
</tr>
<tr>
<td>Chris - University tutor</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Focus groups (2)</td>
<td>Mentor: [Jo], reflects on a moment Jo’s capacity of little frequency.</td>
<td>Learning is support: the term support is often used when asked about learning. They are focusing on parallel until the feedback.</td>
<td></td>
</tr>
<tr>
<td>Mentors (Liz, Christine, Denise)</td>
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<td></td>
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</tr>
<tr>
<td>Beginning teachers (Sally, Paula, Jo)</td>
<td>Useful to LN, reflection is a nice idea but a reality of little frequency.</td>
<td>Thinking, thinking more deeply in the interview one on one.</td>
<td></td>
</tr>
<tr>
<td>Observation of a mentor meeting (1) lesson feedback</td>
<td>Chris, Denise and Jo with Kelly in background</td>
<td>If watching and what you can learn about the lesson, there is a lot of description. Jo talks about talk and thinking learning. She asks questions to probe interest and to challenge and thinking.</td>
<td>There is a power hierarchy in this exchange. Denise defers to Chris and Jo defers to both. Accepts the feedback, then the challenge?</td>
</tr>
<tr>
<td>Text data</td>
<td>NQT reports: Sally</td>
<td>Reports completed differently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NQT reports: Paula</td>
<td>The reports varied by role and interesting.</td>
<td></td>
</tr>
<tr>
<td>Trainee teacher reports: Jo</td>
<td>Follow up email responses: Sally</td>
<td>Follow up email responses: Jo</td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td>Collected on the day of field observation in the teamroom and corridors. Plus MTPI evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field observation</td>
<td>One day in team room</td>
<td></td>
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<tr>
<td></td>
<td>[evidence? Mentions by JL about independent learning</td>
<td>Probes interesting exchanges.</td>
<td></td>
</tr>
<tr>
<td>Reflections</td>
<td>Notes following an interview with Jo that was accidentally deleted</td>
<td>Research diary</td>
<td></td>
</tr>
</tbody>
</table>
### Year 1 (Pilot study)

#### One to one interviews (6)

- **Tasha - Deputy Head**
  - Key: Talked about the need to balance different aspects of the workplace and the challenges that this brings. Talked about the importance of collaborative teaching and the need for clear guidelines.

- **Kathy - Professional Tutor**
  - Reflections on interviews
    - Kathy talked about the importance of clear expectations and the need for trainees to be proactive and take initiative.

- **Liz - Head of Department**
  - Reflections
    - Liz discussed the importance of clear boundaries and the need for all staff to understand their roles and responsibilities.

- **Denise - Trainee teacher mentor**
  - Reflections
    - Denise discussed the importance of providing clear feedback and the need for trainees to be proactive in seeking out opportunities for learning.

- **Sally - Trainee teacher**
  - Reflections
    - Sally talked about the importance of clear communication and the need for all staff to understand their roles and responsibilities.

- **Paula - Trainee teacher**
  - Reflections
    - Paula discussed the importance of clear boundaries and the need for all staff to understand their roles and responsibilities.

#### Images (6)

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

#### Reflections

- **Research diary**
  - Notes on the impact of the new teaching methods and their effectiveness.

#### Text data

- **Emails from Kathy Professional Tutor**
  - Kathy mentioned the importance of clear expectations and the need for trainees to be proactive and take initiative.

---

**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

- **Interviews**
  - Conclusion of pilot study being evaluated.
  - Trainees being asked to teach 50% of lessons and that they don't experience disruption by missing lessons.

- **Emails from Kathy Professional Tutor**
  - Kathy mentioned the importance of clear expectations and the need for trainees to be proactive and take initiative.

- **Images**
  - Spider diagrams drawn by the participants of the 'learning environment'

---

**Year 1 (Pilot study)**

- **One to one interviews (6)**
  - Tasha
  - Kathy
  - Liz
  - Denise
  - Paula

- **Images**
  - 6 spider diagrams drawn by the participants of the 'learning environment'

- **Reflections**
  - Research diary

- **Text data**
  - Emails from Kathy Professional Tutor
### Notes

**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. Demonstration not strong or consistent about timing. Paula learns to do something else - promise to catch up later.
  - Demonstrate how to find out who to observe suitable day by going to deputy head first. She doesn’t know and does not suggest anyone. Issue in primary placement.
  - Issue in meeting.

**Denise with Paula**
- Names mention but trainee learning is not prioritised over pupil learning.
- Demonstrate does not know about what happens with reports - someone else’s job.
- Denies and admits but not really mentioned.
- Denies about juggling.

**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 love.
  - They, Tiger mother and does not let them out.
  - How to manage marking policy, progress monitoring.
  - 10 hour days, work hard and play hard, socialise together.

- **Denise - Trainee teacher mentor to Jo**
  - Part time with 3 then 2 trainees, not able to attend mentor meeting. Task stuff but not part of an active personality.
  - Doesn’t get out of the dept.
  - New NQT judged by past progress, not previous of all except for impact on structure of course.
  - Pressure of good teachers.

- **Christine - NQT mentor to Sally**
  - Lots of expansion but expects that what happens outside the dept is not known about.
  - Isolated dept, long days, work hard, now some issues, one doesn’t.
  - Progress comes up, plus the form filling for NQT.
  - MTU band is used to help them survive the culture.

- **Sally - NQT (2 interviews) Interview 1 Jan 2015**
  - Mentions specifics that she takes to Christine, specific people that support with dept and with help with what. Mentoring on cutting corners with structure and links.
  - Concerns as downgraded because books not marked.

- **Sally - NQT (2 interviews) Interview 2**
  - Progress is easier once NQT is in the bag.
  - Less aware than others, sees a few right corner teams.

- **Paula - NQT (2 interviews) Interview 1**
- Mentioned with reference to MTU.

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

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**NOTES**

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

**Year 1 (Pilot study)**

One to one interviews (6)

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Images (6)

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

Reflections

Research diary

Reflections on interviews

Text data

Emails from Kathy Professional Tutor

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**Addictive presentism**

- (a particular focus on pupil progress and pupil data)

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

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

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

Business of team commented on. What is it to be a successful dept.

Liz does not talk about her own feelings. And it is a bit of a pit when called? Talks about being left in the dark, appears, that it is the way she is, something internal.

Paula does not talk about her own feelings. And is silent for a while when asked? Talks about being harsh, hard, Aspergers, that is the way she is, control freak.

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

Lack of effort mentioned once (on the part of the trainee). Others are naturals. Watching good or outstanding teachers doing it right.

Pupil progress is key but recognised as important step.

Very able to articulate learning. This is complex and her own lived experience of observing and learning is newly described. Meta cognition.

Very different Jo as a high performer. What can be too nice and tells her no.

Pupil progress comes up but not a way of judging the trainee. proxy for learning progress?

Limited awareness of what is needed for new learning, and class overview. Inference and making things come up short. Thinking underworked over and not mentioned once in this part of the interview.

Others are ruthless. Watching good or outstanding teachers doing it right.

Talking superficially about other teachers classes.

Denise does not hear Paula say she needs to order the books the third time when she asks if she had ordered them. Paula is asking about this from the start and it has come up twice already.

The lesson feedback is focused on pupil learning and picking out when they did not learn as much or written down as much as they should. These incidents are pointed out in things.

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Similar evaluative summary to High lesson in year 1. Some comment about having the teaching context
discussed prior and meta gadget.

Frenetic speed of work.

Liz does not talk about her own feelings. And it is a bit of a pit when called? Talks about being left in the dark, appears, that is the way she is, control freak.

Liz does not talk about her own feelings. And it is a bit of a pit when called? Talks about being left in the dark, appears, that is the way she is, control freak.

Need to listen to the recording again and double check. Remind [redacted] about.

Need to move on and leave things that you are not going to worry about or you cant change.
NOTES

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

Jo - Trainee teacher (2 interviews)
Interview 1

Jo - Trainee teacher (2 interviews)
Interview 2

Mary - Technician

Chris - University tutor

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**Resilience**

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**

In a profession where there is a lot of stress and pressure, and when you’re training and you’re starting and you start this reality, we would like to create an environment where, if it’s possible, would bring matters into…

You know, if going into the science faculty room is like going into the honeymoon, it will be a miserable experience for a trainee or a senior member of staff friends to be warm and friendly, supportive. ‘Lively’ and people need to feel that when they’re there, or if they go into the faculty room and they ask a question, people won’t say to: ‘Oh, the decision, she doesn’t know!’ That’s just hot, isn’t it? The safe learning environment.

**Kathy - Professional Tutor**

We’ve quite accepting of serious teachers, I mean my belief is that, you know, one size doesn’t fit all for us. It’s about getting us to understand students and trainees, rather than just stick with the one size fits all. We’re quite accepting of various teachers. I mean my belief is that, you know, one size doesn’t fit all for lessons and it’s about finding your place in your teaching. Finding your style. Finding how to drive that, you know. People do things in different ways and it’s about developing those students. I think it’s hard to say that I think we do quite well, that we’re aware that we are developing these students as teachers themselves. We’re developing their strengths and their skills, we’re not just putting our skills. I guess we want to encourage them to be the best teacher they can be in their own, with their own style.

**Liz - Head of Department**

And it’s clear that there are so many people in one place doing it for the right reasons, but also everyone has a lot of a laugh as well, which is nice.

You know, it’s nice that there are so many people in one place doing it for the right reasons, but also everyone has a lot of a laugh as well, which is nice.

**Denise - Trainee teacher mentor**

So, okay, I’ve now taken the job as I really remember what it was like being a trainee, so I feel like I can really sympathise with the trainees, what they’re going through, the pressures they’re under, the things that they’re finding hard, the things that aren’t so hard for them. I’d just point out, I’ve quite a sort of nurturing person. However, I think it’s that thing that regards that I’m the boss, and I enjoy it. I’m running the training programme. I just really felt, it’s really fulfilling, so, totally safe and a big challenge for me, you know, lots going on and I really stretched them in all areas, you know, I think you would involve everyone at some stage of their, in the future, any aspect of teacher training, so…

**Sally - Trainee teacher**

So, okay, I’ve now taken the job as I really remember what it was like being a trainee, so I feel like I can really sympathise with the trainees, what they’re going through, the pressures they’re under, the things that they’re finding hard, the things that aren’t so hard for them. I’d just point out, I’ve quite a sort of nurturing person. However, I think it’s that thing that regards that I’m the boss, and I enjoy it. I’m running the training programme. I just really felt, it’s really fulfilling, so, totally safe and a big challenge for me, you know, lots going on and I really stretched them in all areas, you know, I think you would involve everyone at some stage of their, in the future, any aspect of teacher training, so…
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**Lived experience**

There’s a big, friendly team, or family, and, yeah, everyone gets on as well. It’s nice. The whole department just gets on. You walk in and you get offered a cup of coffee, again. Basically it’s like just do everything for us. Then get the coffee going. P9

**Resilience**

Paula - Trainee teacher

There’s a big, friendly team, or family, and, yeah, everyone gets on well. It’s nice. The whole department just gels. You walk in and you get offered a cup of coffee. Again, beautiful lab techs just do everything for us. Even get the coffee going.

**Images (6)**

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

**Reflections**

Research diary

Reflections on interviews

**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**

It’s like the marking, making sure you’re absolutely following the procedures. For example, leave it very purposeful for your child that you need to have it, all of that stuff. Communication is key, because, um, like, look, it’s a parent, child relationship between me and, um, perhaps the head of department, doesn’t really exist. Doesn’t have equal communication. It’s very, yeah, I mean, there’s a lot about the teaching and doing that, my basic mentor I think, where, it’s not an instruction, because all of my books have to be marked as a generic sized one, I was like, well, you know, I just am going to do it. We’re going to do it. I do that. And that’s probably the biggest challenge but.

I find it difficult to work when I’m finally done because it’s so noisy, and it just gets loud and I’m basically sitting, and thinking about whatever it might be. So I find the distractions, the distractions, I have to do it myself, so I’m doing it, and then there’s no one to turn it to. It’s just a computer at my desk and that just goes, and I’ve got to go, and I’ve got to do it, and then I’ve got to talk to people about it. Then I have to go, and I’ve got to do it, but there’s no one to do that with. And that’s probably the biggest challenge.

All being written about not doing the job correctly, 100% as I’m told I have to do it and knowing when to cut corners. I know which corners to cut and I can see that, but so there’s a lot of system manipulation. Although I’m being told I have to do things in an ITT, there are plenty of examples where the teachers who are telling me to do things in this manner know that I am doing independent learning, they tell me about each thing I do. I can do it and that’s independent learning. Sometimes it’s a lot harder, sometimes they are also not doing those and doing corners.
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**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?
### Resilience

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

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**Focus groups (2)**

- Mentors (Liz, Christine, Denise)

**Observation of a mentor meeting (1) Session feedback**

- Chris, Denise and Jo with Kelly in background

**Test data**

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- NQT reports: Paula
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- Trainee teacher reports: Jo
- Follow up email responses: Jo
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**Field observation**

- One day in team room

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

- Liz
- Paula

**Follow-up email responses**

- Sally

**Audio file with Denise**

**Reflections**

- Notes following an interview with Jo that was accidentally deleted

**Research diary**
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<td>There's encouragement to be exploratory, and it really you know that sort of work for you? They need to have the science room there behind them, providing the coaching, the opportunity for reflection, asking the questions, providing the gap there where the students need to support and help, and they need to provide a nice environment. And, if going into the science faculty room is going to be the same, it will be a terrible experience for a trainee in the future. It needs to be more, friendly, supportive, Rolb's model. People need to feel that when they're given a problem, they can be a problem, people aren't going to go, 'Oh, she doesn't know'. That's the nice learning environment.</td>
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<td>Kathy - Professional Tutor</td>
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<td>Seriously we are aware of our profile and status within the [Wokingham] Federation and we want to do our bit. 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 need to be gained from that, so it's really a more, collegiate approach.</td>
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<td>Liz - Head of Department</td>
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<td>I think we do it because, I think it's part of our responsibility. You know, as a teacher you're responsible for, as all of us teachers, haven't we? We've all enjoyed the luxury of having somebody, you know, mentor us and help us along and show us the way forward and, you know, it's something that you owe back. I think it's part of what you have to do, it's the way it is.</td>
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<td>Denise - Trainee teacher mentor</td>
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<td>Now that I've sort of thought about it a little bit more, what would be nice for us to develop as a department, would be some sort of a RPTs' manual or something from our department's point of view, to show them that... I'm not able to give them everything and say, 'Right, this is... Here's where you find this, this is where you find this', and have it all in a manual for them, so that they wouldn't feel that they have to go to all the different people to find things and all of that sort of thing. I think that it was the best when you had a particular reference point and what we do and all that stuff, but that, to be honest, they're very good, very good, very, you know they had hands, they weren't being hands, but they're very enthusiastic and they just get on with it and, you know, they're at that ramp.</td>
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<td>Sally - Trainee teacher</td>
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<td>CART CPM (Ronald) - He saw it! We had a good group. He thought we're a very happy department, we all speak to each other, we all help each other out, we all support, cartoons, I mean basically, to do the job well, somebody would do this job, teach next, somebody else. It's been happier, so I don't know, ppl.</td>
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</tbody>
</table>
The table above contains various sources of data used in the study, including interviews, emails, and observations. The following is a summary of the data sources:

### Quotes

- **Paula - Trainee teacher**
  - *Kolb's learning cycle*
  - *Professional vision*
  - *Language of learning emergent from the discourse*

  > The fact that they go over our lesson plans and feed back to us with areas that they think might not work or, the sometimes I'll read journal and don't I think aloud saying, 'You do realise your plan only covers 36 minutes,' and I'm like, 'Yeah, I didn't notice that.' I used to think that's exciting to me in the whole. I don't think it's going to work. Or I'll read it through and say, 'This group's better suited to this learning style, rather than that, maybe you could have tried this,' which shows me how could I have done it differently, or how do I do it better, which is great feedback. Sometimes I don't really need the praise, I need to know where it went well and because I don't need it work. What I need to know is how could I have done something better. I think she does that really well. Instead of like, 'Oh, you did so good,' or 'You did really well,' rather than that, 'To be a good teacher, you should have done this.' Or, 'An excellent teacher would have done that.' I don't think they actually use, *p8* (from mentor)

- **Images (6)**
  - Spider diagrams drawn by the participants of the 'learning environment'

- **Reflections**
  - Research diary
  - Reflections on interviews

- **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

---

**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**

---

The examples that I've seen are around things like, instructions from head of department and discussions on the sort of feedback for my mentor. My mentor was noted on my NQT one report as though it was a potential issue for concern that my lesson learning was not working in accordance with the marking policy. And then I had to redo all of these, all lessons remarked by my mentor. I got right the marking policy. Which was not helpful, I felt that was a frustrating at first. I couldn't cut across what you're doing, but I'm not yet able to show that you can cut across the marking policy.
<table>
<thead>
<tr>
<th>QUOTES</th>
<th>Bolb's learning cycle</th>
<th>Professional vision</th>
<th>Language of learning emergent from the discourse</th>
<th>Intrapersonal, interpersonal and institutional aspects of the COP-ITT</th>
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</thead>
<tbody>
<tr>
<td>Sally - NQT (2 interviews) Interview 2</td>
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<tr>
<td>Paula - NQT (2 interviews) Interview 1</td>
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<td>Paula - NQT (2 interviews) Interview 2</td>
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<td>QUOTES</td>
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<tr>
<td><strong>Interview 1</strong></td>
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<tr>
<td>Jo - Trainee teacher (2 interviews)</td>
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| "Yes, and you did do that (I think), for a little while. And then I had no variable and if I (then) started with the experimentation and the administration again because I'd then started to talk more, rather than (just) say the technical things I couldn't cop. That, yeah, I think I'd get myself off basically, because there was too much no active experimentation."
| "When you're saying them, we're doing a lot about experiential learning, but that you need to be willing to do that."
| "Yeah, I need to do the abstract experimentation."
| "Yeah, because it's risky, yeah."
| **Interview 2** |
| Jo - Trainee teacher (2 interviews) |
| "Yes, and you did do that (I think), for a little while. And then I had no variable and if I (then) started with the experimentation and the administration again because I'd then started to talk more, rather than (just) say the technical things I couldn't cop. That, yeah, I think I'd get myself off basically, because there was too much no active experimentation."
| "When you're saying them, we're doing a lot about experiential learning, but that you need to be willing to do that."
| "Yeah, I need to do the abstract experimentation."
| "Yeah, because it's risky, yeah."
| **Mary - Technician** |
| "I will want the trainee to really think about the sort of the learning, but the pupil learning, not what they have done in the pupils, but what the pupils have done themselves (I think) that way my trainees understand why the learning is important and that they should engage and that has been really good."
| "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."
| **Chris - University tutor** |
| "I want the trainee to really think about the sort of the learning, but the pupil learning, not what they have done in the pupils, but what the pupils have done themselves (I think) that way my trainees understand why the learning is important and that they should engage and that has been really good."
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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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<td>Focus groups (2)</td>
<td>Mentors (Liz, Christine, Denise)</td>
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<td>Observation of a mentor meeting (1)</td>
<td>Lesson feedback</td>
<td>Chris, Denise and Jo with Kelly in background</td>
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<td>Text data</td>
<td>NQT reports: Sally</td>
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<td>NQT reports: Paula</td>
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<td>Follow up email responses: Sally</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>
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<td>Paula</td>
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<td>Sally</td>
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<td>Audio file with Denise</td>
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<tr>
<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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<td><strong>RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?</strong></td>
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<td><strong>Year 1 (Pilot study)</strong></td>
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<td>One to one interviews [6]</td>
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<td>Tasha - Deputy Head</td>
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<td>We say this as being the way of developing teachers for the future who are still appropriate and professionalism appropriate. To work at this school I'd say it's a very good way of recruiting 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. p7</td>
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<tr>
<td>Kathy - Professional Tutor</td>
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<td>Liz - Head of Department</td>
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<td>We're very up for people having different styles and different ways, and we get a lot of different types of teachers in this department, we do it different ways and, like I said before, what we want to do is develop the teachers in their style, not in our style. p17</td>
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<tr>
<td>Denise - Trainee teacher mentor</td>
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<td>So supportive, I would say a supportive department (chuckled), so by that I mean, within the department I don't just think the mentor should be supportive – although they need to be supportive – but that all of the department need to be supportive of the NQT, as other teachers, the support staff, the technicians, in fact the technicians also play a big part in supporting those because they're struggling with a lot. And to me, a lot of times, it's ordering equipment and things like that, that sometimes gets left to the last, so, if the technicians are really strong, not supporting them with that, that really helps them. p4</td>
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<tr>
<td>Sally - Trainee teacher</td>
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<td>Images (6)</td>
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<td>Observation of Mentor meetings (2)</td>
<td>Denise with Paula and Sally then just Sally</td>
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<td>Year 2</td>
<td>Denise with Paula</td>
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<td>One to one interviews (11)</td>
<td>Liz - HOD and NQT mentor to Paula</td>
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<td>Denise - Trainee teacher mentor to Jo</td>
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<td>Christine - NQT mentor to Sally</td>
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<td>Sally - NQT (2 interviews) Interview 1</td>
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</table>

RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?

They encourage professional development. They send me and [C]... they don’t really go to other departments... I don’t think that’s quite a good thing, such &c. [P19]
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**

**Sally - NQT (2 interviews)**

Interview 2

Undecided about new job yet. Don’t like the idea of teaching. I think it’s just absolutely awful, however, when you’re in it all, you’ve just got to show up, you just have. Interview 3 and so on, it’s not going to get you down there. If someone else isn’t right, you just have to go to it. If you don’t like it and think you can’t do it, you’ll just get yourself out. 

**Paula - NQT (2 interviews)**

Interview 1

Expansive and restrictive aspects of the workplace learning environment

Balkanization

School Direct

Resilience

I think, I feel, what’s the word, ambivalent about the man the f**k up. On the one hand I think it’s awful, I think it’s just absolutely awful, however, when you’re in it all, you’ve just got to show up, you just have to. Interview 3 and so on, it’s not going to get you down there. If someone else isn’t right, you just have to go to it. If you don’t like it and think you can’t do it, you’ll just get yourself out. 

**Paula - NQT (2 interviews)**

Interview 2

```
What she means is pull yourself together, stop crying over it, it’s nothing, you can cry, will the reduction be an hour? If that’s the case, well it’s nothing. Well, what about a monthly, a weekly, a yearly, or monthly and so on? If that’s the case, you can stop living and get yourself together. It’s only because the saying, it’s an Australian did a rant on YouTube and got really famous for it, Man the f**k Up, I don’t want to swear on your tape. No you can, it’s fine.
```

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That got viral and there was a wristband made with it written on it, that’s where she got the wristband and I remember having a good laugh and the next day, oh this, man up and do the thing, that something is there and the next day, and that’s another go and think about it, so I put the man up band on, I’ll continue my dinner and wait and taught my lesson. I came back in and waited, I turned light on, the irony is, our department are all women, so.
```

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But she doesn’t get anything together, stop crying over it, it’s nothing. You can cry, will the reduction be an hour? If that’s the case, well it’s nothing. Well, what about a monthly, a weekly, a yearly, or monthly and so on? If that’s the case, you can stop living and get yourself together. It’s only because the saying, it’s an Australian did a rant on YouTube and got really famous for it, Man the f**k Up, I don’t want to swear on your tape. No you can, it’s fine.
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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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| Jo - Trainee teacher [2 interviews]  
Interview 1 | Because even though it sounds really terrible, in the end it's the thing that they've done  
and done right if we're going to get through this but we're going to have to wear this blinder. And it took a while for them to realize that. If you can do this, they're here to help me, we can get through this together. Right. I've never heard 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 was the most beautiful thing when they gave it to me. And I was like, right I could do this, that didn't feel like I couldn't do it. I don't know why but just if I eat just... | Balkanisation | School Direct | Resilience |
| Jo - Trainee teacher [2 interviews]  
Interview 2 | 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 you through this but you're going to have to wear this blinder. And it took a while for them to realize that. If you can do this, they're here to help me, we can get through this together. Right. I've never heard 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 was the most beautiful thing when they gave it to me. And I was like, right I could do this, that didn't feel like I couldn't do it. I don't know why but just if I eat just... | Balkanisation | School Direct | Resilience |
<p>| Mary - Technician | We're not prescriptive at all. There is a scheme of work, there are protocols in place. If you've got something that will do the job just as well and is different, then we're quite open-minded. So we're definitely not prescriptive at all. | Balkanisation | School Direct | Resilience |
| Chris - University tutor | You can see that the majority of them enjoy working there and they bring the trainees together. For me, it's not trying to be critical of some of the teachers that we work with, but there's always an appreciation I don't feel that they're not teaching as much as they should be teaching. Not the teachers that are teaching. It's the whole process and beyond, well that's what they're doing that you've done that, you've done that, you've done that, you've done that, you've done that. I think at the same time, there are slightly different of the beginning teacher's status as a learner. So they support the beginning teacher, but don't always recognize the teacher as a learner. | Balkanisation | School Direct | Resilience |</p>
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Focus groups (2)  Mentors (Liz, Christine, Denise)  
Observation of a mentor meeting (1) Lesson feedback  
Beginning teachers (Sally, Paula, Jo)  
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<td><strong>Addictive presentism (a particular focus on pupil progress and pupil data)</strong></td>
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<td>Year 1 (Pilot study)</td>
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<td>One to one interviews [6]</td>
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<tr>
<td>Tasha - Deputy Head</td>
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<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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<td>Sally - Trainee teacher</td>
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<tr>
<td>Paula - Trainee teacher</td>
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<td>Images (6)</td>
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<td>Reflections</td>
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<td>Text data</td>
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<td>Observation of Mentor meetings (2)</td>
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<td>Year 2</td>
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<tr>
<td>Liz - HOD and NQT mentor to Paula</td>
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<td>Denise - Trainee teacher mentor to Jo</td>
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<td>Christine - NQT mentor to Sally</td>
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<td>Sally - NQT (2 interviews) Interview 1</td>
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<td>Sally - NQT (2 interviews)</td>
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<td>Addictive presentism (a particular focus on pupil progress and pupil data)</td>
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<td>Paula - NQT (2 interviews)</td>
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<td>Interview 2</td>
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<td><strong>Jo - Trainee teacher (2 interviews)</strong></td>
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<td><strong>Interview 1</strong></td>
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<td><strong>Interview 2</strong></td>
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<td><strong>Mary - Technician</strong></td>
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<td><strong>Chris - University tutor</strong></td>
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Supportive BTs can talk openly, no barriers before what it is like. “Have a significant number of that department (mistakes) forgotten and don’t forget that it was difficult” and “That’s a supportive environment, you feel like you belong to something” and “It’s that there’s a buddy, a group of us all together as a whole” in contrast to a supportive environment. I wouldn’t say it’s a problem, but it is significant. Because in school that generally means you’re out on your own if you’re being supervised, but they do and I think that comes a bit from individual reason of the school being a bit on its shoulder, still. That they really need to get something to support...
### Quotes

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

Liz: “You have to give them as much encouragement and resilience and support. You can do it, off you go, get back in there, pick yourself up and do it. However, when things go badly wrong, you do have to know where you can diffuse the situation.”

### Focus groups (2)

- Mentors (Liz, Christine, Denise)

### Observation of a mentor meeting

- 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
- Photographs: Collected on the day of field observation in the teamroom and corridors. Plus MTFU 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