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

Thesis

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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?

Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

Not mentioned explicitly but it is clear that she sees progression and challenge in the learning area. Need a safe place to discuss difficult issues (BM is the main example). Need a safe place to discuss difficult issues (BM is the main example).

Liz - Head of Department

As there are two tutors and NQTs to be mentored enough for the school.

Denise - Trainee teacher mentor

Mention the bénéficie of the role. Extend liberal touch and learn how to have a standing at same time, taken a baby deep "all hands on deck".

Sally - Trainee teacher

Denise interview reflections mention the nurturing, maternal but also tough. D has had few years teaching experience before she joined the team, is good thing, inspiration as many mentors.

Paula - Trainee teacher

No

Images (6)

Spider diagrams drawn by the participants of the learning environment

Year 2 (Main study)

Reflections

Research diary

Reflections on interviews

Test data

Emails from Kathy Professional tutor

NOTES

flexibility

The role of the team room

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

Metaphors for learning

Reflections on interviews

Emails from Kathy Professional tutor

Reflections

Research diary

Reflections on interviews

Test data

Emails from Kathy Professional tutor
The role of the team

The meetings are primarily descriptive with only one point where the mentor suggests what should have been done differently. Few questions about learning there are often questions about their approach. Denise says the chat is little discussion. Paula and Paula has got the teaching sorted.

Summaries of Year 1 interviews

Liz

Paula

Sally

Audio file with Denise

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

Resilience

The role of the team room

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

Metaphors for learning

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

Exchange about the need to have a plan because she feels she has to keep going on the application and interview.

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

Liz

Paula

Sally

Year 2

One to one interviews (11)

Liz - HOD and NQT mentor to Paula

Denise - Trainee teacher mentor to Jo

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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 most usual way of learning is 'doing' 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?

The role of the team room

My first approach as teacher was broad experience and just looked. Paula is keen to improve the teaching environment in the room with mind and computer at first. She suggested by an appointment for questions and how it builds.

Liz - HOD and NQT mentor to Paula

Support and care

Liz

Ref to MTFU band and how it builds resilience especially what will help now.

Resilience experienced by trainee science department as emergent from the learning environment of a science department as experienced by trainee or beginning teachers?

Happens in one year

Happens in one year

Happens in one year

The discussion is about acquiring evidence.

The discussion is about acquiring evidence.

Developed approach to doing.

Happens in the ante-room.

Happens in the ante-room.

Happens in the ante-room.

Happens in the ante-room.

Happens in the ante-room.

Teaching, questioning, learning, engaging, Q&A, the way you do it.

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Teaching, questioning, learning, engaging, Q&A, the way you do it.
## The role of the team mentors (Liz, Christine, Denise)

Manage behaviour - then it is all fine

NQT reports: Sally

Notes following an interview with Sally:

Likes it

Mentors give to the trainees

Describes her mini-breakdown where she is told off by Christine, class teacher, not mentor. It is long enough as her arms are shaking

'St仍未 experience emergent from the discourse in the interviews (phenomenological approach)

Metaphors for learning

### Focus groups (2)

**Mentors (Liz, Christine, Denise)**

**Interview 1**

- Describes her mini-breakdown where she is told off by Christine, class teacher, not mentor. It is long enough as her arms are shaking

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

**Interview 2**

- Describes her mini-breakdown where she is told off by Christine, class teacher, not mentor. It is long enough as her arms are shaking

**Mary - Technician**

**Chris - University tutor**

**Beginning teachers (Sally, Paula, Jo)**

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

**Chris, Denise and Jo with Kelly in background**

**Text data**

**NQT reports: Sally**

- "Mentors is key to creating and maintaining the atmosphere/culture. Most discussed by Liz, Christine and Jo with Kelly in background"

- "they work well because they stick to the boxes""[128]

**NQT reports: Paula**

- "Liz is always cool and calm"

**Trainee teacher reports: Paula**

- "I am a metaphor for learning?"

**Follow up email responses: Jo**

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### Reflective notes

**Notes following an interview with Jo that was accidentally deleted**

**Research diary**
NOTES

Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

RQ1 How do models of work place learning reveal the culture of learning in the science department?

Kathy - Professional Tutor

Emails from Kathy Professional Tutor

Paula - Trainee teacher

Kathy - Professional Tutor

reflection on interviews

Emails to Kathy Professional Tutor

Paula - Trainee teacher

Paula - Trainee teacher

Denise - Trainee teacher mentor

Denise - Trainee teacher mentor

Liz - Head of Department

Liz - Head of Department

Tasha - Deputy Head

NOTES

Kolb’s learning cycle

Professional vision

Language of learning emerging from the discourse

Intrapersonal, interpersonal and institutional aspects of the COP-ITT

Reflections

Research diary

Images (6)

Reflections on interviews

Text data
### Exit Interview for Victoria

**Teacher:** Trainee teacher who left the course.

**Discussion Points:**
- Feeling or not feeling part of school
- Feedback from peers
- Need to access staff to get help

**Evaluator:** More really useful

### Summary of Mentor Meetings

**Denise with Paula and Sally then just Sally**

**Observation:**
- Year 2 (written at start of year 2)
- Summaries of year 1 interviews

<table>
<thead>
<tr>
<th>Year</th>
<th>Interview 1</th>
<th>Paula</th>
<th>Sally</th>
<th>Audio file with Denise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Interview 1**

- Paula - NQT (2 interviews)
- Year 2

**Interview 2**

- Sally - NQT (2 interviews)
- Interview 2

**Interview 3**

- Christine - NQT mentor to Sally

**Interview 4**

- Sally - NQT (2 interviews)
- Interview 1 jan 2015

**Interview 5**

- Sally - NQT (2 interviews)
- Interview 2

**Interview 6**

- Paula - NQT (2 interviews)
- Interview 1

**Interview 7**

- Paula - NQT (2 interviews)
- Interview 2

---

**NOTES**

- Kolb's learning cycle
- Professional vision
- Language of learning emergent from the discourse
- Intrapersonal, interpersonal and institutional aspects of work place learning

**Summary:**
- How do models of work place learning reveal the culture of learning in the science department?
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<thead>
<tr>
<th><strong>NOTES</strong></th>
<th>KOLB’s learning cycle</th>
<th>Professional vision</th>
<th>Language of learning emerging from the discourse</th>
<th>RQ3: How do models of workplace learning reveal the culture of learning in the science department?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview 1</strong></td>
<td>Monitor conversations don’t seem to move forward purposefully.</td>
<td>Talks about pupil progress in different ways.</td>
<td>More confidence about what to do.</td>
<td>Christine comes out as a key player but the question mentor: MTTF or a support?</td>
</tr>
<tr>
<td><strong>Interview 2</strong></td>
<td>Monitor pushed for the conclusion: it is not working. Try something differently. Sally and Paula encourage the same resounding questions. Mentor Karen does not do this with Jo.</td>
<td>Didn’t get it. Recognise talk is important and were reposing staff.</td>
<td>Need yes, imperative restrictive.</td>
<td>KOLB is key to Jo. She cannot define constructively alone. She has become but not uptake.</td>
</tr>
<tr>
<td><strong>Focus groups (2)</strong></td>
<td>Mentors (Liz, Christine, Denise)</td>
<td>Purse talk, talk to talk. I don’t know what others are doing.</td>
<td>Some mention of whole school mentors of mentoring but there is reference to their school expectations of them.</td>
<td>Senior leaders expect them to manage pupils whose MTTF will support.</td>
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<td><strong>Observation of a mentor meeting (1) lesson feedback</strong></td>
<td>Chris, Denise and Jo with Kelly in background</td>
<td></td>
<td>Mentoring in support. The term support is often used when I ask about learning.</td>
<td>Learning vs support. The term support is often used when I ask about learning.</td>
</tr>
<tr>
<td><strong>Text data</strong></td>
<td>NQT reports: Sally</td>
<td></td>
<td></td>
<td>Reports completed differently.</td>
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<td>NQT reports: Paula</td>
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<td></td>
<td>The two reports side-by-side are interesting.</td>
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<td>Trainee teacher reports: Jo</td>
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<td><strong>Research diary</strong></td>
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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**

- Initial interactions were conducted to establish relationships. Tasha was supportive of the project and discussed some of the challenges faced by the trainees.
- Tasha raised concerns about the boundary crossing that the trainees were facing, particularly in terms of Kolb or coaching type approaches which she didn’t think helped them.
- Tasha suggested that the trainees needed to be ‘light’ to fit into the school culture, but didn’t see this as an issue.
- Tasha also identified the need to involve the trainees in decision-making to enhance their sense of belonging.

**Kathy - Professional Tutor**

- Kathy highlighted the importance of reflective practice, particularly in terms of learning environments.
- Kathy mentioned the role of the role model, emphasizing the need for trainees to observe and learn from experienced teachers.
- Kathy discussed the importance of feedback and how it influences learning.
- Kathy highlighted the role of the professional tutor in supporting trainees.

**Liz - Head of Department**

- Liz described the department’s focus on inclusivity and the importance of providing a supportive learning environment.
- Liz mentioned the role of the department in providing resources and support for trainees.
- Liz discussed the challenges faced by trainees in adapting to the department’s culture.
- Liz highlighted the importance of communication and collaboration across the department.

**Denise - Trainee teacher mentor**

- Denise discussed the importance of providing guidance and support to trainees.
- Denise described the mentor-mentee relationship and the support provided.
- Denise mentioned the role of the mentor in providing feedback and support.
- Denise highlighted the importance of communication and collaboration across the department.

**Sally - Trainee teacher**

- Sally described her experiences as a trainee teacher, highlighting the importance of support and guidance.
- Sally mentioned the role of the department in providing resources and support for trainees.
- Sally discussed the challenges faced by trainees in adapting to the department’s culture.
- Sally highlighted the importance of communication and collaboration across the department.

**Paula - Trainee teacher**

- Paula described her experiences as a trainee teacher, highlighting the importance of support and guidance.
- Paula mentioned the role of the department in providing resources and support for trainees.
- Paula discussed the challenges faced by trainees in adapting to the department’s culture.
- Paula highlighted the importance of communication and collaboration across the department.

**Images (6)**

- Spider diagrams drawn by the participants of the 'learning environment'
- Prose journals or transcripts: School trip, school meeting about differentiation, 100% Fischer Test Evaluation

**Reflections**

- Research diary
- Reflection on interviews

**Text data**

- Emails from Kathy Professional Tutor
- Notes
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 (information is strong as confirmed about timing). Paula learns to do something else - promised to catch up later.
  - Sally shares how to find out who is responsible outside school by going to deputy head for help. She doesn’t know and does not suggest anyone.
  - Issue in primary placement.
  - Not in meeting.

- Denise with Paula
  - Observes interview but trainee learning is not prioritised over pupil learning.
  - Sally does not know about what happens with reports - someone else’s job.
  - Pearson and Adams but not really mentioned.
  - Denies huge 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 deal with by prescription. Tough love.
  - The Tiger mother and does not let them out.
  - How to manage marking policy.
  - Progress monitoring.
  - 10 hour day, work hard and stop, play hard, socialise together.

- Denise - Trainee teacher mentor to Jo
  - Part time with Jo then 2 trainees, not keen to attend mentor meeting part time but not part of an active community.
  - Doesn’t get out of the dept.
  - New MTU judged by past progress, not expectation of all except MTC for slow learner.
  - Pressure of good teachers.

- Christine - NQT mentor to Sally
  - Lots of expansion but expects that what happens outside the dept. isn’t known about.
  - Isolated dept, long days, must sort issues out, one down, one down.
  - Progress comes up, plus form filling for MPTU.
  - MTU band used to help throughput.
  - MTU band used to help through the culture.

Sally - NQT (2 interviews)
Interview 1 Jan 2015

- Mentions specifics that she takes to Christine, specific people that support her and who helps with what. Meeting on cutting corners with Christine and Kelly.
- Concerns is downgraded because books not marked.
- Managing the surveillance seems to be more important than the pupil learning.

Sally - NQT (2 interviews)
Interview 2

- Progression is easier once NQT is in the bag.
- She is less aware than others, been a part time teacher.
- Discussed with reference to MTU.

Paula - NQT (2 interviews)
Interview 1

- Discussed with reference to MTU.
- MTU band discussed and mentors introduction.

Paula - NQT (2 interviews)
Interview 2

- Many details in expansion.
- Does not talk about anything remote of the dept. except for the free time group in posing.
- Different judgments.
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<td>Talks about working with other teachers but not getting out enough to see lessons outside of science.</td>
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<td>Jo - Trainee teacher (2 interviews) Interview 2</td>
<td>сф talks her to visit other depth.</td>
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<td>Mary - Technician</td>
<td>Experience in some ways.</td>
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<td>Chris - University tutor</td>
<td>Expansive mostly (preceptor plus as mentor).</td>
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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)

Tasha - Deputy Head

Kathy - Professional Tutor

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

Reflections on interviews

Text data

Emails from Kathy Professional Tutor
### NOTES

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

### Exit Interview for Victoria, Trainee Teacher Who Left the Course.

- Notes: Victoria left the course and Denise noted that it is really about lack of monitoring and support. She feels that she is being left behind and is not receiving the support she needs. Denise is particularly worried about Victoria’s progress and wants more regular feedback from Paula.

### Observation of Mentor Meetings

- **Denise with Paula and Sally**

  - Notes: Denise does not think Paula is being open about her concerns and is feeling left out. She feels that Paula is not providing the support she needs. Sally is also feeling frustration but is still trying to support Victoria. Denise feels that the mentoring process is not working well and is feeling unsupported.

- **Denise with Paula**

  - Notes: Denise does not think Paula is being open about her concerns and is feeling left out. She feels that Paula is not providing the support she needs. Sally is also feeling frustration but is still trying to support Victoria. Denise feels that the mentoring process is not working well and is feeling unsupported.

### Summaries of Year 1 Interviews (written at start of year 2)

- **Liz**

  - Notes: Liz is concerned about the lack of clarity in the feedback process. She feels that the feedback is not being used effectively to support the trainees.

- **Paula**

  - Notes: Paula is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

- **Sally**

  - Notes: Sally is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

### Year 2

- **One to One Interviews (11)**

  - **Liz - HOD and NQT mentor to Paula**

    - Notes: Liz is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

  - **Denise - Trainee Teacher Mentor to Jo**

    - Notes: Denise is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

  - **Christine - NQT Mentor to Sally**

    - Notes: Christine is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

- **Sally - NQT (2 Interviews) Interview 1 Jan 2015**

  - Notes: Sally is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

### Sally - NQT (2 Interviews) Interview 2

- Notes: Sally is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

- **Paula - NQT (2 Interviews) Interview 1**

  - Notes: Paula is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.

- **Paula - NQT (2 Interviews) Interview 2**

  - Notes: Paula is concerned about the lack of support from the mentor and is feeling overwhelmed by the workload.
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<td>Mary - Technician</td>
<td>Focus on progress?</td>
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<td>Chris - University tutor</td>
<td>Some mention of it</td>
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<td>Focus groups (2) Mentors (Liz, Christine, Denise)</td>
<td>In number of dimensions emerge support vs learning, support vs taking responsibilities, Christine takes on a learning role in the meeting and offers a couple of new ways of seeing things. Matching mentors to teachers, how are we to be the kind of mentor that works for us. Christine finds the models thought provoking. Liz still cannot talk about her feelings.</td>
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<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>The role of the team room</td>
<td>Lived experience emerged from the discourse in the interviews (phenomenological approach)</td>
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<td>Year 1 (Pilot study)</td>
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<tr>
<td>One to one interviews [6]</td>
<td>Tasha - Deputy Head</td>
<td>“You know, a lot of these teachers come in a bit stressed and tense, and then you start to talk about the team environment, and they start to relax and feel more comfortable.”&lt;br&gt;“In a profession where there is a lot of stress and pressure, and when you're starting out in the trade, you would like to create an environment and ease giving in as possible, without losing standards.”</td>
<td></td>
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<tr>
<td>Kathy - Professional Tutor</td>
<td>“You've got a child, and you want them to be safe. It needs to be warm, friendly, supportive.”&lt;br&gt;“If you go into the faculty room and they ask a question, people aren't going to go, ‘Oh, she doesn't know!’ That's what I think it's all about; the safe learning environment.”</td>
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<td>Liz - Head of Department</td>
<td>“It’s not a great believer in swapping classes over midway through. If someone’s got a class, they should stick with it. I don’t think, somebody has been scheduled, rather than fall with it. But, that’s not the rule and what I think is in the rule is to show [Jackie] how to get there to succeed and how to do that, I guess. But you can’t really do that on your own. It’s a team effort.”&lt;br&gt;“It’s quite a demanding year, for the first year of ITT, and you need to support them. I think it’s about building resilience.”</td>
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<td>Denise - Trainee teacher mentor</td>
<td>“It’s nice that there are so many people in one place doing it for the right reasons, but also everyone has a bit of a laugh as well, which is a nice thing.”&lt;br&gt;“I think that is another thing 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 in place. I guess we want to encourage them to be the best teacher they can be in these years, with some sort of state.”</td>
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<td>Sally - Trainee teacher</td>
<td>“I’ve seen the jobs and I really remember—what it was like being a trainee, at first I had a lot of support with the trainee, what they’re going through, the pressures they’re under, the things that they’re finding hard.”&lt;br&gt;“So, you know, I think it’s about thinking about your strengths and weaknesses, thinking about your growth and development as a teacher, and really stretching them in all areas.”</td>
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<td>QUOTES</td>
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<td>RQ2</td>
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<td>Sally - NQT (2 interviews)</td>
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<td><em>I like the marking, making sure you're absolutely following the right procedures. For example leave you got very precise Aims, for every child that you should have got all of that stuff. Sometimes a bit too much, sometimes it feels like a parent, child relationship between me and perhapsindsay, head of department, doesn't make too much sense. Sometimes it feels like I'm not doing enough, but I'm not doing enough because it's not as cut and dry as it used to be.</em></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?

**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**

There’s a big, friendly team, or family, and, yeah, everyone gets on well. It’s cool. The whole department just gets you, already and you get offered a cup of coffee... again, reward that we're just doing everything for us. Even get the coffee going, P9.

**Metaphors for learning**

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. P9.
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The role of the team

"I think it's important that everyone shares the same goal and understands their role in the team. It's crucial for the team's effectiveness and success." - Chris, University tutor

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

"Lived experience" refers to the subjective experiences of individuals as they engage in their daily activities. In the context of the interviews, these experiences are shared by trainees and mentors, providing insights into their personal and professional journeys.

Metaphors for learning

"Metaphors for learning" involve the use of analogies and comparisons to illustrate concepts and ideas. These metaphors are often used to make complex ideas more accessible and relatable.
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<td>Obviously, it seems to me that's all about an emphasis on the language of learning and the teacher role, not about the students' learning experience.</td>
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<td>We need to do something to encourage and actually show you that you can't do it on your own. The environment, the support and help they need is there behind them, providing the coaching, the opportunity for reflection, asking the questions, providing the gap they need to support and help, and they need to provide a nice environment. Anyhow, if going into the science faculty room is going to be the same, then it will be a terrible experience for the teacher or the teacher and the student.</td>
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The fact that they go over our lesson plans and feed back to us with areas that they think might not work or, like sometimes I'll read a journal and that's what they're actually saying, "You do mention a group that only covers 80 minutes," and it's like, "Oh, I didn't realise that, I must have counted it up wrong..." So she's looking out for me in the whole. I don't think that's going to work. If we read it through and say, 'This group's better suited to this learning style, rather than that' - maybe you could try this. She'll also look at how I could have done it better, so I don't feel bad: assessed on what could do better, rather than what I did well, because I don't really need the praise, I need to know where it went well and because I don't want it to work. What I need to know is what could I have done differently. I think she does that really well. Instead of like, 'Oh, well done,' or, 'You did so good,' for a trainee you're doing fairly well,' it's more of, 'To be a good teacher, you should have done this,' or, 'As an excellent teacher would have done this,' but she didn't think that out loud or, you know, (mentor)

Paula - Trainee teacher

Images (6)

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

Reflections

Research diary

Text data

Reflections on interviews

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 workplace learning reveal the culture of learning in the science department?
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<th>Intrapersonal, interpersonal and institutional aspects of the COP-ITT</th>
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**Interview 1**

*Jo - Trainee teacher (2 interviews)*

1. Yes, and you’d think it, that I think, for a little while. And then I had my weekend and then I started with the experimentation and the administration again because I’d then started to talk more, rather than just have behind the scenes that I couldn’t explain. That, yeah, so I think it’d got myself off basically have those two that sort of experimentation.

2. ‘What are you saying there, we’re doing about experiential learning, is that you’ve been adding to the discourse, I think they’re going to be helping me in that. Yeah, I need to do the abstract conceptualisation.

3. ‘Yeah, because it’s risky, yeah.

4. ‘Yeah, and I think at that point I was stuck as well. And I think that when I was stuck and I was stuck at a point where I think I just started to talk more and I think I just started to talk.

**Interview 2**

*Jo - Trainee teacher (2 interviews)*

1. ‘And they’ll (mentor) come in and they’ll say, “Are they, how organised they are and do they come in and practice the practical, that type of thing?”

2. ‘I try to stay, more informal. A lot of the interview is the same age, they’re in the same age as me, I can call them “aha”

*Mary - Technician*

1. ‘I will want the trainee to really think about, the type of learning, that the pupil learning, not what they have learned in the past, but what the pupil have demonstrated. I want my trainee to understand why the learning is important and that they should assign and that’s how they should teach the pupils.

2. ‘But it’s really important, the type of questions that you should ask, you want to ask, you want to ask questions about your teaching. What’s going to happen? There’s a change for the shepherd’s house in your teaching? Is there a change for things that you’re doing? Is there a change for the type of teaching? Is there a change for the type of learning? I want my trainee to understand why the learning is important and that they should assign.

*Chris - University tutor*

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

We say this as being the way of developing teachers for the future who are skill appropriate and professionalism appropriate, to work at this school. It’s 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 with?

We’re very up for people having different styles and different things and we’ve got a lot of different styles of teachers in this department. We do it different ways and, like it could be there, what we tend to do is develop the teachers in their style, and in our style.

So supportive, I would say a supportive department/Head, so by that I mean within the department we can’t just think the mentor should be supportive – obviously they need to be supportive – but I think all the department need to be supportive of the RPT, as other teachers, the support staff like the technicians, but the technicians also play a big part in supporting these processes they’re struggling with. So they can’t sit there or stand there or sit there and allow ordering equipment and things like that, that sometimes get left to the last, so, if the technicians are really strong, and supporting them with that, that really helps them.

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Balkanization

School Direct

Resilience
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### Expansive and restrictive aspects of the workplace learning environment

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### Year 2

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<td>**I think, I feel, what's the word, ambivalent about man the fuck up. On the one hand I think it's awful, I think it's just absolutely awful. However, when you're in a fire and you've got to get down the fire escape, citing them and panicking is not going to get you down there. If someone else is panicking and you're just standing there, how can you tell them to go when you're not moving? If you've got a fire blanket you grab it and throw it down, get down there and get to the ladder, and those are times where you need to be, have somebody turn and tell you to go and if because if you don't think about it you won't act, you'll think of yourself, you panic about your, you're, you'll panic yourself and then the fuck up thing is like a clear point at which point you have yourself trapped, you're spiralling down. You know when you get it in your head and you know and you know and you know. That's what the fuck up is a clear point at which point you have yourself trapped, you're spiralling down. To have sat on an assembly where Richard Staton has gone onto the serious, so one of those things, sat in my Year 17 assembly and we all had to say, every year about boys and how no one should ever be told to run the fuck up or to run up and to run up and to run up and two lines well you should by going into the new classroom then. Just think if that's through man the fuck up is, you know, you get the hard line in, you don't know that there is right of love and support underneath the department. So I think it, because that's what she means is pull yourself together, stop crying over it, it's nothing. What's going to help you, will this matter in an hour? If that's the case, well that's funny because my 3rd and 4th are, well if it's not, now stop complaining and just get yourself together. It's only because the saying, it's an Australian and it's a rule that you don't get out of the building. I think the rule is, I don't have to raise on your skin. Yes you can, it's fine. That's one rule and there was no problem. We were told to run to a certain point and then come back and we didn't. I think you should pull your self together and you should think about the situation and you should think, why am I crying and you sit back and think, if I'm actually crying because I'm just getting upset, then I should tell you that your lesson was boring. Why do you care? The child walked into your classroom in a mood and of course the first thing they're going to do is tell you. Don't cry. Yes the fuck up. No one day get upset because what did I get upset because to not get upset last time something we told you, sit up and you sit there and think about the situation and you're actually crying because you need to think, I'm actually crying because I'm just getting upset. I feel. I am a teacher in part of my job is</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**

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

Interview 1

"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 done through this last one we’re going to have to wear this band. And it’s a joke but it also makes you go, yeah I can do this, they’re here to help us, we can get through this together. And just get to that point where we like, right OK I’m now balanced, 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 all of the time was crying when they gave this to me. And now like, right OK I could do this, I could do this now, that actually felt like I could do it, I didn’t know why but I just did it and just kind of started clenching my jaw on it. I didn’t think it would work and conception was kicking me to the No. It wouldn’t have, I can think of a few people who I think if you can’t take that kind of right OK you need to just do this now. There’s been times I would support them. If you knew that support is there. I think you should be like, I think you have to be like, I think you’re going to be able to put up with that because you just aren’t fit to do otherwise and you’ll be a bit lost. And I think that actually that’s a good representation of our department because from my other school experiences the departments can be very closed in and not talking to anyone, but the fact that we do all talk to each other means that if you’ve got..."
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<td>Trainee teacher reports: Jo</td>
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<td>Kathy - Professional Tutor</td>
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- Addictive presentism (a particular focus on pupil progress and pupil data)
### Quotes

#### Paula - Trainee teacher

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

#### 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

#### 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**

  *All things around the marking policies and task sheets, we want the marking like this and this and this, actually the policies of how that everyone goes into a checklist the worst before and make sure their markings all up to date*
## QUOTES

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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

Supportive BTs can talk openly, no barriers between what it is like "there is a significant number of that department that haven't forgotten and don't forget that it was difficult" and "that's a supportive environment" so feel like you belong to something" and "they've had a stable a good mix of styles there as that creates a supportive environment". I think a supportive environment because in school that generally means that you're not on your own but being supported. But they all end it with that sense of drive from individual learners of the school having a big on its shoulders still. That they really feel like they've got something to grab"
### Focus groups (2)

**Mentors** (Liz, Christine, Denise)

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

- **Beginning teachers** (Sally, Paula, Jo)
- **Observation of a mentor meeting** (1) Lesson feedback
  - Chris, Denise and Jo with Kelly in background
- **Test data**
  - NQT reports: Sally
  - Trainee teacher reports: Sally
  - Trainee teacher reports: Jo
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  - Paula
  - Sally
  - Audio file with Denise
- **Reflections**
  - Notes following an interview with Jo that was accidentally deleted
  - Research diary

**Chris:** "You have to give them as much encouragement and resilience and support. If you can do it, get them back in there, pick yourself up and do it. However, when things go badly wrong, you do have to keep things in place where you can diffuse the situation."

**P2 Liz:** "You know how schools go, they go real quick and basically you spend your time firefighting and so on.

**P3 Liz:** "You have to give them as much encouragement and resilience and support. If you can do it, get them back in there, pick yourself up and do it. However, when things go badly wrong, you do have to keep things in place where you can diffuse the situation."