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**
- Has taught for 16 years and manages 54 teachers.
- Talks about the role of the team room and the importance of the team room.

**Kathy - Professional Tutor**
- Talks about the role of the team room and the importance of the team room.
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**Liz - Head of Department**
- Talks about the role of the team room and the importance of the team room.
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**Denise - Trainee teacher mentor**
- Talks about the role of the team room and the importance of the team room.
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**Sally - Trainee teacher**
- Talks about the role of the team room and the importance of the team room.
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**Paula - Trainee teacher**
- Talks about the role of the team room and the importance of the team room.
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**Images (6)**

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

**Reflections on interviews**

**Research diary**

**Emails from Kathy Professional Tutor**
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**Liz** - HOD and NQT mentor to Paula

- **Lived experience** emerging from the discourse in the interviews (phenomenological approach)
  - Administration and checking what has been done, what needs to be done and more important here, giving evidence for teaching is important. Resilience does not happen to depth. No hard boundaries but hard process in discipline, differentiation, etc.
  - How do we get them to move on, still questioning. Research that Paula has got the training sorted. How differentiation sorted the right individual of evidence.

**Denise with Paula**

- Exchange about the need to have a culture where pupils do their homework and resiliences. Is she was working on her application and interview.
  - adrenaline versus resilience.
  - The interview is mainly descriptive with one area point where the mentor says Liz could have been been different. Few questions about learning. There are other questions about the interview. There is no feedback. Denise says the chat, little discussion. Paula feels if they have got the training sorted. How differentiation?

**Denise with Paulo**

- Resilience: experienced by trainee science department as part of the learning process.
  - Tension between steady learning and need to write. But writing is important.
  - Observing others and does not always come to her but she thinks it is open and honest. Hopes the team room will triage issues. Too busy to provide one-to-one so she
  - Team room seen as key by Liz. She is happy to provide extra to her own business and brings in colleagues to help. Noisy team room with things going on. Liz says lots of things that are double.
  - Denis: business being no rush, doing little. Denise's business is handling and returning. Theresa is a new teacher and is going to be busy. Denise is busy and does not want to chat but can support and she says yes. ESA training.

**Christine - NQT mentor to Sally**

- Resilience: experienced by trainee science department as part of the learning process.
  - Resilience - having respect and support.
  - Sally needs to be made to feel comfortable, don't argue, just do it.

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

- Resilience: experienced by trainee science department as part of the learning process.
  - Metaphors for learning.
  - Getting is important. Sally describing herself as a science teacher?

**Sally - NQT (2 interviews) Interview 2**

- Metaphors for learning.
  - Getting her own pieces to the puzzle together.

**Paula - NQT (2 interviews)**

- Metaphors for learning.
The role of the team room

Manage behaviour - then it is all fine

Jo can describe things but struggles to mentors give to the trainees

One day in team room Mentors (Liz, Christine, Denise)

Mentioned NQT reports:
Sally

Likes it

Reflections:

Field observation
Photographs
Text data
Follow up email responses: Paul

Focus groups (2)

Mentors (Liz, Christine, Denise)

MTFU band comes up to get there to take responsibility

You need to become yourself, being learning happens so the team can

You work reinforce what they see in the team to one another

Chris needs to assist to the trainees:

They can talk about the things that struggles to answer the questions that she was asked. He is a great teacher.

Talking as a metaphor for learning

Observation of a mentor meeting

(1) lesson feedback

Chris, Denise and Jo with Kelly in background

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?

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

NOTES

Resilience

The role of the team room

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

Metaphors for learning

Training teacher (2 interviews)

Interview 1

Describes her role breakdown where she is told by Christine, class teacher, not mentor. C is long term for as she is sharing

helpful as way to catch people - more than dividends. The rooms in this interview have the open space for the space to talk. She does being able to catch people. She also comments that the trainee is still the other school - course, chiropractic.

She says she has never talked about things involving things not talking about things class or appraoch. Mentions her mentors from that.

She looks at the other settings and she is not able to do anything. She likes talking about things that she can do in this group. Mentions the group she has.

Training teacher (2 interviews)

Interview 2

Describes how she is with people to talk to, there is support when you try something but mainly

Part of people to talk to, there is support when you try something

There room offers the opportunity to talk. You can ‘breathe away’, you need to talk

Mary - Technician

Interviews

Data from an interview and number of response

Next to it

Chris - University tutor

Interviews

Lies things but not particularly clear about learning for the trainees or beginning teachers. Support from mentor and others.

Not so, is long to creating and maintaining the atmosphere of culture. Post dominated by confidential interviews

Not really discussing. Not everyone is there

Contradictions. All has had an effect where he is being made to trainees how they take and had made a difference. Why did she make a difference. Mentions look at legal leaving,ofsted priority

Focus group with those that can do the abstract conceptualization and support the trainees.

Taking as a metaphor for learning

Training teacher reports: Paula

Follow up email responses: Jo

Photographs

Collected on the day of the room observation in the teamroom and corridors. Plus MTFU evidence

Field observation

One day in team room

A chaotic and cluttered. It is being the rooms where she is being her lesson, talking, having idea, eating her lunch. You never can cope or notion that learning environment. C is there much and is absent. She does not eat, even 2 plates.

It is a MUF and a repository. Eat and drink there. Store all important files. Photocopy, computer, gyms, etc. Droning with students. Discusses all people, and details

Lots of talking to self-occasen, talking in the room, personal, work

by the room: needs to get evidence of progress.

Develops - she does not have enough.

She needs to learn how to show. How are you a good teacher? It needs to evidence and wants to make sure

Training teacher reports: Paula

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Follow up email responses: Paula

Research diary

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<td>Some refers to reflection on formal and informal. The moment to talk and become challenging questions.</td>
<td>Great demand for the institutional perspectives that she enjoys and keeps in times.</td>
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**Q1:** How do models of work place learning reveal the culture of learning in the science department?
NOTES

6th learning cycle | Professional vision | Language of learning | Themes of the discourse

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

Liz – HOD and NQT mentor to Paula

Just summarising the lesson - not doing it herself.

Language of describing what is happening and discerns evaluative comments being made.

Comments on feedback by the mentor, systems approach, track on identifying what was worked - not necessarily the best person to be mentor.

The administration of reports from PT to mentor to trainee is interesting. The getting of data is a tick box thing. Pointless.

Liz

Mini productive interview.

Observation of Mentor meetings

Denise with Paula and Sally then just Sally

Denise with Paula

Just Sally.

Some thoughts on what to try next time but not thinking we will wait until she does but not provoking the thinking. If RPT talks of what to try next time I will do this - my suggestion of what to try next time will be the last level.

Language of describing what is happening and discerns evaluative comments being made.

All main points of what was observed, what needs to be done, what should be done next time. Denise evaluative.

Paula states that Denise would quite well and is very happy to sit off and brainstorm a good level of discussion.

Richard needs to think about doing the questionnaires in pairs - leading to Paul’s consideration. Focus on what Paul does and be sensitised.

Denise just Sally and Pauline.

Differences because some did not have enough.

Reports is something someone else will sort. Denise not concerned - she has done the file.

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

Year 2

One to one interviews (11)

Liz - HO and NQT mentor to Paula

Not used explicitly - looks more intense for the talking, doesn’t actually come to the table with the learning and if they don’t get年以上 knows what they need.

Learning is supported byivial things, systems approach, track on identifying what was worked - not necessarily the best person to be mentor.

Interesting relationship with each doing their role a key. Expecting new staff to be trained about issues. There is a different way: what are the Milky way for Richard there to be a successful teacher and to this point on the school system it works clearly and would do it differently, but admits that maybe her control needs to be more firm.

Liz

Audio file with Denise

Paula

Sally

Assessment of the learning and then used it.

Inside them, challenge us to think of themselves - what works here?

Interesting focus on what they do and what they don’t do.

HOD tends to step in and tell what to do. Paula retells the expectations.

Denise not concerned - she has done the file.

Paula, Sally and Christine

Christine - NQT mentor to Sally

Can’t do this and that with this approach.

Next time, predict it this way.

Sally not concerned - there is some manipulation by experienced staff. Can see where decisions come from PT or DH. Tech can be helpful but can also get in way.

HOD tends to step in and tell what to do. Paula retells the expectations.

Christine - NQT mentor to Sally

Sally - NQT (2 interviews) Interview 1 Jan 2015

Describe things - marking, managing behaviour, learning systems, beginning a trip

Marking, marking, marking, learning systems, beginning a trip

Schools of PT and HOD and their role, all role, need to value support of more senior.

Schools of PT and HOD and their role, all role, need to value support of more senior.

Schools of PT and HOD and their role, all role, need to value support of more senior.

Sally - NQT (2 interviews) Interview 2

Sally

Paula - NQT (2 interviews) Interview 1

Paula - NQT (2 interviews) Interview 2

Paula

Recognise this and feel that mentor helps Paula learn from the experiences.

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## Research Diary

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### Kolb’s Learning Cycle
- **Experiential Learning:** Mary - Technician
  - Focus groups (2)
  - Mentors (Liz, Christine, Denise)
  - Beginning teachers (Sally, Paula, Jo)

### Professional Vision
- **Language of Learning:** Emergent from the discourse

### Intrapersonal, Interpersonal and Institutional Aspects of the COP-ITT
- **Mentoring Conversations:** Do trainee teachers seek mentoring support?
- **Interview 1:** Jo - Trainee teacher
  - Mentors (Liz, Christine, Denise)
  - Beginning teachers (Sally, Paula, Jo)

### Reflections
- Notes following an interview with [Jo](#) that was accidentally deleted
- **Research Diary**

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**Text Data**
- **NQT 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 MTU evidence

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**Field Observation**
- **One day in teamroom**

---

**Reflections**
- Notes following an interview with [Jo](#) that was accidentally deleted
NOTES

Expansive and restrictive aspects of the workplace learning environment
Balkanization
School Direct
Resilience

Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

- There is a need to balance and encourage to balance situations. Tasha wants to understand.
- Education as a process of other experiences; they are supposed to get outside the dept, Tasha being curious.
- Staff meetings, science training.
- Spider diagrams drawn by the participants of the ‘learning environment’

Kathy - Professional Tutor

- Balkanizations and for one, science risk.
- Tasha taking an anti balkanization position.
- Change of processes, Balkanization.

Liz - Head of Department

- Involvement is gifted and talented event for science risk.
- No mention of others except for scientists. Some science teachers.
- Sally refers to experiences outside the department.

Denise - Trainee teacher mentor

- Sally refers to experiences outside the department.
- Sally thinks about the need to get a Tremendous and expect to be told.
- Sally thinks about the need to get support.

Sally - Trainee teacher

- Sally sees herself in the wider school.
- Sally needs herself in the wider school.
- Paula does not mention these outside the team.

Paula - Trainee teacher

- Involvement in gifted and talented event for one, science risk.

Images (6)

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

Reflections

Research diary

Reflections on interviews

Emails from Kathy Professional Tutor

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

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Images (6)

Reflections

Research diary

Reflections on interviews

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 shares how to find out who to observe next, but Sally justifies it by going back to something discussed in the last meeting. She does not know and does not suggest it. Issue in primary placement. Not to meeting.

**Denise with Paula**

Denise mentions that trainee learning is not prioritised over pupil learning. Sally does not know what happens with reports - someone else's job. Denis and admit but not really mentioned. Being about to juggle.

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 office. Help is available if needed, but it can be dealt with by prescription. Tough love. RUK judged by past progress. No mention of SD except for impact on structure of course. Pressure of good teachers.

**Denise - Trainee teacher mentor to Jo**

Part time with 2 then 3 trainees, but only to attend mentor meeting, not stuff that can't be done on one's own. How to manage marking policy, progress monitoring. 10 hour day, work hard, play hard, socialise together.

**Christine - NQT mentor to Sally**

Lots of opposition but amongst that what happens outside the dept isn't known about. Progress comes up, plus the form filling for NQT. MFTU band is used to help them survive the culture.

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

Says department is expansive. Does not talk about anything outside of the dept. Does except the form filling for NQT. Pressure of good teachers.

**Sally - NQT (2 interviews) Interview 2**

Progression is easier once NQT is in the bag. Less aware than others, been a year right down there. MFTU band is used to help them survive the culture.

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

MFTU band discussed and mentors gave advice.

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

MFTU band discussed and mentors gave advice.
### NOTES

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<td>There is a particular model in Denis's head, Liz's head and Chris's head</td>
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Addictive presentism (a particular focus on pupil progress and pupil data)

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<th>Kathy - Professional Tutor</th>
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</table>

Research diary

Text data

Emails from Kathy Professional Tutor

Jackie as mentor as she is the closest to it so good at modelling it. Confidence, understanding, caring. Has the time now she is part-time. Gives straightforward feedback.

No real model but a clear idea of information or knowledge base that they need access to. No explicit reference to construction or active learning to teach. Mention of specific tools, how to order equipment, advice on finding things, working with the technician.

Sally is very knowing about what is happening to her and her evaluation is spot on.

Time is a big issue.

Conversation seems to be about tests and results and putting rockets up in KS4 groups. Tracking in evidence.
### Exit Interview for Victoria, Trainee Teacher Who Left the Course.

1. **Observation of Mentor Meetings**
   - **Denise with Paula and Sally**
   - **Denise with Paula**

#### 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**
  - **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**

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### Addictive Presentism (a Particular Focus on Pupil Progress and Pupil Data)

#### Summary of Addictive Presentism

- Focus on pupil progress and pupil data.
- Emphasis on tracking and monitoring.
- Pupil progress in relation to learning objectives.
- Challenges in maintaining consistency.

#### Year 2 Observations

- **Paula**
  - **Interview 1**
  - **Interview 2**
- **Sally**
  - **Interview 1**
  - **Interview 2**

### Summary

- Observation of mentor meetings with Paula and Sally.
- Denice with Paula and Sally, focusing on evaluation.
- Year 2 summaries of interviews, including one-to-one conversations.
- Addictive presentism noted, focusing on pupil progress and data.
- Observations and feedback from mentors and trainees.

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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

Focus groups (2)
Mentors (Liz, Christine, Denise)

Beginning teachers (Sally, Paula, Jo)

Observation of a mentor meeting (1) lesson feedback
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Field observation
One day in team room

Reflections
Notes following an interview with Jo that was accidentally deleted

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- **RQ1:**
  - In a profession where there is a lot of stress and pressure, and when you’re starting and you’re standing at the bedside, we would like to make it as smooth and easy going as possible, whilst being realistic.
  - If, after a few experiences, people aren’t going to get... they don’t want it. That’s only fair.
  - Trainees also have a one-on-one interview with a mentor who has experience in the faculty. This interview is like a muscle test. The idea is to see how they can respond to the different scenarios and how they react to them. It helps the trainee to understand the role of a staff member.
  - As an example, the interview at the end of the year will be a good grounding and it really stretches them at all times, you know. I think you would be involved in everything at some level of school, in its frame, any aspect of teacher training, so... |

- **RQ2:**
  - We’re quite accepting of various teachers. I mean you need to know, you know, one size doesn’t fit all the trainees. It’s about finding your place in your training, finding your style. Finding your fit. Obviously we follow the same structure, but you know, people do things in different ways and it’s about developing those students. It’s something that I think we do quite well, and it’s not so much about how we develop those students as teachers themselves. It’s about developing their strengths and their skills, and putting our skills to the test. I think we want to encourage them to be the best teacher they can be in their own, with their own style of... |

- **Lived experience**
  - The role of the team room 'Lived experience' emergent from the discourse in the interviews (phenomenological approach) |

- **Resilience**
  - The role of the team room |

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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
The role of the team

Jo - Trainee teacher (2 interviews)
Interview 1

That’s a new bug thing though isn’t it

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Metaphors for learning

Integrating with science department as experienced by trainee or beginning teachers?

The role of the team room

Mary - Technician

There’s just somebody who you can turn to who’s got lots of experience and knowledge.

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

Resilience

Jo - Trainee teacher (2 interviews)
Interview 2

There’s lots of good practice going on and lots of people who are supportive staff. All those are things that trainees are supported and they were supported and they were involved with them. But there wasn’t a cohesive professional interaction. It was very much a loose development of the trainees and the trainee and the trainees and then I turned it around, you know, with the trainees and the trainees and the trainees, so there’s a lot of support, a lot of teamwork, a lot of support. They go around and get the impression that the only way to make the trainees feel part of the department, they’re part of the school, they’re part of the team, and they’re part of something. Just “they give them a sense of identity, of belonging.”

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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There’s simple was a very supportive staff at all. There was a sitting that trainees were supported and they were supported and they were involved with them. But there wasn’t a cohesive professional interaction. It was very much a loose development of the trainees and the trainees and the trainees and then I turned it around, you know, with the trainees and the trainees and the trainees, so there’s a lot of support, a lot of teamwork, a lot of support. They go around and get the impression that the only way to make the trainees feel part of the department, they’re part of the school, they’re part of the team, and they’re part of something. Just “they give them a sense of identity, of belonging.”

Yeah, it felt like being pulled off by me, which was probably what the staff thought. It sounds really bad actually, but there was, you know, when they didn’t feel like I was a bit like this, it’s not me, that’s it. But I think I needed it. And I think the support otherwise as well that I’d give them was probably best, because I would someone to get strict on. It was all well and telling me not to tell other you’re actually not doing it. Because because I need to do something about but even the way I look that at it’s got to be the point where they have to actually be decent. Do you know what I mean? The big ‘aha’ moment is quite difficult for me. But I haven’t brought any guidance in, so I think that means it doesn’t seem very much guidance in, say, in fact, I can’t do this. I don’t think this is really, really good.

That’s a new bug thing though isn’t it

Jo - Trainee teacher (2 interviews)
Interview 1

Yes, they do it differently because you’re not involved in that same kind of school environment. But if that’s what they’re supposed to do is it? Risky to see it’s not the thing to do. But if it’s good, it’s easy to see the factors that contributed to this because you’re the department, you are not being environment as an isolation. You can see the interaction that people have with each other.

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#### Resilience

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  - Mentors (Liz, Christine, Denise)

- **Observation of a mentor meeting (1) lesson feedback**
  - Chris, Denise and Jo with Kelly in background

- **Text data**
  - NQT reports: Sally
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- **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

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

#### Metaphors for learning

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#### Focus groups (2)

- Mentors (Liz, Christine, Denise)

- Beginning teachers (Sally, Paula, etc.)

- Observation of a mentor meeting (1) lesson feedback
  - Chris, Denise and Jo with Kelly in background

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

- 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
<p>| QUOTES |
|---|---|---|---|
| <strong>RQ3</strong> How do models of work place learning reveal the culture of learning in the science department? |
| <strong>Year 1 (Pilot study)</strong> |
| <strong>One to one interviews (6)</strong> |
| <strong>Tasha - Deputy Head</strong> |
| Kolb's learning cycle | Professional vision | Language of learning emergent from the discourse | Intrapersonal, interpersonal and institutional aspects of the COP-ITT |
| There's input and then there's encouragement to be exploratory, and to really you know, think what works for you [P7] they need to have the science faculty rooms behind them, providing the coaching, the opportunity for reflection, asking the questions, providing the gap where the science needs the support and help and they need to provide a new environment. You know, if going into the science faculty room is the going into the lions' den, so, it will be a memorable experience for a teacher or new member of staff. It needs to be warm, friendly, supportive. 'Holly' and people need to feel that when they're in them, if they go into the faculty room they ask a question, people aren't going to go, 'Oh, she doesn't know!' That it's okay, that it's okay to seek a learning environment. | Obviously we are aware of our profile and status within the Wokingham Federation and we want to do our bit. We feel it's a very good way of networking, both with the university with other departments in other [Wokingham] schools and therefore there's a good team to be gained from that, so it's really a more, more, collective approach. | |
| <strong>Kathy - Professional Tutor</strong> |
| <strong>Liz - Head of Department</strong> |
| It's a very good way of networking, both with the University with other departments in other [Wokingham] schools and therefore there's a great deal to be gained from that, so it's really a more, more, collective approach. |
| <strong>Denise - Trainee teacher mentor</strong> |
| The new [WRT CPD on mentoring] (I'm sure if I asked for help, I would get it, you know we're a very helpful department, we all help each other out, so, everybody would do this for me) somebody would do this for me, teach them, that hasn't happened, so, I don't know. | |
| <strong>Sally - Trainee teacher</strong> |</p>
<table>
<thead>
<tr>
<th>Quotes</th>
<th>Kolb's learning cycle</th>
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<tr>
<td>Paula</td>
<td>Trainee teacher</td>
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<tr>
<td>Images</td>
<td>(6) Spider diagrams</td>
<td>drawn by the</td>
<td>participants of the</td>
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| Reflections | Research diary | Reflections on interviews | 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?

- The fact that they go over our lesson plan and feed back to us with areas that they think might not work or, like sometimes I'll read a journal, and she'll leave back saying, "You do realise your plan only covers 80 minutes," and if so, well, Yeah, I didn't realise that, I must have counted it up wrong... I've had a looks at for me in the whole, I don't think that's going to work. Or if they read it through and say, "This group," better suited in this learning style, rather than that maybe you, you know, get them to have a look and see how I could have done it better. So I - don't very much focused on what I could do better, rather than what I did well, because isn't really need the praise, I mean it. I hope when it went well because I don't want it went well. What I want to know is how I could have done something better. I think she does that really well. Instead of just, "Oh, you did so good, for a teacher, you're doing really well," it's it's more of a, "To be a good teacher, you should have done this," or, "An excellent teacher would have done that." So I don't think they, sometimes... I know where it went well because I feel where it went well. What I need to know is how I could have done something better.

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<th>QUOTES</th>
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<td>Sally - NQT (2 interviews) Interview 2</td>
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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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<tr>
<td><strong>Jo - Trainee teacher (2 interviews)</strong></td>
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<td><strong>Interview 1</strong></td>
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<td>Yes, and yes I think that I think, for a while. And then I had my wobble and then I started with the experimentation and the reflection again, because I'd then started to talk more, rather than try and hide behind the image that I could repair. That, yeah, so I think I'd get myself past basically, have those two that no active experimentation.</td>
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<tr>
<td><strong>Interview 2</strong></td>
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<td>But at you’re saying there, we’re talking about experiential learning, and I think you need to be willing to do that.</td>
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<tr>
<td>Yeah, I need to do the abstract experientiation.</td>
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<td>Yeah, because it’s risky.</td>
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<td>Yeah, and I think at that point I was stuck as well. And I felt like I wasn’t doing enough and was scared. I think it’s like, even though everyone of you were saying, you know, try it, don’t worry about it, we’ll get you through it. It was still kind of, it’s going to happen now, so, and didn’t want to be disappointing myself or anyone else.</td>
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<td><strong>Mary - Technician</strong></td>
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<td>I will want the trainee to really think about, the core of the learning, that the pupil learning, not what they have done to the pupil, but what the pupil has done to the pupil.</td>
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<td><strong>Chris - University tutor</strong></td>
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<td>I know the type of questions that the mentor will ask, in the does ask the same, almost two stars and a wish, and they’ve got a score and a wish. I think the mentor will ask the question, what’s happening, the intellectual.</td>
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<tr>
<td>I think the mentor will see it from a school view rather than one that’s developing that individual.</td>
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<td>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.</td>
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<td>They offer personal development but it’s all focused on Ofsted. Schools unfortunately don’t really have much of a mind’s eye view towards &quot;child&quot; at all.</td>
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**Paula - Trainee teacher**

They encourage professional development. They sent me and [Clare] off for Friday morning. We did feedback to the group. We’d been approached by some departments. Ph.

They don’t really go to other departments, I think that’s quite a good thing. 80% of P19.

**Denise with Paula and Sally**

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Sally - NQT (2 interviews)

Interview 2

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 tells you to right down and get your ass down, then you’ve got to get your ass down. 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 tells you to right down and get your ass down, then you’ve got to get your ass down.

Resilience

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

Expansive and restrictive aspects of the workplace learning environment

Balkanization

School Direct

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 tells you to right down and get your ass down, then you’ve got to get your ass down. 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 tells you to right down and get your ass down, then you’ve got to get your ass down.

Paula - NQT (2 interviews)

Interview 1

The ironic of it is our department are all women, so. No because it makes a joke out of the situation. You get told to man up and then somebody will say to you, why are you crying because I told you that your lesson was boring? Why do you care? The child walked into your classroom and of course the first thing they’re going to do is tell you this is boring. Don’t cry.

Paula - NQT (2 interviews)

Interview 2

Man the fuck up. Man up. And one day I got upset because what did I get upset over recently? Oh I can’t remember what I got upset over recently! I can’t. I’ve got upset because somebody told you, sit down and you still there and you said about the situation and you’ve said about the situation and you’ve said about the situation. I’m actually crying because I can’t get the words to explain. I am actually in tears part of my way as
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

---

**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 you through this but we’re going to have to wear this band. And it’s, at first I also thought you just, yeah, I can’t do this, they’re here to help me, we’re going to get through this together 2011 just got to that point where was like, right OK I’m new and I had to do something about this. And I was just like it’s not the worst. It was kind of a joking way, but at the same time was saying when they gave it to me. And it was like, OK right I could do this. I could do this now, that actually felt like I could do it. I don’t know why but just it, well just... I think that really served a purpose there on all. I don’t think it would work with everyone but it worked with me. It wouldn’t; I can think of a few people but I don’t think if you can’t take that kind of, right OK, you need to just do this now. Then, you know that there’s the support there. If you know that support is there, I think you can try... but I think you’ve got to be able to put up with that because you just won’t do it otherwise and you’ll be a bit left out. 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 telling you, but the fact that we all talk to each other means that if you’ve got it...

---

**Interview 2**

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 we’re going to have to wear this band. And I’m, at first I also thought you just, yeah, I can’t do this, they’re here to help me, we’re going to get through this together 2011 just got to that point where was like, right OK I’m new and I had to do something about this. And I was just like it’s not the worst. It was kind of a joking way, but at the same time was saying when they gave it to me. And it was like, OK right I could do this. I could do this now, that actually felt like I could do it. I don’t know why but just it, well just... I think that really served a purpose there on all. I don’t think it would work with everyone but it worked with me. It wouldn’t; I can think of a few people but I don’t think if you can’t take that kind of, right OK, you need to just do this now. Then, you know that there’s the support there. If you know that support is there, I think you can try... but I think you’ve got to be able to put up with that because you just won’t do it otherwise and you’ll be a bit left out. 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 telling you, but the fact that we all talk to each other means that if you’ve got it...

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**Mary - Technician**

We’re not prescriptive now. There’s a degree of parity, there are some products in but if you’ve got something that will do the job just as well and is different, then we’re quite open-minded. OK so we’re definitely not prescriptive at all...

---

**Chris - University tutor**

You can see that the majority of them enjoy working there and they bring the trainees together. For me as a tutor, I’m not trying to be critical of any of the methods that we work with, but there’s always an expectation I don’t find it as a tutor and that’s because you’ve done that, you’ve done that, you’ve done that. But perhaps at the same time you’re slightly unimpressed of the beginning teacher’s status as a learner. So they support the beginning teacher, but don’t always recognise the teacher as a learner...

---

**Quote**

In the past perhaps would have pushed just for a little bit more time to the teacher, "But it’s a bit of an end and to difficult situation because it’s hard to put more time on the trainee to turn around and say, well good, but good enough, because they’re going to have enough all in the same time..."
<table>
<thead>
<tr>
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**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**
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| Quotes | Addictive presentism (a particular focus on pupil progress and pupil data) |

Paula - Trainee teacher

Images (6)

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

Reflections

Reflections

Paula - Trainee teacher

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

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</table>

**Supportive**

Supportive BTs can talk openly, no barriers because what it is like “there are an insignificant number of that department that haven’t forgotten and don’t forget that it was difficult” “It’s a supportive environment, you feel like you belong to something” “I mean it’s had times where it’s just not a particularly supportive environment” “I think the work we do was suppose to be supportive because in school that generally wasn’t the case but now the support” “I think that comes from the head and the historical reasons of the school having a chip on its shoulder” “But they really know they’ve got something to prove”
### QUOTES

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

### Focus groups (2)

<table>
<thead>
<tr>
<th>Mentors (Liz, Christine, Denise)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz</td>
</tr>
<tr>
<td>Christine</td>
</tr>
<tr>
<td>Denise</td>
</tr>
</tbody>
</table>

### Observation of a mentor meeting

<table>
<thead>
<tr>
<th>(1) Lesson feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris, Denise and Jo with Kelly in background</td>
</tr>
</tbody>
</table>

### Text data

<table>
<thead>
<tr>
<th>NQT reports: Sally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paula</td>
</tr>
</tbody>
</table>

| Trainee teacher reports: Sally |
| Jo                               |

| Follow up email responses: Sally |
| Follow up email responses: Jo    |

### Photographs

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

### Summary of year 1 interviews written in year 2

<table>
<thead>
<tr>
<th>Liz</th>
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<tbody>
<tr>
<td>Paula</td>
</tr>
</tbody>
</table>

Audio file with Denise

### Reflections

Notes following an interview with Liz that was accidentally deleted

Research diary