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

Thesis

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Version: Supplementary Material

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NOTES

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

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

Year 1 (Pilot study)

One to one interviews (6)

Tasha - Deputy Head

Liz - Head of Department

Denise - Trainee teacher mentor

Kathy - Professional Tutor

Sally - Trainee teacher

Paula - Trainee teacher

Reflections

Research diary

Reflections on interviews

Test data

Emails from Kathy Professional Tutor
## NOTES

<table>
<thead>
<tr>
<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>
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<td>Metaphors of learning</td>
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</table>

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

- "Feeling more part of the team and talks more in discussions because she was writing on her application and interview."  
- The interview is mainly descriptive with only one point where the interviewee could have done more differently. The few questions about learning and other questions about the interview were asked at the end. Denise says that she "little discussion. Perhaps the trainee has got more out of the interview..."  
- The theme of the exit interview is important.

### Observation of Mentor meetings (2)

- "Exchange about the need to keep to a plan because there was little planning. Discussion because she was writing on her application and interview."  
- "Observation of Mentor meetings, 6th hour observation. The meeting is mainly descriptive with few questions about learning. The interview was designed to be descriptive with No hard practice is discussed and questions about the interview were asked at the end. The interviewee could have done more differently. The meeting is mainly descriptive with only one point where the interviewee could have done more differently. The few questions about learning and other questions about the interview were asked at the end. Denise says that she "little discussion. Perhaps the trainee has got more out of the interview..."  
- The theme of the exit interview is important.

### Year 2

#### One to one interviews (11)

- **Liz - BOD and NQT mentor to Paula:**  
  - "I feel supported by doing this role more so.
  - "Connecting letters, doing enough, but existing food. It's interesting to find out what they're doing. She says: things to help them practice. Juggling, establishing that, in preparing, things in preparation. So, expectations that are double.
  - "Having too much to do. The interviewee could have done more differently. The few questions about learning and other questions about the interview were asked at the end. The interviewee could have done more differently. The few questions about learning and other questions about the interview were asked at the end. Denise says that she "little discussion. Perhaps the trainee has got more out of the interview..."  
  - The theme of the exit interview is important.

- **Denise - Teacher mentor to Jo:**  
  - "Sharing the plan to do and juggling, doing enough. It's interesting to find out what they're doing. She says: things to help them practice. Juggling, establishing that, in preparing, things in preparation. So, expectations that are double.
  - "Having too much to do. The interviewee could have done more differently. The few questions about learning and other questions about the interview were asked at the end. The interviewee could have done more differently. The few questions about learning and other questions about the interview were asked at the end. Denise says that she "little discussion. Perhaps the trainee has got more out of the interview..."  
  - The theme of the exit interview is important.

- **Christine - NQT mentor to Sally:**  
  - "I feel supported by doing this role more so.
  - "Connecting letters, doing enough, but existing food. It's interesting to find out what they're doing. She says: things to help them practice. Juggling, establishing that, in preparing, things in preparation. So, expectations that are double.
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  - The theme of the exit interview is important.

- **Sally - NQT (2 interviews) Interview 1 Jan 2015:**  
  - "I feel supported by doing this role more so.
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  - The theme of the exit interview is important.

- **Sally - NQT (2 interviews) Interview 2:**  
  - "I feel supported by doing this role more so.
  - "Connecting letters, doing enough, but existing food. It's interesting to find out what they're doing. She says: things to help them practice. Juggling, establishing that, in preparing, things in preparation. So, expectations that are double.
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  - The theme of the exit interview is important.

- **Paula - NQT (2 interviews) Interview 1:**  
  - "I feel supported by doing this role more so.
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  - The theme of the exit interview is important.

- **Paula - NQT (2 interviews) Interview 2:**  
  - "I feel supported by doing this role more so.
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  - The theme of the exit interview is important.
The role of the team room
Likes it
Mentors give to the trainees
One day in team room
Mentioned
Jo can describe things but struggles to
Mentors (Liz, Christine, Denise)
Describes her mini-breakdown where she is told off by Christine, class teacher, not mentor. Crying,bundle
as she is crying
"Lived experience emergent from the discourse in the interviews (phenomenological approach)"
Metaphors for learning

Interview 1
[0 - Trainee teacher (2 interviews)]

[0 - Trainee teacher (2 interviews)]

Mary - Technician
Chris - University tutor
Focus groups (2)

Interview lesson feedback
Observation of a mentor meeting

Text data
NQT reports: Paula
Trainee teacher reports: Jo
Follow up email responses: Paula
Follow up email responses: Jo
Photographs
Field observation
Reflections
Research diary

Notes following an interview with Jo that was accidentally deleted

Resilience

MTFU band comes up to get them to take responsibility.
You need to become yourself, brainstorming happens in the team room.
They work reinforce what they said in the face to face interview.

MTFU needs to get there to take responsibility.
MTFU needs to get there to take responsibility.

Mentors (Liz, Christine, Denise)
Mentors look at pupil learning, Ofsted priority
Focus on what they have learnt and make a difference, why do they make a difference?
Mentors look at pupil learning, Ofsted priority
"Lived experience emergent from the discourse in the interviews (phenomenological approach)"
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Metaphors for learning

Interview 1
Interview 2

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Mary - Technician
Chris - University tutor
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Observation of a mentor meeting

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# Professional vision

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<th>Year 1 (Pilot study)</th>
<th>One to one interviews (6)</th>
<th>Kathy - Professional Tutor</th>
<th>Liz - Head of Department</th>
<th>Denise - Trainee teacher mentor</th>
<th>Sally - Trainee teacher</th>
<th>Paula - Trainee teacher</th>
<th>Images (6)</th>
<th>Reflections</th>
<th>Research diary</th>
</tr>
</thead>
</table>

**Tasha - Deputy Head**
- What does not mean (the equality of students)
- What there is a middle ground (values, reminder that all are different)
- What writing is about (academic structure)

**Kathy - Professional Tutor**
- New as a participant in a forward journey of exploration
- Experienced, support difficult learners. Talk about a safe place

**Liz - Head of Department**
- Always experiences, about finding their voice. Writing support. Recognising what has been step by step.
- Recognition plan (will diversity in school is seen as a good thing)

**Denise - Trainee teacher mentor**
- Mary is the backbone of the science dept. Amazing mentor, supportive team. Inspired by her.
- Stressed different experiences. In my reflections

**Sally - Trainee teacher**
- Mary is the instigator of the organisation.
- Paula's experience of teams and is driven by what she thinks is good or right. Not the best learning. From above. Reflect on mentor teaching that takes in reports a part of the institutional COP. Succession plan. Work this is being a good mentor. - I think. How can we begin to make progress?

**Paula - Trainee teacher**
- Mary is the instigator of the organisation.
- Paula's experience of teams and is driven by what she thinks is good or right. Not the best learning. From above. Reflect on mentor teaching that takes in reports a part of the institutional COP. Succession plan. Work this is being a good mentor. - I think. How can we begin to make progress?

**Year 2**

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

**Text data**
- Emails from Kathy Professional Tutor
- Data is a key to effective learning
- Professional vision is functional training. Denise feels proud of the dept and what they give to the trainees and what they get from it in terms of personal development.

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

**Reflections on interviews**
- Part of the training and expected to see for Tasha

**Research diary**
- Using literature - trainee has very different experiences, in my reflections

**RQ3 How do models of work place learning reveal the culture of learning in the science department?**
### Exit Interview for Victoria, Trainee Teacher Who Left the Course.

- Feeling or not feeling part of school.
- Feedbacks from senior staff to ask for help.
- Mentor role helpful.

### Observation of Mentor Meetings (2)

<table>
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<tr>
<th>Mentor</th>
<th>Year 1</th>
<th>Summary of Year 1 Interviews (written at start of year 2)</th>
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<tbody>
<tr>
<td>Denise</td>
<td>(2)</td>
<td>Year 2</td>
</tr>
<tr>
<td>Paula</td>
<td>Year 1</td>
<td>Audio file with Denise</td>
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### One to One Interviews (11)

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### Elizabeth's Learning Cycle

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<th>Stage</th>
<th>Description</th>
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<tr>
<td>1. <strong>Intrapersonal</strong></td>
<td>Recognises this and feedbacks to fit in.</td>
</tr>
<tr>
<td>2. <strong>Interpersonal</strong></td>
<td>Isolated and left to get on with it.</td>
</tr>
<tr>
<td>3. <strong>Intrapersonal</strong></td>
<td>Requires someone else to sort.</td>
</tr>
<tr>
<td>4. <strong>Interpersonal</strong></td>
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### Liz - HOD and NQT Mentor to Paula

- Not used explicitly - teams remain concerned for the rating, despite it's only come to be with the learning goal if they get stuck somewhere. IT needs to know what they need.
- Learning is supported by doing things, showing approach, task or method, it was taken out of the context, the best person to be mentor.
- Requires supporting with each doing their role a key. Keeps new stuff to be trained about issues. There is a different way but there is a different way. Helps them to be a successful teacher and to this support on the school systems, its culture clarity and would do it differently, but admits that maybe this teacher's control freak nature.

### Denise - NQT Mentor to Sally

- Interactional comes out about how many words and how obscure.

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

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

**Interview 1**

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<td>Mentoring conversations don’t seem to have been prioritised.</td>
<td>Talks about pupil progress in different contexts.</td>
<td>More confidence about what to do.</td>
<td>Trainee came out as key player but mentor not supportive.</td>
<td></td>
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**Interview 2**

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<td>Didn’t get it. Recognises talk is important and were repeating staff without.</td>
<td>MKRS yes. Progressive restriction</td>
<td>Intertextual is key to Jo, she cannot afford competitively alone. She can review but not unpick.</td>
<td></td>
<td></td>
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**Mary - Technician**

- Japanese with some mixed English.
- Shortlisted, very strong science identity and belonging to the team. Mentor sees the pupil learning but struggles to unpick the training learning.

**Chris - University tutor**

- Yes, franclo learning.

**Focus groups (2)**

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<td>Useful to Jo, reflection is a necessity but reality of little frequency.</td>
<td>Learning as support. The team support: the topic and what he/she has learnt now.</td>
<td>More thorough and pull the teacher out.</td>
<td>There is a power hierarchy in this exchange. Denise defers to Chris and Jo defers to both. Jo accepts the feedback even if she is challenged.</td>
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**Observation of a mentor meeting**

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<th>Chris, Denise and Jo with Kelly in background</th>
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<td>IT’s teaching all but what do the data in the lesson show? There is a lot of description of the lesson. There is some of the lesson back.</td>
<td>About talk and checking learning. There are questions to probe intention and to challenge not thinking.</td>
<td>MKRS here and AC attempted by Chris. Jo begun to AC.</td>
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<td>Reports completed differently.</td>
<td>Trainee teacher reports: Jo.</td>
<td>Trainee teacher reports: Paula</td>
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**Photographs**

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

**Field observation**

- One day in team room

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<th>Language of learning</th>
<th>Emergent from the discourse</th>
<th>Intratotenl, interpersonal and institutional aspects of the COP-ITT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes following an interview with Jo that was accidentally deleted</td>
<td>Yes, very interesting exchanges.</td>
<td>We have several discussions with Jo and AC about the lesson. I think it easy to do this. It’s more consistent feedback but it’s not clear.</td>
<td>Conversations between Jo and Paula on the lesson and need to get right.</td>
</tr>
<tr>
<td>NOTES</td>
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</table>

**Year 1 (Pilot study)**

**One to one interviews (6)**

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</tr>
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<tr>
<td>Involvement is gifted and talented event for one, science lab.</td>
</tr>
<tr>
<td>No mention of others except for technician. Some science teachers on good. N. out of school for 'teach and learn' event.</td>
</tr>
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<td>Sally is all the opportunities for learning away from the school outside of her lessons. Does not feel she is getting the right kind of support to make sense of her teaching. If a self starter we do say things but it is not intended that she might not do the right thing. Some of SD and expectation around the school.</td>
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<td>Sally says herself in the wide school: has less contacts in her year than in the department.</td>
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<tr>
<td>Engages participants in Teach-Learn. School, team, school wide meetings about differentiation, 10% and planning for SD.</td>
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**Reflections**

<table>
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<tr>
<th>Kathy - Professional Tutor</th>
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<tbody>
<tr>
<td>Reflections on interviews</td>
</tr>
<tr>
<td>Kathy interviews SD老师 have so many differences. Other changes are having an impact. Kathy is change in expectations of us.</td>
</tr>
<tr>
<td>Emails from Kathy Professional Tutor</td>
</tr>
<tr>
<td>I asked Denise what HTs view of Trainees is and to do data, Denise talked about it.</td>
</tr>
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</table>

**Images (6)**

<table>
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<td>Paula does not mention those outside the team.</td>
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### Exit interview for Victoria, trainee teacher who left the course.

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

### Observation of Mentor meetings (2)

#### Denise with Paula and Sally then just Sally

Denise does how to find out who to observe outside school by going to looking need Talk. She does not know and does not suggest anyone. Issue in primary placement: not to meeting.

#### Denise with Paula

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

- Liz
- Paula
- Sally

#### Audio file with Denise

<table>
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<tr>
<td>Liz - HOD and NQT mentor to Paula</td>
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</table>

#### Year 2

Denise - Trainee teacher mentor to Jo

- Part time with 8 then 2 trainees, not keen to attend mentor meeting and stuff but not part of an extra mentoring.
- Denies getting out of dept 1 hour a day, work hard and play hard, solacing together.
- How to manage marking policy, progress monitoring, MTU band is used to help them survive the culture.

#### Christine - NQT mentor to Sally

- Lots of expansion but exceptions that what happens outside the dept isn't known about.
- Isolated dept, long stays, most won't leave, one does not.
- Progress comes up, plus the form filling for NQT.

#### Sally - NQT (2 interviews)

**Interview 1 Jan 2015**

- Mentions specifics that she takes to Christine and that specific people that support with dept and who help with what. Mentoring on cut corners and feels.
- Certain side is downgraded because looks not needed.
- Pressure of good teachers.

**Interview 2**

- Progression is easier once NQT is in the bag.
- More aware than others, few a year right corner team.
- Discussed with reference to MTU.

#### Paula - NQT (2 interviews)

**Interview 1**

- Discussed with reference to MTU.
- NQT band discussed and mentors intervention.

**Interview 2**

- Discussed with reference to MTU.
- NQT band discussed and mentors intervention.
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<td><strong>Balkanization</strong></td>
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<tr>
<td><strong>Resilience</strong></td>
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</table>
| **Jo - Trainee teacher (2 interviews)**  
Interview 1  
Talks about working with other teachers but not getting out enough to see lessons outside of science. |
| **Jo - Trainee teacher (2 interviews)**  
Interview 2  
If wants her to visit other departs. Not said much. Progress is a theme across lessons. |
| **Mary - Technician**  
Inexprience to some ways. Yes - |
| **Chris - University tutor**  
Inexprience needs (premises plus as form robotics). Yes - Same particular bit when the trainee is not working/working on an. (What is the only game in town?) |
| **Focus groups (2)**  
Mentors (Liz, Christine, Denise) |
| **Beginning teachers (Sally, Paula, Jo)** |
| **Observation of a mentor meeting (1) lesson feedback**  
Chris, Denise and Jo with Kelly in background  
There is a particular model in chero's head, (Sally had one in head). |
| **Text data**  
NQT reports: Sally  
Different ways of completing report shows that different approaches expected. Not noticeable. |
| **Trainee teacher reports: Paula** |
| **Follow up email responses: Sally**  
Jo able to talk about the model and stop to a broadly experienced. All allowed Sally to have a theme over her school. |
| **Photographs**  
Collected on the day of field observation in the teamroom and corridors. Plus MTTU evidence |
| **Field observation**  
One day in team room  
There is a team room which must be a problem. There is coffee and food available after as. |
| **Reflections**  
Notes following an interview with Jo that was accidentally deleted  
Research diary |

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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

Conversations seem to be about tests and results and pulling together key KS4 groups. Teaching is in evidence.

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.**

**Observation of Mentor meetings (2)**

Denise with Paula and Sally then just Sally

- Denise does not tease Paula say she likes to order the books the third time when she asks if the hard ordered them.
- Paula is being keen about this from the start and it has come up twice already.
- The lesson feedback is focused on pupil learning and pointing out what they did not learn as much or written down as much as they should. These incidents are pointed out on things that are not in the lesson plan.
- The learning goals need to be incorporated with Paula. Paul is being keen on more important time. PFC feedback done and asked them to go ahead.

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

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<td><strong>Paula</strong></td>
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<tr>
<td><strong>Sally</strong></td>
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**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**

### Year 2:

- **Sally - NQT (2 interviews) Interview 2**
  - Business of team commented on.
  - Said it is done with a successful statement.

- **Paula - NQT (2 interviews) Interview 1**
  - Working nature is described.

- **Paula - NQT (2 interviews) Interview 2**
  - Need to ensure on what have things that you are not going to worry about or you cant change...
**NOTES**

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This is Jo's very first job. She even had a part time job but she has done voluntary work. Mum is a teacher. She is perceived as a copet.

Focus on progress??

Some mention of it.

We don't reflect and we done evaluate because we're going to fact. You've got so many other things.

A number of dimensions emerge: support vs training, 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 we need to be the kind of mentor that works for us. Christine finds the meeting though provoking. Liz still cannot talk about her feelings.

YES Look at eating, time off is moments.
| **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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<tr>
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<th>Metaphors for learning</th>
<th>Lived experience’ emerging from the discourse in the interviews (phenomenological approach)</th>
<th>The role of the team room</th>
<th>Resilience</th>
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<td>One to one interviews [6]</td>
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<tr>
<td>Tasha - Deputy Head</td>
<td></td>
<td></td>
<td></td>
<td><strong>You know, if going into the science faculty room is like going into the lion's den, it will be a miserable experience for a trainee or a senior member of staff.</strong></td>
</tr>
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</table>
| Kathy - Professional Tutor | | | | **‘Lived experience’ emerged from the discourse in the interviews (phenomenological approach)’**
| Liz - Head of Department | | | | **You've quite accepted a scenario where there is a bit of stress and pressure, and when you're teaching and you're starting out in the faculty, we would like to make it as smooth and easy going as possible, whilst being realistic’**
| Denise - Trainee teacher mentor | | | | **In a profession where there is a lot of stress and pressure, and when you're teaching and you're starting out in the faculty, we would like to make it as smooth and easy going as possible, whilst being realistic’**
| Sally - Trainee teacher | | | | **In a profession where there is a lot of stress and pressure, and when you're teaching and you're starting out in the faculty, we would like to make it as smooth and easy going as possible, whilst being realistic’**

- Resilience
- The role of the team room
- Metaphors for learning
- Lived experience’ emerged from the discourse in the interviews (phenomenological approach)
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<td>Paula - Trainee teacher</td>
<td></td>
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<td>“Resilience”</td>
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<tr>
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Paula - Trainee teacher

“There’s a big, friendly team, or family, and, yeah, everyone gets on well. It’s like... The whole department just gets... you work in and you get offered a cup of coffee... again, really a job where you just do everything for us. Even get the coffee going...”  

There’s a big, friendly team, or family, and, yeah, everyone gets on well. It’s like... The whole department just gets... you work in and you get offered a cup of coffee... again, really a job where you just do everything for us. Even get the coffee going...”
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| Paula - NQT (2 interviews) 
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| Paula - NQT (2 interviews) 
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| *Interview 1* | Mary - Technician | "I feel like I was let down by my school, but I'm still not sure. I'm not sure if I'd ever do it again."
| *Interview 2* | Chris - University tutor | "I just wanted to talk to someone and they were really good to me."
| *Interview 2* | Jo - Trainee teacher (2 interviews) | "Lived experience" is a term that describes a personal perspective."
| *Interview 2* | Jo - Trainee teacher (2 interviews) | "The role of the team room is crucial in creating a supportive environment."
| *Interview 2* | Jo - Trainee teacher (2 interviews) | "Metaphors for learning" are a way to express how the experience is perceived."

---

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

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063 How do models of workplace learning reveal the culture of learning in the science department?

Year 1 (Pilot study)

One to one interviews (6)

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<th>Professional vision</th>
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**Tasha - Deputy Head**

> There's high levels of support, providing the teaching, the opportunity for reflective practice, being able to be mentored, providing the gap, the support that they need and they need to be able to do this environment. So, you know, if going into the science faculty now is going into the lion's den, then, it will be a memorable experience for a trainee or a new member of staff. We need to be aware, really, supportive, 'help' and people need to feel that when they're there, if they go into the science faculty room, then they ask a question, people aren't going to go, 'Oh, she doesn't know!' That's really, that's the safe learning environment.

**Kathy - Professional Tutor**

> Obviously we are aware of our profile and status within the [Wokingham] Federation and we want to do our bit. 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 collegiate approach.

**Liz - Head of Department**

> I think we do it because, I think as teachers, it's part of our responsibility. You know, as a teacher you're responsible for, we've all been trainee teachers, haven't we? We've all benefited from having somebody, you know, mentor us and sort of keep an eye on us and, you know, it's something that you owe back, I think to the profession. I think it's part of what you have to do, it's the way it is.

**Denise - Trainee teacher mentor**

> Now that I've sort of thought about it a little bit 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, in order they'd think, I'm not able to give them something and say, 'Right, this is where you find this resource, this is where you find that' and have it all in a manual for them, so they wouldn't feel that they have to go back to all the teachers and ask for things and all that sort of thing. I think it's important what it was that went wrong, the resources and what we did and all that, but I think the reality, they're very good, very good, very, you know they're the best they could be doing what they're doing.

**Sally - Trainee teacher**

> RPTs...as mentors? Yeah, we've seen it. Yeah, for sixty, I think, you know, ideally, you'd have, we're in a very helpful department, we all try and sort of do our bit, as far as I can, I tend to do that for all. Unfortunately, this is the first, they've never been, that hasn't happened, so, I don't know.
### Quotes

**Paula - Trainee teacher**

Images (6):

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

Reflections:

- Research diary
- Reflections on interviews

Text data:

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

Observation of Mentor meetings (2):

- Denise with Paula and Sally then just Sally
- Denise with Paula

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?

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

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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 at the time, sometimes it’s not a real problem, and don’t mind saying, “You do realise you plan only covers 40 minutes”... and it’s fine. Yeah, I didn’t realise that... I think he’s looking out for me in the whole. I don’t think that’s going to work. I’d read it through and say, “This group” is better suited to this learning style, rather than that. Maybe you could... I think we should try something based on how I could have done it better. So... it’s not very much based on what I could do better, rather than what I did well, because you don’t really need the praise. I mean, I hope when it went well because I wasn’t really... What I wanted to know is how I could have done something better. I think she does that really well. Instead of, “Oh, you did so good, for a trainee you’re doing fairly well.” It’s more of, “Do a bit better, teacher, you should have done this.” Or, “A good teacher would have done this,” but she didn’t think that and... (from mentor)

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The examples that I’ve seen are around things like, instructions from head of department and discussions for sort of that sort of stuff with my mentor. P6 it was noted on my NQT one was marked as “needs improvement” and then I had to sort of sort of mark all the rest of my books, all across the... marked by my mentor. I got the feedback that I had to sort of... I just felt pretty much closer to the feedback on my recommendation except for the books being marked which brought it down to a low good.
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<tr>
<th>QUOTES</th>
<th>Kolb's learning cycle</th>
<th>Professional vision</th>
<th>Language of learning emergent from the discourse</th>
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<td>Sally - NQT (2 interviews) Interview 2</td>
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<td>Paula - NQT (2 interviews) Interview 1</td>
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<td>Paula - 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?
RQ3 How do models of work place learning reveal the culture of learning in the science department?

Kolb’s learning cycle

Intrapersonal, interpersonal and institutional aspects of the COP-ITT

Language of learning emergent from the discourse

Professional vision

Jo - Trainee teacher (2 interviews)

Interview 1

Interview 2

Mary - Technician

Chris - University tutor

Yes, and get stuck in that (I think, for a little while). And then I had my variable and then I started with the experimentation and then the administration again because I’d then started to think more, rather like the school terms of the image that I could reap. That, yeah, so I think I’d get myself off basically, there were less that no active experimentation.

With at your (mentors), we’re doing things about experiential learning, you think you need to be willing to do that.

Yeah, I started to do the abstract conceptualisation.

Yeah, because it’s risky, yeah.

Yeah, and I think that at that point I was scared as well. And I think I wasn’t doing well enough and I was scared of saying it, which I think even though everyone else were saying, you have to do it, and I worry about it. We didn’t get you through it. It was still sort of I’ll take it off happening now. So, and I didn’t want to be disappointing myself or anyone else.

“...And they’ll come in and they’ll ask are they, how organised they are and do they come in and practice the practicals, that type of thing” p4

“I try to, yeah, more informal. A lot of them are the same age, they’re the same age as me, I can still be Mummy” p3

“I will want the trainee to really think about, the issue of the learning, but the pupil learning, not what they have done in the pupils, but what the pupils have done themselves” p7 I want the trainee to understand why the learning is important and that they should engage in that. That is quite difficult. They’re young, they’re starting off. It’s the first time the trainee is experiencing it, it’s their first time to be able to experience it. It’s very important that they do this. It’s very important that they understand why they have to do this. They have to do it because it’s important. And it’s important that they understand why they have to do it. It’s very important that they understand why they have to do it. It’s very important that they understand why they have to do it. It’s very important that they understand why they have to do it.

“...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” p11

“We do offer personal development but it’s all focused on Ofsted. Schools unfortunately don’t really have much of a mind’s eye view beyond Ofsted” p17

“I want my trainees to understand why the learning is important and that they should recognise that that has happened” p7

“What have you done differently this time? Why did they get it? Why does that? Is there a change...” p12

“I think the mentor will see it very much from a school view rather than one that’s developing that individual.”...”p4

“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” p11
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<td>Observation of a mentor meeting</td>
<td>Beginning teachers (Sally, Paula, Jo)</td>
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<td>(1) 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>
<td>NQT reports: Paula</td>
<td>Trainee teacher reports: Sally</td>
<td>Trainee teacher reports: Jo</td>
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<td>Follow up email responses: Sally</td>
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<td>Photographs</td>
<td>Collected on the day of field observation in the teamroom and corridors. Plus MTFB evidence sent by Paula</td>
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<tr>
<td>Field observation</td>
<td>One day in team room</td>
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<tr>
<td>Summaries of year 1 interviews written in year 2</td>
<td>Liz</td>
<td>Paula</td>
<td>Sally</td>
<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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**Year 1 (Pilot study)**

**One to one interviews [6]**

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<thead>
<tr>
<th>Tasha - Deputy Head</th>
<th>RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?</th>
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</thead>
<tbody>
<tr>
<td>Kathy - Professional Tutor</td>
<td>we say this as being the way of developing teachers for the future who are still appropriate and professional. \textit{At work at the school [p17] is 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 [p17].}</td>
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<tr>
<td>Liz - Head of Department</td>
<td>We're very up for people having different styles and different ways and we need to get a lot of different types of teachers in the department. We do it different ways and, like, it could be, what we want to do is develop the teachers in their style, and not in our style.</td>
</tr>
<tr>
<td>Denise - Trainee teacher mentor</td>
<td>So supportive, I would say a supportive department (school), so by that I mean within the department, I don't just think the mentor should be supportive – obviously they need to be supportive – but I think all of the department need to be supportive of the [p27], as other teachers, the support staff like the technicians, I think the technicians also play a big part in supporting these because they're struggling with trying to balance, with trying to order equipment and things like that, that sometimes, they get left to the last, so, if the technicians are really strong, just supporting them with this, that really helps them out.</td>
</tr>
<tr>
<td>Sally - Trainee teacher</td>
<td>271</td>
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</tbody>
</table>
**RQ4** What are the wider factors that are affecting the learning environment for trainee and beginning teachers?

| 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

**QUOTES**

Paula - Trainee teacher

They encourage professional development. They send me and [Clare] off to the Friday morning to the group. Resilience. So we represent the science department. P6

They don't really go to other departments. I think that's quite a good thing, such as P6.

Denise with Paula and Sally then just Sally

Denise with Paula

**Expansive and restrictive aspects of the workplace learning environment**

**Balkanization**

**School Direct**

**Resilience**
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| **Sally - NQT (2 interviews)** Interview 2 | &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; 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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

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, let's go to have a wince this blind. And if it's a joke then it also makes you go, yep I can do this, they're here to help me, we can get through this together. 2021 just got to that point where was like, right OK I'm now enabled, 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 at the same time was saying when they gave it to me. And was like, right I could do this, that actually felt like I could do it, I don't know why but just did, if it was just... So it makes me feel like, you know, I'm still... I don't think it would work with everyone and I think it's also, you know, it wouldn't, can think of a few people that, I think if you can't take that kind of, right OK, you need to pull for this now. Then, had known that there's the support there. If you know that support is there, I think you know, but I think you're going to be able to pull up with that because you just... you won't feel so otherwise and you'll be a little bit sad. 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 unwilling to share, but the fact that we do all talk to each other means that if you've got... (p21)

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(p22)

You can see that the majority of them enjoy working there and being part of 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 think there is a scheme of work, there are practicals in it but if you've got something that will do the job just as well and is different, then we're definitely open to it... (p9)

"We're not prescriptive no. There is a scheme of work, there are practicals in it but if you've got something that will do the job just as well and is different, then we're definitely open to it... (p9)

In the past probably would have pushed just for a little bit more time for her... (p12)

As a tutor you're put in a difficult situation because you're hard to put more stress on the trainee to turn around and say, well good isn't good enough, because they're going to have enough all if they're career... (p12)

Jo - Trainee teacher (2 interviews)

Interview 2

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(p12)
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| Mentors (Liz, Christine, Denise) | Chris, Denise and Jo with Kelly in background | NQT reports: Sally | Expansive and restrictive aspects of the workplace learning environment |
| Beginning teachers (Sally, Paula, Jo) | Trainee teacher reports: Sally |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 |
| Reflections | Notes following an interview with Jo that was accidentally deleted |

Liz: “And we throw, and I think that makes them think, doesn’t it?” Denise: “Makes them take responsibility for it. So if they’ve made a mistake, admit it, owning the problem.” Liz: “It’s something about it, give it back when the problem’s solved.”

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<th>QUOTES</th>
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<tr>
<td><strong>Year 1 (Pilot study)</strong></td>
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<tr>
<td><strong>One to one interviews [6]</strong></td>
</tr>
<tr>
<td>Tasha - Deputy Head</td>
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<tr>
<td>Kathy - Professional Tutor</td>
</tr>
<tr>
<td>Liz - Head of Department</td>
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<tr>
<td>Denise - Trainee teacher mentor</td>
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<tr>
<td>Sally - Trainee teacher</td>
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### Quotes

<table>
<thead>
<tr>
<th>Paula - Trainee teacher</th>
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<tbody>
<tr>
<td>&quot;Addictive presentism (a particular focus on pupil progress and pupil data)&quot;</td>
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<tr>
<th>Images (6)</th>
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<tr>
<td>Spider diagrams drawn by the participants of the 'learning environment'</td>
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<tr>
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<td>Research diary</td>
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<tr>
<th>Text data</th>
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<tr>
<td>Emails from Kathy Professional tutor</td>
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<tr>
<th>Observation of Mentor meetings (2)</th>
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<tr>
<td>Denise with Paula and Sally then just Sally</td>
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<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td>One to one interviews (11)</td>
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<thead>
<tr>
<th>Liz - HOD and NQT mentor to Paula</th>
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| "Does me asking you these questions, every year at the minute, does it make you think again? Have I got time to think again? Probably sounds PM."

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<tr>
<th>Denise - Trainee teacher mentor to Jo</th>
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| "You see, there are people in there who are great at doing that, sitting them down, coming up, right this is what you’re going to do, this is how we’re going to support you, this is what we’re going to teach you, this is great. As a whole, there’s people who are great mentors, there’s people who’ve been through NQT, who’ve gone through PM, who’ve got such a range of ages and people at different stages in their careers; it’s really, really good for them."

<table>
<thead>
<tr>
<th>Christine - NQT mentor to Sally</th>
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| "Yes! There are people in there who are great at doing that, sitting them down, coming up, right this is what you’re going to do, this is how we’re going to support you, this is what we’re going to teach you, this is great."

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<tr>
<th>Sally - NQT (2 interviews)</th>
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<tbody>
<tr>
<td>Interview 1</td>
</tr>
<tr>
<td>&quot;All things around the marking policies and tasks, we want the marking to fit the end and that, actually the quality of that, everyone gets into a local group, the worst before and make sure their markings all up to date.&quot;</td>
</tr>
</tbody>
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QUOTES

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

Sally - NQT (2 interviews) Interview 2

Paula - NQT (2 interviews) Interview 1

Paula - NQT (2 interviews) Interview 2
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<tr>
<td><strong>Jo - Trainee teacher (2 interviews)</strong></td>
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<tr>
<td><strong>Interview 1</strong></td>
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<tr>
<td>Addictive presentism (a particular focus on pupil progress and pupil data)</td>
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<tr>
<td><strong>Interview 2</strong></td>
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<tr>
<td><strong>Mary - Technician</strong></td>
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| Supperthorn ph 81 can talk openly, no barriers between what it is like “have an insignificant number of that department did haven’t forgotten and don’t forget that it was difficult” with “a supportive environment” so feel like you belong to something “and I think it’s that there’s actually a good mix of styles there so that creates a supportive environment” it’s not uncommon for people in staff meetings to talk about the challenges in school (that generally means the people that are on your mind) but I’m being suggested. And they do and I think that comes a little from individual views of the school having a step on its shoulders still. “What they really need is they get something to break
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<td><strong>Focus groups (2)</strong></td>
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<td>Mentors (Liz, Christine, Denise)</td>
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<td>Observation of a mentor meeting (1) Lesson feedback</td>
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<tr>
<td>Chris, Denise and Jo with Kelly in background</td>
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<tr>
<td>NQT reports: Sally</td>
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<tr>
<td>Trainee teacher reports: Sally</td>
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<td>Trainee teacher reports: Jo</td>
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<td>Liz</td>
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<tr>
<td>Paula</td>
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<tr>
<td>Sally</td>
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<tr>
<td>Audio file with Denise</td>
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<td>Notes following an interview with Jo that was accidentally deleted</td>
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