

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?
		Resilience	The role of the team room	'Lived experience' emergent from the discourse in the interviews (phenomenological approach)	Metaphors for learning
Year 1 (Pilot study)					
One to one interviews (6)	Tasha - Deputy Head	Not mentioned explicitly but it is clear that she sees progression and challenge in the training year	N D	Talk of being part of the community is important to learning to teach	Learning to drive - structured experiences starting with observation and then progression in challenge of experience. What does it look like.
	Kathy - Professional Tutor	Need a safe place to share difficult times (BM is the main example)	Part of the safe environment but perceives safety for trainees is really in her PS sessions.	Need to give them lots of examples and links at the right time. Lots of information. Variety of solutions	Getting stuck in, being brave, being blinkered, rub their noses in it
	Liz - Head of Department	Liz does want trainees and NQTs to be resilient enough for the school	Good people - Becky (left), Kelly, Mary the tech. Less useful David, Colin and Jean the tech.	Succession planning. Liz does not expect them to teach in one way but to find a way that works for them.	Just about experience not about learning or making sense of it. Find out what works for you. Observe others. Go in and do it.
	Denise - Trainee teacher mentor	Mentions the busyness of the dept twice. Cannot attend Teach and Learn mtg on Fri as have a briefing at same time, then a busy dept "all hands on deck"	They are there for trainees	Nurturing personal characteristic, reality of being new to teaching, can empathise as I can remember it, I enjoy it, I like it, really satisfying, suits me	Phases about giving things, giving experiences, wide variety of experiences, letting them get involved, gives grounding, gives stretch, types of experiences names: observation, helping, extra curricular activities (science club and G and T Forensic science). Lots of talk of information and access to resources and help with ordering equipment.
	Sally - Trainee teacher	Sally knows that she needs to get on with it and she can.	Very aware of who to ask for help and advice but finds the lack of space (small table, no shelves) and the noise and chatter make it hard.	Sally critically evaluates the impact of mentor and ITTCO and the opportunities she has. She is an experienced trainer so she has a model of what works. Supportive as a department but little time with mentor. Half an hour in a group of 3 trainees.	Talks about reflection and using the standards to make sense of her learning.
	Paula - Trainee teacher	no	no	Describes needing support, space, laptop, desk, supportive technicians, somewhere to put books, other trainee with advice, approachable mentor, approachable ITTCO.	Describes experiences, relives them, quotes them
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'			Experiencing a network of support.	
Reflections	Research diary			311213 I note that the two trainees, Denise and Kathy are all learners or apprentices "development of mature participation in the activity by the less experienced people" Rogoff	
	Reflections on interviews		Not every one in the team room. Lots of food is eaten and team banter with one another.	Denise interview reflections mention the nurturing, maternal but also tough. D has a few years teaching experience and the recency of her experience is seen as 'a good thing' - true of many other recent trainee/mentor. SD not important for Denise. Reflecting on Sally's interview are that she is capable of deep reflections on her practice and progress. Reflecting on Tasha she has a clear vision of why involved in SD and also line management of Kathy.	
Text data	Emails from Kathy Professional tutor				

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	Exit interview for Victoria, trainee teacher who left the course.			Drip feed approach not helpful- overall experience not just school. Hard to ask for individual support (3:1), technical issues with email and computer at start. Felt supported by uni but less so by school. Difficulty talking to mentor. Class teachers keen for you to take over. Always verbal feedback, written when requested. Not able to ask for help before Weds because of 2+3 and children were asking where she was. I felt I wasn't part of the school and then I was thrown in at school and not part of the university.	
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally	Sally is getting on with it. She comes with questions and is all over what needs to come next.	Happens in ante room	Administration and checking what has been done, what needs to be done and compiling evidence from teaching is important. Unpacking the teaching does not happen to depth. No hard questions but hard practice is discussed - plenaries, differentiation, AFL, how long for lesson planning. Sticking to plans is important - Denise to Paula.	Acquisition of the right kind of evidence is important
	Denise with Paula	Exchange about the need to learn to juggle because Paula forgot to order textbooks because she was working on her application and interview.	Happens in ante room	The meeting is mainly descriptive with only one point where the mentor says what could have been done different. Very few questions about learning. There are admin questions about timetable, second school placement, report. Denise says little chat, little discussion. Praises that Paula has got the teaching sorted. Now differentiation.	The discussion is about acquiring evidence.
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	MTFU culture to get them to move on, deal with poorly behaved kids disrupting lessons, doing enough, but working hard. Tension between working smart and being perceived as lazy or not coping. Sees herself as HOD having a key role. She does things to help them prioritise, manage time, establish their rules by removing pupils, plan lessons that are doable,	Team room seen as key by Liz. She is too busy to provide one to one so she hopes the team room will triage issues. Expects BTs to use team before they come to her, thinks it is open and everyone shares.	Little lived experience of mentoring. Liz has a prescription for planning, dealing with kids and dealing with it - MTFU. Never been a mentor but thinks it is important to give back to the profession. Thinks she can be hard, harsh but that is the way she is. That is her way of showing she cares? Systems approach.	Structured approach to doing it. Strong set of principles but does not talk about reflection. Thinks dept is expansive but does not them out of the dept.
	Denise - Trainee teacher mentor to Jo	Mention of resilience wrt to own PT work, and ex trainees giving up teaching or trainees giving up training. Reason given as good at it and workload too much	Not mentioned	Tensions between doing too much, doing too little. Tension between nagging and nurturing. Telling trainee about what to try, giving her the opportunity to try. Feeling isolated and left to get on with it. Trainee is stuck but confident she can do it. Waiting for penny to drop but trainee isn't thinking about it or maybe isn't putting enough effort in.	Getting it.
	Christine - NQT mentor to Sally	Build it by helping them see what matters and makes a difference, especially what will help now	Can help and also hinder	Listening, questioning,	Likes the models and finds them useful
	Sally - NQT (2 interviews) Interview 1 jan 2015	Liz's attitude to how Sally just needs to get on with it, don't argue, just do it.	Struggles to work in team room. Noisy and she feels that she is not quite comfortable. Not feeling part of the team	Writing is important, Asks about being a teacher or a science teacher? joint planning with mentor, lots of observations, 6 half hour observation by Jan. Talks about having her own space and using it to organise herself.	
	Sally - NQT (2 interviews) Interview 2	Ref to MTFU band and how it builds resilience	Feels more part of the team and talks about forming strong norms and performing and how Jo is disrupting the team	Observes others and does not always need to write. But writing is important. Tension between ofsted learning and her values and commitment to all pupils learning	Things she needs to DO as a teacher/ofsted things. Getting it.
	Paula - NQT (2 interviews) Interview 1	Support and care		The kids are tough and brilliant. Marking gets you down	
	Paula - NQT (2 interviews) Interview 2	Support and care - same workload as the second school but here you get support and people look out for you		Workload sorted by mentor. Ability to prioritise	

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	Jo - Trainee teacher (2 interviews) Interview 1	Describes her mini breakdown where she is told off by Christine, class teacher, not mentor. C is being harsher on her as she is staying	Helpful as easy to catch people - notes from deleted interview. She expands in this interview how the open space gives her the space to think. She likes being able to catch people. She also contrasts it with the team room at the other school - narrow, claustrophobic	Loving the school. Can describe her progress and how talking about things is important. Says she struggles with reflection. Does talk about the other trainee teachers and the value of talking together about classes or approaches. Interview lesson from the maths trainee	Talks about collecting evidence. Describes Christine <b>having her</b> for a challenging group. Pleas of have moved onto Ofsted grading
	Jo - Trainee teacher (2 interviews) Interview 2	Lots of people to talk to, there is support when you try something.	Team room allows the opportunity to talk. You can't hide away, you need to talk	Talks about collecting evidence and struggling with reflection. Her wobbles are very important and mark out the experiences. She says how she was surprised to get such blunt feedback from Christine who was not her mentor. In fact she found her mentors feedback very similar each time so she did not know when things were becoming of concern?. Christine cut straight through that. Felt Christine was more experienced whereas her mentor is still planning all her lessons and still seems inexperienced in some ways. Worked a lot with BTs who offered real support and suggestions.	Kolb model works with those that can do the abstract conceptualisation and encourage you to experiment. Says it is expansive but not out much. Pupil progress big sticking point
	Mary - Technician	Mentioned	Important as an identifiable means of support	Likes it	
	Chris - University tutor	Lots of support but not particularly clear about learning for trainees or beginning teachers. Support from mentor and other class teachers. Not all. Liz is key to creating and maintaining the atmosphere/culture. Dept dominated by Ofsted expectations	Not really discussed. Not everyone is there.	Contradictions. SD has had an effect. Chris is keen to get trainees to focus on what they have learnt and what made a difference, why did it make a difference. Mentors look at pupil learning, Ofsted priority	Constructivist, supported and challenged by questions
Focus groups (2)	Mentors (Liz, Christine, Denise)	MTFU band comes up to get them to take responsibility	You need to become yourself, team mentoring happens in the team room.	They each reinforce what they said in their one to one interviews.	Mentors give to the trainees
	Beginning teachers (Sally, Paula, Jo)			Need to talk is very important to all of them but Sally finds written reflection helps her see how she has progressed. They all describe the process of reflecting with those that get where they are at	Talking as a metaphor for learning?
Observation of a mentor meeting (1) <b>lesson feedback</b>	Chris, Denise and Jo with Kelly in background				Jo can describe things but struggles to answer the questions that ask her to reflect on what she has done. Chris's hard question bugs her
Text data	NQT reports: Sally	Mentioned several times			
	NQT reports: Paula				Manage behaviour - then it is all fine
	Trainee teacher reports: Jo				
	Trainee teacher reports: Paula				
	Follow up email responses: Sally				
	Follow up email responses: Jo				
	Follow up email responses: Paula				
Photographs	Collected on the day of field observation in the teamroom and corridors. Plus MTFU evidence		Look at team room compared to corridor etc. Corridor presentation clean and tidy.		
Field observation	One day in team room	It is chaotic and cluttered. LT is living her life in the room: drying her hair, singing, holding head, eating too many nuts. You either can cope or not in that learning environment. CS not there much and Shah is absent. One tech is not seen, one pops in.	It is a HUB and a repository. Eat and drink there. Store all important files. Resources, Computers, printer/copier near by. One to one's with students. Discussions about pupils, prof deve	Lots of talking to self occurs, talking to the room, social, personal, work	SH needs to get evidence of progress checks - she does not have enough. LT to RB 'You need to learn how to show them you are a good teacher' LT needs to observe and wants to make sure that RB gives the pupils something to improve on and she sees that happen. Pace also needs to be demonstrated. You need to tick the boxes'
Reflections	Notes following an interview with Jo that was accidentally deleted				
	Research diary				

NOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
			Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse
Year 1 (Pilot study)					
One to one interviews (6)	Tasha - Deputy Head	Tasha does not mention this explicitly but there is a cyclical approach taken to thinking about second school placement, not just giving experiences but unpacking them.		Tasha refers to reflection and focus and clear opportunities to talk and consider challenging questions.	Good description of the institutional perspective that she drives and keeps in focus.
	Kathy - Professional Tutor	Not seen as cyclical but as a forward journey of experiences		Experiences. Support with difficult classes. Talk about it in a safe place.	school wants to grow its own teachers and check that they are right
	Liz - Head of Department	No.		About experiences, about finding their way. Giving support. Recognising we all have crap lessons.	Succession plan. Rich diversity in school is seen as a good thing.
	Denise - Trainee teacher mentor	Not mentioned. Learning isn't mentioned		List of experiences they can participate in, the knowledge they need, a model that they know what they want to do and just need the info to do it, plus practice. The training is described as happening alongside the dept rather than actively engaged in with the dept. If info can be more accessible then they will be able to get on without 'bothering' the dept? Mentor organises timetable and tells other teachers what to do. Trainees get oneith it, mature	Institutional aspects described well as information flow and generic supportiveness. Tech Mary is described as being good with the trainees, similar to Tasha describing tech as a grandparent role. Help with information. The department drew Denise to the school. No in school PD for the mentor - information transfer and functional training. Denise feels proud of the dept and what they give to the trainees - and what they get back in terms of personal affirmation.
	Sally - Trainee teacher	Seems aware of the need to follow up on things in order to learn - call it Kolb.		Sally does talk about reflecting and being able to talk about standards with experienced teachers. LACK of this kind of talk. Aware of what kind of teaching is accepted - ppt frowned on by Liz. Sally likes to talk to others, likes to construct meaning and she has questions. Talk of standards in the dept is weak especially for a trainee who has had little time with her mentor. She gives several examples of exchanges that have helped her learn from Kathy and Jonathan.	Sally is aware of the planes of analysis. Sally has experience of teams and is aware of the 'politics' going on and the need to say the right things/do the right things and the right people. Noticed how they were able to be involved with everything going on if they wanted.
	Paula - Trainee teacher	States what she has learned. Does not reflect but is very decisive. Wants to be told.		Describes getting email feedback telling her what she needs to do to make a lesson work	Amazing mentor, supportive team, Mary is the backbone of the science dept.
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'				
Reflections	Research diary				
	Reflections on interviews			I am part of the training and I represent the uni for Kathy.	Kathy interview - trainees have very different experiences. In my reflections on Denise interview, note that D has her training from the uni not the school. Denise keen to improve. Interview with Liz perceived as quite inspirational because of her reasons for being involved - strong values. Clear vision from the department. Reflections on interview with Liz is that she is inspirational and has a clear vision. This is based and driven by what she thinks is good or right - not be what is coming down from above. Reflect on mentor meeting that admin re reports is part of the institutional COP. Second meeting I note that Denise is being a good mentor - I think. Now I can see my views have changed.
Text data	Emails from Kathy Professional tutor			Emails of agenda of ITCO mtgs with Trainees are informatin giving and checking well being and checking experiences/offereing external experiences. Some guidance notes on parents evening that are more than information - training. Some emails give instructions of things that need to be done.	30 min mentor meeting. Organisation and efficiency complimented. Meetings organised around reports. Meeting context: Information giving rather than developing mentoring skills. Reminder about writing targets (developmental, SMART, REVIEW model). End of term information with advice on early teaching.

NOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
	Exit interview for Victoria, trainee teacher who left the course.			Feeling or not feeling part of school. Thrown in. Hard to access staff to ask for help.	Mentor really helpful
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally	Absent		Description of what is done rather than driver. Interesting about getting girls to do it themselves - do WHAT themselves?	The administration of reports from ITTCO to mentor to trainee is interesting. Plus getting primary placement done
	Denise with Paula	Some next time I will do this. One suggestion of what to try next time but it is task based.		Language of describing what is happening and Denise evaluates the pupil learning - not trainee learning. Simple statements of what was observed, what needs to be done, what should be done next time. Denise evaluates. Paula states that lesson went quite well and is very quickly cut off and Denise gives a good evaluative summary. No questions relating to Paula's practice. Focus on what they learnt and behaviour. Differentiation because some did not learn enough.	Report is something someone else will sort. Denise not concerned - she has done her bit.
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	Not used explicitly - team room referred to for the talking about it. Kolb - only come to her with the learning part if they cant get sorted elsewhere - so BT needs to know what they need.		Learning is supported by Liz doing things. Systems approach. Took on mentoring as was tidier - not necessarily the best person to be mentor.	Interpersonal relationships with each playing their role is key. Expects new staff to be honest about issues. There is not a Bulmershe way but there is a Bulmershe way! Wants them to be a successful teacher and to fit in. Comments on the school systems. Liz wants clarity and would do it differently but admits that maybe her control freak nature.
	Denise - Trainee teacher mentor to Jo	Telling her stuff and giving experiences but not provoking the thinking. If RPT not thinking we will wait until she does			Isolated and left to get on with it. Team is supportive. Supportive culture but not a culture focused on adult learning
	Christine - NQT mentor to Sally	Familiar with this and has used it		Guide them, challenge, give it to them sometimes,	Intrapersonal comes out about how she works and how she learns - what helps what doesn't
	Sally - NQT (2 interviews) Interview 1 jan 2015				Expectations of NQTs is different to those who are not NQTs. There is some manipulation by experienced staff. Unsure where decisions come from PT or DH. Tech can be helpful but can also get it wrong. HOD tends to come up with solutions that fit her perspective. Experienced team of good teachers and then the inexperienced ones. not understanding or knowing the system comes up a couple of times p17 h1af hour a fortnight mentor time. Rarely see PT. working with LSAs +, workign with experience deputy very good for SK and misconceptions.
	Sally - NQT (2 interviews) Interview 2	Values reflecting and she can get herself round the cycle	clearly articulates an aspect of her professional learning in her observation of deputy		Taalks of PT and HOD and their role. HT role, need to value support of more senior.
	Paula - NQT (2 interviews) Interview 1			Won't do things unless kids are learning. Marking is important as you can see if kids are learning	Sees senior roles and what they need to do. No idea what happens to the report. Scathing about lesson observations
	Paula - NQT (2 interviews) Interview 2	Recognises this and feels that mentor helps Paula learn from the experiences		Report is a tick box thing. Pointless.	

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		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
	Jo - Trainee teacher (2 interviews) Interview 1	Mentoring conversations don't seem feature prominently		Talks about pupil progress in different ways. More confident about what it is now	Christine comes out as a key player but not named mentor. NQTs are a support.
	Jo - Trainee teacher (2 interviews) Interview 2	Christine pushed for the concluding - it is not working. Try something differently. Sally and Paula encourage the same using questions. Mentor Denise does not do this with Jo.		I don't get it. Recognises talk is important and even repeating stuff outloud	Kolb yes. Expansive restrictive. Interpersonal is key to Jo; she cannot reflect constructively alone. She can review but not unpick
	Mary - Technician			SK stuff mentioned for first time?	Sees herself as an informal support, identified early on
	Chris - University tutor	Yes		Trainee learning	Expansive with some restrictive bits. Won't let them out, very strong science identity and belonging in the team. Mentor sees the pupil learning but struggles to unpack the trainee learning
Focus groups (2)	Mentors (Liz, Christine, Denise)	Useful to LN, reflection is a nice idea but reality if little happens		Learning vs support. The term support is often used when I ask about learning	Denise feels isolated, Christine likes to talk and hear what others are doing. Bolster one another's confidence but see that they are each different. NO mention of whole school models of mentoring but there is reference to whole school expectations of them. Senior leaders expect them to manage pupils where HOD etc will support them throwing out pupils until the pupils have learnt the expectations.
	Beginning teachers (Sally, Paula, Jo)			Thinking, thinking more deeply in the interviews one to one	Interpersonal between BTS - wont telltale. Keep each other aloft.
Observation of a mentor meeting (1) lesson feedback	Chris, Denise and Jo with Kelly in background	Jo is reflecting on what she has done in the lesson; there is a lot of description. Denise asks few questions and describes the lesson back. Q about talk and checking learning. Chris asks questions to probe intention and to challenge Jo's thinking. RO from Denise and AC attempted by Chris. Jo struggles to AC.		Is it questions about pupil progress?	There is a power hierarchy in this exchange. Denise defers to Chris and Jo defers to both. She accepts the feedback - does she challenge?
Text data	NQT reports: Sally				Reports completed differently
	NQT reports: Paula				The two reports side by side are interesting
	Trainee teacher reports: Jo				
	Trainee teacher reports: Paula				
	Follow up email responses: Sally				
	Follow up email responses: Jo				
	Follow up email responses: Paula				
Photographs	Collected on the day of field observation in the teamroom and corridors. Plus MTFU evidence				
Field observation	One day in team room	Not in evidence? Mention by LN about independent learning	Yes, some interesting exchanges	SH has several discussions with LN and EC about her lessons. JG interview also taps into this. SH is given consistent guidance but is not hear	Conversation between Liz and Paula re R1 lesson and need to get right evidence. Conversation about next years timetable. Conversation with Sally about consequences of R1 lesson and the how need for help will be interpreted. Help? Learning? Development?
Reflections	Notes following an interview with Jo that was accidentally deleted				
	Research diary				

<b>NOTES</b>				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
Year 1 (Pilot study)					
One to one interviews (6)	Tasha - Deputy Head	p14/15 there is a really good account of the boundary crossing that Tasha expects them to be getting. But it is described in the context of Kolb or coaching type approach which I don't think they actually get. They get the experiences without unpacking them and without any real thought from those in the science team. Teach Learn mentioned	Tasha taking an anti balkanisation position in her description of learning to teach.	Discussion of not yet being involved as not seen as an academic school. Not happy with this local perception. Different rather than better, more labour intensive	Tasha does suggest that the trainees need to be 'right' to fit into the school. She does raise resilience in the meeting at end of year/beginning of year 2?
	Kathy - Professional Tutor	Inclusion in CPD and encouraged to observe elsewhere. Teach Learn mentioned	Again antibalkanization position	Change of processes	'This is how to survive'
	Liz - Head of Department	Expects them to do some things (contribute work) in science. Otherwise she is aware of other experiences they are supposed to get outside the dept. Teach learn comes up. Staff meetings, science training on tracking, dept meetings, little jobs for students, trips, teach-learn.	Does not refer to experiences outside the dept as learning experiences but something they need to do. Seems uninterested.	Misunderstandings what it means	Sometimes they struggle and sometimes they are upset. Honesty and part of us now. Empowering but helping them stick with a hard class. It is hard teaching that kind of resilience where they need to turn it around and move on. It is one of things that makes you or breaks you.
	Denise - Trainee teacher mentor	Involvement in gifted and talented event for one, science club	No mention of others except for technician. Some science teachers not as good. Go out of dept for Teach and Learn event	SD seems to have little impact on Denise. Prof tutor gives information but this is mainly by email and is skimmed not read.	
	Sally - Trainee teacher	Sally likes all the opportunities for learning about the school outside of her lessons. Does not feel she is getting the right kind of support to make sense of her teaching. Is a self starter so will do things but is aware that she might not do the right thing. Aware of INSET and expertise around the school.	Sally sees herself in the wider school. She has contacts in the year team in the SEN team		Sally talks about the need to be proactive and not expecting to be told stuff. The environment is sink or swim type. Sally finds ways of coping with challenges - work arounds?
	Paula - Trainee teacher	A desk, access to teachers, technicians, pro-active teachers who give her information she needs. Trips after school club, involvement in all the dept does.	Paula does not mention those outside the team.		
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'	Encourage participation in Teach/Learn. School trips, dept meetings about differentiation, SEN G+T See TAB in WORKBOOK		Note 121213 that SD seems to have a greater impact on me than on the participants in school. I would have been unlikely to place either trainees in Bulmershe. Impact on me - extra work, extra communication, lots of care around communication.	
Reflections	Research diary				
	Reflections on interviews			Kathy interview SD salaried have a different experience. SD changes are having an impact on Kathy as change of expectations of her.	29-314 Trainees being asked to teach 50% from say 1 and that they don't cause disruption by missing lessons. I use the phrase school getting their money's worth.
Text data	Emails from Kathy Professional tutor			I asked Denise what HTs view of trainees is - she has no idea, haven't talked about it.	

NOTES				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
	Exit interview for Victoria, trainee teacher who left the course.				
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally	Two trainees in same mentor meeting. Communication not strong as confused about timing. Paula leaves to do something else - promise to catch up later	Denise shares how to find out who to observe outside dept by going to deputy head Tasha. She does not know and does not suggest anyone.	Issue re primary placement	not in meeting
	Denise with Paula	Names mentor but trainee learning is not prioritised over pupil learning.	Denise does not know about what happens with reports - someone else's job.	Process and admin 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 dept! Help is available as long as it can be dealt with by prescription. Tough love.	Yes. Tiger mother and does not let them out	How to manage marking policy, progress monitoring.	10 hour days, work hard and stop, play hard, socialise together.
	Denise - Trainee teacher mentor to Jo	Part time with 3 then 2 trainees, not able to attend mentor meeting, told stuff but not part of an active community	Doesn't get out of the dept	Now RPT judged by pupil progress. NO mention of SD except for impact on structure of course	Pressure of good teachers
	Christine - NQT mentor to Sally	Lots of expansive but recognises that what happens outside the dept isn't known about	Isolated dept, long stayers, most use team room, one does not	Progress comes up, plus the form filling for NQTs	MTFU band is used to help them survive the culture
	Sally - NQT (2 interviews) Interview 1 jan 2015	Mentions specifics that she takes to Christine p8, specific people that support with SK and who helps with what. Working on cutting corners with Christine and Kelly.		Lesson obs is downgraded because books not marked	Managing the surveillance seems to be more important than the pupil learning
	Sally - NQT (2 interviews) Interview 2	Progression is easier once NQT is in the bag	She is less aware than others. Sees a very tight inner team	nope	Discussed with reference to MTFU
	Paula - NQT (2 interviews) Interview 1			nope	MTFU band discussed and mentors interventions
	Paula - NQT (2 interviews) Interview 2	Says dept is expansive	Does not talk about anything outside of the dept team except for her form group in passing	Ofsted judgments	

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		Expansive and restrictive aspects of the workplace learning environment	Balkanization	School Direct	Resilience
	Jo - Trainee teacher (2 interviews) Interview 1	Talks about working with other trainees but not getting out enough to see lessons outside of science.		School placement seems key and she thinks she is lucky to have found Bulmershe. SD would have meant training elsewhere	Crying bout is key and how she describes Christine telling gher off like her mum would have done
	Jo - Trainee teacher (2 interviews) Interview 2				
		HT wants her to visit other depts	Not out much	Progress is a theme since christmas	Description of wearing the blue band is a critical bit of interview
	Mary - Technician	Expansive in some ways.	Yes	?	
	Chris - University tutor	Expansive mainly (expansive plus as team mentoring)	Yes	Some particular SD when the trainee is not working/settling in well. Ofsted is the only game in town.	Challenging school?
Focus groups (2)	Mentors (Liz, Christine, Denise)				
	Beginning teachers (Sally, Paula, Jo)				
Observation of a mentor meeting (1) <b>lesson feedback</b>	Chris, Denise and Jo with Kelly in background	There is a particular model in Denise's head, Jo's head and Chris's head.			
Text data	NQT reports: Sally	Different ways of completing report shows that different approaches accepted		Not noticeable	
	NQT reports: Paula				
	Trainee teacher reports: Jo				
	Trainee teacher reports: Paula				
	Follow up email responses: Sally	Able to talk about this model and says it is broadly expansive		SD allowed Sally to have a choice over her school	
	Follow up email responses: Jo				
	Follow up email responses: Paula				
Photographs	Collected on the day of field observation in the teamroom and corridors. <b>Plus MTFU evidence</b>				
Field observation	One day in team room	There is a team room which must be a positive. There is coffee and food on offer for all.	Few come into the team room. They don't stay long and it is the hub that most return to. Mary is there most of the time tending the filing/filing cabinets. Eating happens, social chat happens, it is a comfortable space but it is cramped, crowded, cluttered and prob unhygienic. Staff room not far away. Incident with injured child is very interesting. No one intervenes or helps.	no evidence of SD policy. Ofsted and progress	Lots of care but it is not everyone's cup of tea!
Reflections	Notes following an interview with Jo that was accidentally deleted				
	Research diary				

<b>NOTES</b>				
		Addictive presentism (a particular focus on pupil progress and pupil data)		
Year 1 (Pilot study)				
One to one interviews (6)	Tasha - Deputy Head	N D		
	Kathy - Professional Tutor	N D	Kathy seems to have a very functional process based view of ITT. School clearly wants to grow their own and this is part of the institutional view.	
	Liz - Head of Department	Says how busy she is. She talks about trackign with the trainees in the first term and gets them involved. This is sharing her obsession and her perspective that this is very important. ? Impact at this stage.	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.	
	Denise - Trainee teacher mentor	General mention of being busy and want to make sure that trainees are supported without taking up the team's time. Denise supports three trainees although she is part time. She mentions how valuable she found only an hour a week with her own mentor when a trainee	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 specic artifacts: how to order equipment, where to find things, working with the technician.	
	Sally - Trainee teacher	Time is a big issue.	Sally is very knowing about what is happening to her and her evaluation is spot on	
	Paula - Trainee teacher			
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'			
Reflections	Research diary			
	Reflections on interviews	Conversation seems to be about tests and results and putting rockets up some KS4 groups. Tracking in evidence.		
Text data	Emails from Kathy Professional tutor			

<b>NOTES</b>				
		Addictive presentism (a particular focus on pupil progress and pupil data)		
	Exit interview for Victoria, trainee teacher who left the course.		Working from BKs notes	
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally	Exchange at end with Denise and Sally that is really about lack of mentoring for Sally and Denise accepting it but saying Christopher at uni is not worried. Part time mentor with 3 trainees. Mentor copes by being organised about what needs to be done - ticking boxes. No lesson to umpick. Talking superficially about other teachers classes.		
	Denise with Paula	Denise does not hear Paula say she failed to order the books the third time when she asks if P had ordered them. Paula is being open about this from the start and it has come up twice already. The lesson feedback is focussed on pupil learning and pointing out when they did not learn as much or written down as much as they should. These incidents are pointed out as things that need to be followed up rather than learning points to be unpacked with Paula. Pupil learning gaps are more important here. PACE feedback done and dusted then onto admin	Similar evaluative summary to Steph lesson in year 2. Same comment about having the teaching sorted. General praise and really goods.	
Summaries of year 1 interviews (written at start of year 2)	Liz			
	Paula			
	Sally			
	Audio file with Denise			
<b>Year 2</b>				
One to one interviews (11)	Liz - HOD and NQT mentor to Paula	Frantic speed of work.	Liz does not talk about her own feelings. And is silent for a while when asked? Talks about being harsh, hard, Aspergers, that is the way she is, control freak.	Need to listen to the recording again and double check - FIRST IMPRESSIONS
	Denise - Trainee teacher mentor to Jo	Pupil progress comes up a lot but as a way of judging the trainee. Proxy for trainee progress?	Limited awareness of what is needed for own learning and also trainee learning. Information and doing things comes up a lot. Thinking mentioned once. Lack of effort mentioned once (on the part of the trainee). Others are natural. Watching good or outstanding teachers doing it right.	
	Christine - NQT mentor to Sally	Pupil progress is key but recognised as a learning step	Very able to articulate learning. This is complex and her own lived experience of mentoring and teaching is easily described. Meta cognition	Very different to Jo and holds Jo in high regard but says she is too nice and tells her so.
	Sally - NQT (2 interviews) Interview 1 jan 2015			
	Sally - NQT (2 interviews) Interview 2	Business of team commented on. What it is to be in a successful dept.		
	Paula - NQT (2 interviews) Interview 1	Marking routine is described		
	Paula - NQT (2 interviews) Interview 2	Need to move on and leave things that you are not going to worry about or you cant change		

<b>NOTES</b>				
		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		This is Jo's very first job. Not even had a part time job but she has done voluntary work. Mum is a teacher. She is perceived as a copier.	
	Mary - Technician	Not evident in Jo's world.		
		Focus on progress??		
	Chris - University tutor			
		Some mention of it	Key point is the mentors getting caught up on pupil learning and struggling to unpack trainee learning	
Focus groups (2)	Mentors (Liz, Christine, Denise)			
		We don't reflect and we done evaluate because we're going to fast.You're so busy, you've got so many other things.	A number of dimensions emerge: support vs learning, support vs taking responsibilities, christine takes on a learning role in the meeting and offers a couple of new ways of seeing things. Matching mentors to teachers, how we need to be the kind of mentor that works for us, Christine finds the models thought provoking. Liz still cannot talk about her feelings	
	Beginning teachers (Sally, Paula, Jo)			
Observation of a mentor meeting (1) <b>lesson feedback</b>	Chris, Denise and Jo with Kelly in background			
Text data	NQT reports: Sally			
	NQT reports: Paula			
	Trainee teacher reports: Jo			
	Trainee teacher reports: Paula			
	Follow up email responses: Sally			
	Follow up email responses: Jo			
	Follow up email responses: Paula			
Photographs	Collected on the day of field observation in the teamroom and corridors. <b>Plus MTEU evidence</b>			
Field observation	One day in team room			
		YES Look at eating, time off is moments.		
Reflections	Notes following an interview with Jo that was accidentally deleted			
	Research diary			

QUOTES		RQ1 What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?			RQ2 How is 'learning to teach' articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences'
		Resilience	The role of the team room	'Lived experience' emergent from the discourse in the interviews (phenomenological approach)	Metaphors for learning
Year 1 (Pilot study)					
One to one interviews (6)	Tasha - Deputy Head	in a profession where there is a lot of stress and pressure, and when you're learning and you're starting out in the trade, we would like to make it as smooth and easy going as possible, whilst being realistic p20	You know, if going into the science faculty room is like going into the lions den, it will be a miserable experience for a trainee or a new member of staff. It needs to be warm, friendly, supportive, 'talky' and people need to feel that when they're there, or if they go into the faculty room and they ask a question, people aren't going to go, 'Oh, she doesn't know!' That it's safe, that's the safe learning environment p19	I liken it to the child's relationship with a grandparent p8 (wrt technicians)	
	Kathy - Professional Tutor		how can we make sure that this is somebody who we'd like to apply and have as part of our team? I think that's also a huge issue so, in effect, the year, or part year as it was, becomes a long interview. And you mould somebody into what you'd like them to be for the future and make them feel part of things p3		
	Liz - Head of Department	I'm not a great believer in swapping classes over midway through, I think if someone's got a class, they should stick with it. p7 (support) so that they can succeed, rather than fall with it, because that's not the role and I think my role is to show [Jackie] how to get them to succeed and how to show them that, I guess, failure isn't really an option, it's - and we're all in it together. ... I think in the department we try to empower students and trainee teachers, rather than just tell them to follow this. p8 that's hard and teaching them that, learning that kind of resilience, I think is one of the things that makes or breaks you. (on lesson planning) p12	And it's nice that there are so many people in one place doing it for the right reasons, but also everyone has a bit of a laugh as well, which is nice p16	We're quite accepting of various teachers. I mean my belief is that, you know, one size doesn't fit all for lessons and it's about finding your place in your teaching, finding your style, finding your bit. Obviously we follow the same structure but, you know, people do things in different ways and it's about developing those students. I think that is another thing that I think we do quite well, that we're aware that we are developing those students as teachers themselves. We're developing their strengths and their skills, we're not putting our skills. p6/7 I guess we want to encourage them to be the best teacher they can be in their own, with their own style p7	
	Denise - Trainee teacher mentor			So, also, I'm new into the job so I really remember what it was like being a trainee, so I feel like I can really empathise with the trainees, what they're going through, the pressures they're under, the things that they're finding hard, the things that aren't so hard for them. And it just suits me. I'm quite a sort of nurturing person anyway, so I think it helps in that regard that I'm like that, and I enjoy doing it. I enjoy seeing the trainees improve. I just really like it, it's really satisfying, so it really suits me to be honest. p2 It gives them a good grounding and it really stretches them in all areas, you know, I think you would be involved in everything at [name of school], to be honest, any aspect of teacher training, so ... p3	
	Sally - Trainee teacher				

QUOTES		RQ1 What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?			RQ2 How is 'learning to teach' articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences'
		Resilience	The role of the team room	'Lived experience' emergent from the discourse in the interviews (phenomenological approach)	Metaphors for learning
	Paula - Trainee teacher		There's a big, friendly team, or family, and, yeah, everyone gets on well. It's nice. The whole department just gels... You walk in and you get offered a cup of coffee. ... again beautiful lab techs just do everything for us. Even get the coffee going. P9		
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'				
Reflections	Research diary				
	Reflections on interviews				
Text data	Emails from Kathy Professional tutor				
	Exit interview for Victoria, trainee teacher who left the course.				
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally				
	Denise with Paula				
Year 2					
One to one interviews (11)	Liz - HOD and NQT mentor to Paula				
	Denise - Trainee teacher mentor to Jo				
	Christine - NQT mentor to Sally				
	Sally - NQT (2 interviews) Interview 1	p36 Like the marking, making sure you're absolutely following every procedure, for example have you set every detention for every child that you should have set, all of that stuff. Sometimes it feels like, sometimes it feels like it's a parent, child relationship between me and perhaps Lindsay, head of department, doesn't quite feel, doesn't feel equal. Sometimes it feels like, yeah I mean that stuff about the marking and shit OK, my books weren't marked when I had an inspection, therefore all of my books have to be marked and a concern raised on your, I was like why? ... chat with Lou and she's just, go, deal, just make sure you do it, almost like a game, just do it. Play the game. And that's probably fair enough I suppose but	p32 I find it difficult to work down in the faculty room because it's noisy and I've got Lou and Lindsay behind me yick yacking about whatever it might be, so I find the distractions, my desk is really small there and I haven't got a computer at my desk but also I just tend to go off and, I get, I find, I get quite stressed with, sometimes with Lindsay around. I find the pressure of, of the, you got to do that difficult so I just go and hide in my room.	p2 being uptight about not doing the job completely 100% as I'm told I have to do it and knowing where I can cut corners. P3 I know which corners to cut and I see that. p4 so there's a bit of system manipulation although I'm being told I have to do things as an NQT, there are plenty of examples where the teachers who are telling me to do p8 I'm more independent now and there's more independent learning where I decide about which things I want to take to my mentor for discussion and who I and where I go and get that information from those things are also not doing those and cutting corners.	

QUOTES		RQ1 What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?			RQ2 How is 'learning to teach' articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences'
		Resilience	The role of the team room	'Lived experience' emergent from the discourse in the interviews (phenomenological approach)	Metaphors for learning
	Sally - NQT (2 interviews) Interview 2				
	Paula - NQT (2 interviews) Interview 1				
	Paula - NQT (2 interviews) Interview 2				

QUOTES		RQ1 What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?			RQ2 How is 'learning to teach' articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences'
		Resilience	The role of the team room	'Lived experience' emergent from the discourse in the interviews (phenomenological approach)	Metaphors for learning
	Jo - Trainee teacher (2 interviews) Interview 1		It's just so open and having been at my second school as well, where it was a completely different kind of feeling in the office, the office was completely differently laid out, it was very narrow and very claustrophobic and I think, for me, I have to be open and have people to talk to and I don't like hiding in a corner and not talking to anyone. I talked far too much and it's quite nice to be in the atmosphere where I can do that and people will respond and then we'll just have strange conversations that suddenly mean we've loads planned and sorted. But it's, yeah, I don't know, it's probably just my personality type that I work better there than I would somewhere else, so yeah, I don't really know.p6 I think, because I could be in an open space and then nobody be talking to each other and while it wouldn't be 100% lovely it would still be nice to know that there is space around me, that I can just sprawl, even if it's just my mind is sprawling into that space and not me and that's quite nice to have. But it's definitely the people as well, having, being able to talk to people and actually explain things and bounce off people in a constructive way, that's really, really, really good. p7	Yeah. It felt like being told off by my mum which was probably what did it I think. It sounds really bad actually, but Lou is very mumsy, so when she strict I was a bit like OK, this is it now, that's it, gone. But I think I needed it and I did tell her afterwards actually that I'd needed that so badly but, because I do need someone to get strict with me. It's all very well telling me but sometimes you've actually got put the force there as well, because I know I need to do something about but won't fully get how bad that is until it's got to the point where they have to actually tell properly, does that make sense? p12 (the big wobble) Reflection is quite difficult for me p21. But I haven't gathered very much good evidence I don't think apart from my mini cry. p23	
	Jo - Trainee teacher (2 interviews) Interview 2			I think it did take me a good two three weeks to get out of the wobble and there were a couple of little wobbles after, but I needed that kick start I think, to actually realise I was not OK. I think I'd been putting it off and going, no I can get through this and then it just completely, no I can't do this anymore I need to, yeah p4	
	Mary - Technician	"There's just somebody else you can whinge at who's not I suppose directly involved isn't it?" p5		"If they haven't got physics subject knowledge they definitely come to me" p7 "how our discipline system works and that type of thing, general areas. How do they put a child in detention, that type of thing." p7	
	Chris - University tutor	"there's always been a core of very supportive staff" p3 "there was a feeling that trainees were supported and they were supported well by the people that were involved with them but there wasn't a cohesive department structure" p3 "since Lindsey has arrived there's been, she's very involved in the development of the trainees and she knows where the trainees are, she's involved in, with the mentoring, arranging which classes they go into and she, I get the impression that she very much makes the trainees feel part of the department, they're not an add on" p4 "they feel like they're part of something" p20 "they give them a sense of identity and belonging" p20		"yes, you do see it differently because you're not involved in that same little school ecosystem" p10 "I think what I expect to see is I expect to see that the trainee has moved on significantly each time and if that's happening well, it's easy to identify the factors that have contributed to that. Equally if it's not going well, it's easy to see the factors that contributed to that because you see the department, you see that working environment as an outsider, so you can see the interactions that people have with each other," p10	

QUOTES		RQ1 What is the nature of the learning environment of a science department as experienced by trainee or beginning teachers?			RQ2 How is 'learning to teach' articulated by members of the science community of practice-ITT including trainee teachers and their mentors? Do they draw on shared models when they describe their experiences'
		Resilience	The role of the team room	'Lived experience' emergent from the discourse in the interviews (phenomenological approach)	Metaphors for learning
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				
Text data	NQT reports: Sally				
	NQT reports: Paula				
	Trainee teacher reports: Sally				
	Trainee teacher reports: Jo				
	Trainee teacher reports: Paula				
	Follow up email responses: Sally				
	Follow up email responses: Jo				
	Follow up email responses: Paula				
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				

QUOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
Year 1 (Pilot study)					
One to one interviews (6)	Tasha - Deputy Head			there's range and there's encouragement to be exploratory and to really you know find what works for you p7 they need to have the science teaching team behind them, providing the coaching, the opportunity for reflection, asking the questions, providing the gap fillers where the trainees need the support and help and they need to provide a nice environment. You know, if going into the science faculty room is like going into the lions' den, it will be a miserable experience for a trainee or a new member of staff. It needs to be warm, friendly, supportive, 'talky' and people need to feel that when they're there, or if they go into the faculty room and they ask a question, people aren't going to go, 'Oh, she doesn't know!' That it's safe, that's the safe learning environment p19	Obviously we are aware of our profile and status within the [Wokingham] Federation and we want to do our bit p2 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 team, collegiate approach p2
	Kathy - Professional Tutor				
	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 enjoyed the luxury of having somebody, you know, mentor us and give us help and show us the way forward 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 p2/3
	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 RPT's manual or something from our department's point of view, so when they start ...For me to be able to give them something and say, 'Right, this is where you find this, this is where you find that' and have it all in a manual for them, so that they wouldn't feel like they have to bother teachers all the time and ask for things and all of that kind of thing. 'Cos I remember what it was like when you didn't have a clue where anything was and what to do and all that. p8/9 ...But, to be honest, they've been good, very good, very, you know the first few weeks they were finding their feet but they're very resourceful and they just get on with it and, you know, they're not that needy. p9	[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 if I was struggling and I said, 'Look guys, I need somebody to do this for me', somebody would. But so far, touch wood, that hasn't happened, so, I don't know. p8.
	Sally - Trainee teacher				

QUOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
	Paula - Trainee teacher			The fact that they go over our lesson plans and feed back to us with areas that they think might not work or, like sometimes I'll email [name] and she'll email back saying, 'You do realise your plan only covers 40 minutes', and I'll be like, 'Ooh, I didn't notice that; I must have counted it up wrong... Yes, so she looks out for me in the whole, 'I don't think that's going to work.' Or she'll read it through and say, 'This group's better suited to this learning style, rather than that - maybe you should try this.' A lot of my feedback is based on how I could have done it better, so EBI - she's very much focussed on what I could do better, rather than what I did well, because I don't really need the praise, I need to ... 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. I think she does that really well. Instead of like, 'Oh, you did so good, for a trainee you're doing really well,' 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 patronise us. p8 (from mentor)	
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'				
Reflections	Research diary				
	Reflections on interviews				
Text data	Emails from Kathy Professional tutor				
	Exit interview for Victoria, trainee teacher who left the course.				
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally				
	Denise with Paula				
Year 2					
One to one interviews (11)	Liz - HOD and NQT mentor to Paula				
	Denise - Trainee teacher mentor to Jo				
	Christine - NQT mentor to Sally				
	Sally - NQT (2 interviews) Interview 1			p7 So that was a bit frustrating at first to realise it's not what you do, you've got to be able to show that you can do it.	p3 The examples that I've seen are around things like, instructions from head of department and discussions I've sort of had with my mentor. P5 it was noted on my NQT term one report as though it was a potential issue for concern that my books weren't necessarily marked in accordance with the marking policy. And then I had to have all of my books, all eleven classes checked by my mentor. p6 I got, the issue was, was I'd almost got an outstanding, I'd got pretty much close to an outstanding on my observation except for the books being marked which brought it down to a low good.

QUOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
	Sally - NQT (2 interviews) Interview 2				
	Paula - NQT (2 interviews) Interview 1				
	Paula - NQT (2 interviews) Interview 2				

QUOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
	Jo - Trainee teacher (2 interviews) Interview 1				
	Jo - Trainee teacher (2 interviews) Interview 2	<p>Yes, and I got stuck in that I think, for a little while. And then I had my wobble and I think I then started with the experimentation and the conceptualisation again because I'd then started to talk more, rather than try and hide behind this image that I could cope. That, yeah, so I think I'd cut myself off basically from these two, I had no active experimentation</p> <p><b>What you're saying there, we're talking about experiential learning cycle, is that you needed to be willing to do that.</b></p> <p>Yeah, I need to do the abstract conceptualisation.</p> <p><b>Yeah, because it's risky, yeah.</b></p> <p>Yeah, and I think at that point I was scared as well, I felt like I wasn't doing well enough and I was scared of saying it, which I think even though everyone of you were saying, you have to say it, don't worry about it, we'll get you through it. It was still a bit like, if I say it what's going to happen next? So, and I didn't want to be disappointing myself or anyone else.</p>			
	Mary - Technician			"And they'll (mentor) 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
	Chris - University tutor			"I will want the trainee to really think about, the crux of the learning, that the pupil learning, not what they have done to the pupils, but what the pupils have done themselves" p7 "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 in your behaviour? Is there a change in the things that you're doing? I'm not sure that the, I think you have to have a really good mentor, a really good mentor, to be able to identify, to help the trainee identify their learning. Because it's hard, it's very different working with children and adults." p12	"I know the type of questions that Jackie will ask, as she does ask the same, almost two stars and a wish, she'll wrap it up nice and quickly" p7 "I think the mentor will see it very much from a school view rather than one that's developing that individual"... "I think it's easy for the mentor to focus on the pupil learning but it's harder for the mentor to focus on the trainee learning" p11 "they do offer personal development but it will be school and departmental focused, it's all focused on Ofsted. Schools unfortunately don't really have much of a mind's eye view beyond Ofsted" p17

QUOTES					RQ3 How do models of work place learning reveal the culture of learning in the science department?
		Kolb's learning cycle	Professional vision	Language of learning emergent from the discourse	Intrapersonal, interpersonal and institutional aspects of the COP-ITT
Focus groups (2)	Mentors (Liz, Christine, Denise)				Liz p6 "I think also it's about supporting them quite aggressively in their behaviour management in terms of, I'll, they'll come into me sometimes and they'll say, duh duh duh, and I'll say, well why were they still in there, why didn't you kick them out? And they're, yeah but the senior leaders will think I'm awful, and I do a big thing with the senior leaders where I say, they're out, there's no"
	Beginning teachers (Sally, Paula, Jo)				
Observation of a mentor meeting (1) lesson feedback	Chris, Denise and Jo with Kelly in background				
Text data	NQT reports: Sally				
	NQT reports: Paula				
	Trainee teacher 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				
Reflections	Notes following an interview with Jo that was accidentally deleted				
	Research diary				

QUOTES				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
Year 1 (Pilot study)					
One to one interviews (6)	Tasha - Deputy Head				we say this as being the way of developing teachers for the future who are skill appropriate and professionalism appropriate, to work at this school p2it's a very good way of recruiting staff to the school who have their eyes open to what sort of a school and what sort of children and what sort of learning environment and what sort of processes and policies the school operates p2/3
	Kathy - Professional Tutor				
	Liz - Head of Department	We're very up for people having different styles and different things and we've got a lot of different styles of teachers in this department. We do it different ways and, like I said before, what we want to do is develop the teachers in their style, not in our style. p17			
	Denise - Trainee teacher mentor	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 RPTs, so other teachers, the support staff like the technicians, in fact the technicians play a really big part in supporting them because they're struggling with balancing everything and when it comes to ordering equipment and things like that, that sometimes gets left to the last, so, if the technicians are really strong and supporting them with that, that really helps them. p4			
	Sally - Trainee teacher				

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	Paula - Trainee teacher	They encourage professional development. They sent me and (Clare) off to do the Friday morning Teach/Learn sessions to then feed back to the group. Teach/Learn. So we represent the science department. P6			
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'				
Reflections	Research diary				
	Reflections on interviews				
Text data	Emails from Kathy Professional tutor				
	Exit interview for Victoria, trainee teacher who left the course.				
Observation of Mentor meetings (2)	Denise with Paula and Sally then just Sally				
	Denise with Paula				
Year 2					
One to one interviews (11)	Liz - HOD and NQT mentor to Paula		They don't really go to other departments. I think that's quite a good thing isn't it? P19		
	Denise - Trainee teacher mentor to Jo				
	Christine - NQT mentor to Sally				
	Sally - NQT (2 interviews) Interview 1				

QUOTES				RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?	
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	Sally - NQT (2 interviews) Interview 2				<p>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, sitting there and panicking is not going to get you down there, if someone just says right just go and bloody do it, get down there and get to the bottom, and there are times when you need to be, have somebody just tell you to go and do it because if you sit there and think about it you won't do it, you'll dig yourself in, you'll panic about your, you'll, you'll paralyse yourself and man the fuck up thing is a kind of a stop point at which point you stop yourself from spiralling down. You know when you get in a spiral and you go down and down and down and I think the way that man the fuck up is used is a stop point to stop you from going all the way down. To have sat in an assembly when Richard Staton has gone onto the sevens, so one of things, sat in my Year 7's assembly and we all did it to every year about boys and how no one should ever be told to man the fuck up or to man up and I was like well you should try going into our science department then. p10 And I think although man the fuck up is, you know, you get the band there is, you also know that there is a lot of love and support underneath with the department. So I think it, because that</p>
	Paula - NQT (2 interviews) Interview 1				<p>What she means is pull yourself together, stop crying over it, it's nothing. She says to me, will this matter in an hour? If that's yes, will it matter in a day? Week, what about a month, six months, a year, ten years, will it matter? No, now stop snivelling and pull yourself together. It's only because the saying, it's an Australian did a rant on YouTube and he got really famous for it, Man the eff Up, I don't want to swear on your tape.</p> <p>No you can, it's fine.</p> <p>That got viral and he, there was wristbands made with it written on, that's where she got the wristband and I remember having a good old cry and sob, and she went, oh Ro, man up and she threw this wristband at me and she went, put that on and go and teach your lesson. So I put the man up band on, hid it under my sleeve and went and taught my lesson. I came back in and went, I manned right up. The irony of it is our department are all women, so. p9</p>
	Paula - NQT (2 interviews) Interview 2				<p>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 a child told you that your lesson was boring? Why do you care? The child walked into your classroom in a mood and of course the first thing they're going to do is tell you this is boring. Don't cry.</p> <p>Man the fuck up.</p> <p>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 but when somebody tells you, oh man up and you sit there and you think about the situation and you think, why am I crying and you sit back and think, I'm actually crying because I've just got some books to mark. I am a teacher this is part of my job. p7</p>

QUOTES				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				
	Jo - Trainee teacher (2 interviews) 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 you're going to have to wear this band. And it's a joke but it also makes you go, yeah OK I can do this, they're here to help me, we can get through this together. p21 I just got to that point where I was like, right OK I'm now ashamed, I have to do something about this. And it was just like a kick up the arse basically. It was kind of a joking way but at the same time I was crying when they gave it to me. And I was like, OK right I could do this, I could do this now. But I actually felt like I could do it, I don't know why but it just, it was just something jokey that helped push me on a bit. I don't think it would work with everyone but it worked with me. So, it wouldn't, I can think of a few people p22 I think if you can't take that kind of, right OK, you need to just do this now. Then, but know that there's the support there. If you know the support is there, I think you'll be fine, but I think you've got to be able to put up with that because you just won't fit in 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 talking to anyone, but the fact that we do all talk to each other means that if you've got
	Mary - Technician	"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 quite open yeah. Oh no we're definitely not prescriptive at all" p9			
	Chris - University tutor	"you can see that the majority of them enjoy working there and that brings the trainees together, for me" p4 "I'm not trying to be critical of some of the teachers that we work with, but there's not always an appreciation, I don't feel, of what's gone on in the classroom beyond process and beyond, well that box is ticked, you've done that, you've done that, you've done that, you've done that." p7 "perhaps at the same time they are slightly ambivalent 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." p19		"in the past I probably would have pushed just for a little bit more time for her" "I find as a tutor you're put in a difficult situation because I don't want to put more stress on the trainee to turn around and say, well good's not good enough, because they're going to have enough of that in their career" p12	

QUOTES				RQ4 What are the wider factors that are affecting the learning environment for trainee and beginning teachers?	
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Focus groups (2)	Mentors (Liz, Christine, Denise)				Liz p8 "And we throw, and I think that makes them learn, doesn't it?" Denise p8 "Makes them take responsibility for it" Liz p9 "And it's a physical thing about owning the problem" Liz p9 "Do something about it, give it back when the problem's solved"
	Beginning teachers (Sally, Paula, Jo)				
Observation of a mentor meeting (1) lesson feedback	Chris, Denise and Jo with Kelly in background				
Text data	NQT reports: Sally				
	NQT reports: Paula				
	Trainee teacher reports: Sally				
	Trainee teacher reports: Jo				
	Trainee teacher reports: Paula				
	Follow up email responses: Sally				
	Follow up email responses: Jo				
	Follow up email responses: Paula				
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				

QUOTES			
		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	I'm up to my eyes in it here p8	
	Denise - Trainee teacher mentor		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 artifacts: how to order equipment, where to find things, working with the technician.
	Sally - Trainee teacher		

QUOTES			
		Addictive presentism (a particular focus on pupil progress and pupil data)	
	Paula - Trainee teacher		
Images (6)	Spider diagrams drawn by the participants of the 'learning environment'		
Reflections	Research diary		
	Reflections on interviews		
Text data	Emails from Kathy Professional tutor		
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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	Does me asking you these questions, every year at the minute, does it make you think again? Had I got time to think again I probably would. P15	
	Denise - Trainee teacher mentor to Jo		
	Christine - NQT mentor to Sally		P13 "And there are people in there who are great at doing that sitting them down, come on, right this is what you're going to do, this is how we're going to support you, this is, we're going to sort it out, there's great listeners in there, there's great resources, there's people who have just been through NQT who can go actually I, we've got such a range of ages and people at different stages in their career it's really, really good for them" links support to the band
	Sally - NQT (2 interviews) Interview 1	p3 things around the marking policies and book checks, we must be marking like this and this and this, actually the reality of it is that everyone goes into a blind panic the week before and make sure their markings all up to date.	

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		

QUOTES			
		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		Support p1 "any questions, any support they need, any practice with practicals ... I show them where everything is, the schemes of work and all that, where the worksheets are" p2 "I'm just there when they get stuck, when they don't know who to ask"
	Chris - University tutor		Supportive p5 BTs can talk openly, ex trainees know what it is like "there are a significant number of that department that haven't forgotten and don't forget that it was difficult" p22 "that's a supportive environment, you feel like you belong to something" p20 "mainly it's that there's actually a good mix of styles there and that creates a supportive environment. I hate that word actually, supportive because in school that generally means that you're out on your ear if you're being supported. But they do and I think that comes a little bit from historical reason of the school having a chip on its shoulder, still. That they really feel like they've got something to prove"

QUOTES			
		Addictive presentism (a particular focus on pupil progress and pupil data)	
Focus groups (2)	Mentors (Liz, Christine, Denise)	And I think we don't reflect and we don't evaluate because we're going so fast. P2 Liz you know how schools go, they go real quick and basically you spend your time firefighting p3 Liz	Liz p4 "You have to give them as much encouragement and resilience and support, you can do it, off you go, get back in there, pick yourself up and do it. However, when things go badly wrong, you do have to have things in place where you can diffuse the situation"
	Beginning teachers (Sally, Paula, Jo)		
Observation of a mentor meeting (1) lesson feedback	Chris, Denise and Jo with Kelly in background		
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