

INTERIM REVIEW EVALUATION INTERVIEW
ASP DVD Disc One (Fitzwilliam and Luton Triads)

November-December 2008

I Interviewer 1 (Frances Sword)
I2 Interviewer 2 (Philip Stephenson)
TR1 Respondent 1 – Trainee (Helen Daniels)
TR2 Respondent 2 – Trainee (Julie Christie)
T Respondent 3 – Teacher (Mary Williams)
ME Respondent 4 – Museum Educator (Sarah Burles)

CHANGING THINKING

I I'm just interested in, all four of you, whether any aspect of this work, working together I mean, has shifted your thinking about teaching and learning. Whether there's been any, I mean it's very difficult to say but if you can imagine not having done this and just you carried on doing your work and you carried on doing your work and you carried on doing your training and you'd never met and never done this. And I'm just interested in whether the... I mean I was very interested in what you said about the course and how you found the fact that there were teachers and there were museum educators and there were ITT professionals and there were trainees working together. And I feel that, I feel that something special happens when these worlds all [? 214]. I'm just interested in, if you can imagine not having done this, and then whether there is any shift in your thinking about learning and teaching.

T I think from my perspective, because I haven't been very actively involved with you, but listening to what you're saying, the thing that I think will make a big difference is your opportunity to see so many different educators, be they teachers or museum educators, you're going to get a much wider range of ideas and teaching styles and learning styles. And I think that's fantastic. Having sort of mentored all sorts of different types of trainees through PGCE or GTP, but they normally only get maybe two or three teachers to actually have as an exemplar, and you're getting so many. I think that's really interesting. That's the bit that I find kind of fascinating maybe. As well as the actual being in the museum, it's just the opportunity to see so many different...

I Are you aware that some of the teachers who have been your exemplars aren't trained teachers?

TR1 Yes.

TR2 Yes.

I Has that made any difference?

TR1 Because the Egyptian session we watched on Monday, that was with a trained teacher, and the one we watched today I think was with an untrained teacher. And they definitely have different approaches. Whether that's down to an individual, or whether that's down to training or not training I'm not sure. But having someone that's an expert in their area, because they're an expert and because they obviously love it so much and it's a part of them, it doesn't matter that they haven't had the training is what I noticed. And obviously the standards here are very high so I'm not sure if it would be the same everywhere. But it doesn't matter, because what I've

noticed, especially if you love it, they'll love it. So if you're enthusiastic about it, they'll be enthusiastic about it and it doesn't, almost doesn't matter, like in which way you portray that and in which way you do that. Because when they come to a museum, you know, this isn't about what you're going to be assessed on, you've got no SATS to do about it. In the end it's about your enjoyment and you're developing your interest for it. So therefore it doesn't matter. I don't know if you agree with that.

TR2 Definitely.

I Has that shifted your idea or your thinking about what a teacher is? It's just that you know, I mean, you can cut this but [laughter] but I think that you know, we get into kind of thinking that a teacher has to be someone who has done this and got the qualification and der der der. But actually is a teacher is anybody who can teach and kids come into contact with all sorts of people who teach them all sorts of stuff?

TR1 That was what I was going to say in answer to your first question was that being here has really kind of taken me out of the, the lectured kind of thing. The course has been excellent, the Faculty obviously, but you do get very into, well I have to teach a lesson on this, and in it I have to have a plenary and this about [laughter] and it's, it's so difficult to think outside that box and still include all the things that you're meant to and you're being observed for and you know. So seeing that it's possible to deliver a very good lesson like they do in the gallery without having, you know it's not that they don't do all those things, but it's not the be all and end all of their session. And yet the children learn so much from it that that's been really really refreshing as it were and quite encouraging. And it's like you were saying about confidence, it's having the confidence to go in with something that's maybe not, you know, five minute starter and this and that, and yet they would know that it would work and that the children would respond, be able to respond to it.

TR2 And the way, as we've spoken to everyone after the sessions, the way they've said, "Oh I adapted it slightly to go with, following their trail of thought," or you know, they built in words.

TR1 If you're at school and you go off your plan it's like/

TR2 Oh no. . .

TR1 . . . it's the end of the world.

TR1/2 [overlapping dialogue] Yes, right. So it was interesting to have more/No, but you know, it shouldn't be but you know, it can feel like that.

TR1 Yes, when you're training and you, like when you're doing your first year and you know, you give your plan in and you're expected to stick to it because, you know, that's the way I feel at the moment.

I So do you think this has upped your confidence as educators?

TR1 Definitely, because I think once you're more comfortable in your ability you realise well, actually if I don't think it's going the way I want I will change it. Whereas I think it's quite easy to think to yourself, no I'll stick to it and I'll be safe and I'll do what, you know, I'd planned.

TR2 That's more what it is. It's not that I cannot change it. It's, oh I don't know if everything will, you know, go upside down because I've changed something.