

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)

DECONSTRUCTION

TR2 And one of the other main things that we really liked was the afternoons we've kind of been able to speak to the teachers or the museum teachers and ask what they were actually doing. You know, and they usually have, you know, they have all these kind of ideas of why they did certain things but you don't get the chance to do that in school, you don't have the chance to ask the teacher, you know have an hour's worth of conversation about what they were doing and that has been so helpful hasn't it?

TR1 Yes, especially behaviour management and things like that. And the little things they did but we didn't think of and having it explained makes such a difference because then you realise why they do it and obviously how we're going to input that into our practice.

I Right in terms of behaviour management, why you give certain rules you mean?

TR1 Yes, definitely. And also more like general things they did in lessons, like why they did things in a certain way.

TR2 Like the assessment. You know at the beginning of a session they'll say, they'll just ask some very open questions. You know, "What can you see?" And it was Nicola wasn't it that said the children are usually very, you know, they want to show as much as they know, so that's a really good way of working out how much they do know and where to then go with that, because they'll, you know, they'll come out with something which will be, right, OK and so they have to think a lot on their feet they were saying. But then they can target it to the level the children are at, which is really, really good to see.

I So this sort of unpicking the sessions has been very valuable?

TR1 Yes, really helpful.

I That's great.

TR1 Because literally every session we've seen we've talked to whoever led it afterwards, like after every single one.

TR2 And not felt like we were being a pain.

TR1 A pain, yes exactly.

TR2 Keeping them an hour after school or you know anything like that.

TR1 Or while they're eating their lunch.

TR2 Exactly.

I You keep saying, 'and then we talked about that this afternoon,' or 'we talked about that yesterday'. How important was it that there were two of you?

TR2 It's been really helpful.

TR1 Really important I'd say because, and it's the same in the classroom as well where we're both so different and we teach differently and we observe, like even though we're watching the same session both of us notice completely different things.

I Oh really, do you?

TR2 Yes, it's been really interesting.

TR1 Like really different things. So when we've come together with Sarah at the end of the day, the three of us at the end of every day sit down...

I Hang-on, you come together at the end of every day with Sarah, no matter who you've had a discussion with?

TR1 Yes, we always meet Sarah at the end of the day.

I How important is that?

TR1 Very important because it allows us to discuss even further between ourselves but also so that Sarah can be completely aware of what we've learnt because obviously Sarah can't be there all the time. And then also we get to find out what Sarah thinks and stuff like that, so we're seeing it again from a different museum teacher's perspective.

I So on most days you've had the input of the museum teacher who you've watched teaching?

TR1 Yes.

I And then you've got the input of Sarah?

TR1 Yes.

TR2 Yes.