

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)

**LOGISTICS & COMMUNICATION**

- I Turning to you two for a bit, it's been a lot of work putting this placement together and running this placement. I'm interested to know about what you think have been the most difficult aspects of creating this placement.
- T I think it's probably been more work for you simply because we've got the systems in place to have trainees in school and you know, we're used to going on the courses to find out about the standards and things like that. From the point of view of school it was more just kind of trying to fit everything in that you guys needed to do and still allow enough time for you to kind of bond with the class, which I'm not sure whether we've achieved that in this time. But hopefully in the bigger placement that will work better. But I would imagine you've had to do quite a lot.
- I Did you have any misgivings about this placement before you started it, or do you have any misgivings now? I mean a couple of times you've mentioned things which and so has Mary, which aren't entirely positive. I wonder if you could tell us a bit about any misgivings that any of you had.
- TR1 I think in terms of erm, as Mary said before, missing out on you know, bonding with children and spending time, that perhaps we did, well we did, but what we gained out of this more than made up for it. And you know, what we're doing in placement 1a, a lot of it is new, but a lot of it is observing and stuff that we did in our HSE and I don't think it would have taken real effect until we'd got into perhaps the next placement of not spending that much time. And in terms of fitting everything we had to do, the Faculty, into the... Because obviously we had almost half the time that everyone else had, it was perfectly do-able, we just had to sit down and plan it. And the problem we had with that is that Sheila, our teacher, had either not received certain paperwork or wasn't aware that any... She got a bit stressed about it and when she got stressed about it, we got stressed about it. And we were a bit like, oh we can't do it. And we, obviously we talk about it quite a lot, and we knew full well we could fit it in. And then when Sheila was a bit confused about what was going on, even though we tried to explain that it was OK, because she couldn't see how it would fit in/
- TR2 But having that, because, we were quite lucky, she had management time because she took a good hour and a bit to go through and what we needed to do, when we could fit it in.
- TR1 Like we timetabled everything in, so we made sure we could get it in.

- TR2 And so that kind of calmed us all down if you like. And having a very strict kind of set timetable. Right, well we'll get it all done because we're going to do this, this, this. And it was things like lesson teaching, things like/
- TR1 Our projects.
- TR2 Our English project, things like that.
- TR1 But from Sheila's point of view I think she would have liked to have been more involved because she was all of a sudden like, "I've been told by the Faculty they've got to do this, but now I'm being told I've got half the time. And I think this museum is a great opportunity but I don't really understand how it's going to all fit together."
- I Philip and I have been talking about this a lot. I mean obviously the point of these detailed evaluations is to help us structure these better next time. And what's become very very clear to us is there's a logistical problem with not knowing which class teachers are going to have trainees until the last minute. But we think we need to work with the whole school so that whoever has trainees is absolutely involved.
- I2 And we also were a little hamstrung with the actual timing of this particular pilot project because of the way the TDA had organised the time and the financial year and the academic year. Because these two weeks were really your only chance to be working with Key Stage 1, which has been com-, there's no doubt that has been com-, I mean I know you've been working with Key-, but there's no doubt that has been compromised. And I have to say that I think if we'd had more flexibility in when we could place it we may well have thought differently about that. So there's a whole series of reasons why some of that scepticism may have come about.
- T I think Sheila was very on board with the idea in general.
- I2 We got an evaluation of the training before she came on.
- I Yes.
- I2 We looked at it and there was huge enthusiasm.
- I Oh yes, really.
- R Very enthusiastic.
- I And that was even more alarming to us. And so it is a real problem we have to take on board.
- TR1 Yes, she said to us so many times she thinks it's a wonderful opportunity and we're so lucky.
- I2 I don't think there's any scepticism about what we're doing.
- TR2 Definitely not, it's just her and her organisation, how she was going to make it fit.
- I Exactly, and that was our job. We needed to involve them at a more detailed level with the planning of the project and what we were doing and how we were doing it.

## Luton Triad

I Interviewer (Frances Sword)  
TR1 Respondent 1 – Trainee (Jeanette Law)  
TR2 Respondent 2 – Trainee (Natalie Watson)  
T1 Respondent 3 – Teacher (Jane Hope)  
T2 Respondent 4 – Teacher (Debbie Randall)  
HT Respondent 5 – Headteacher (Jane Sealey)  
ITE Respondent 6 – ITE Tutor (Margaret Waddingham)  
ME Respondent 7 – Museum Educator (Eleanor Markland)

I Could I ask the school teachers the same question? Have there been positive and negative aspects for you two in enabling this placement to take place?

T2 Well I think it's, I can't think of anything negative about it. I mean I think that it's a really positive thing, you know, that teaching is enriched because they're getting this experience which is obviously different from normal students and that's bound to have a good effect on the children in the classroom. So I really can't think of anything negative at all to say about it.

I That's great. What about you Jane?

T1 Erm, I'd agree with Debbie. It has been a really good experience to have somebody in the class who has a specialism in History and Geography and has a passion about it as well but has access to a range of resources as well. I think the downside of it for me as a class teacher has been the fact that I've had to share my time with her and you know that's not a concern I just think it's a shame really, because you know you build up a relationship and she has to go after a week. That's the downside is that for me I feel that Jeanette's got two placements running at the same time in her fourth year and I think that's, I'm glad that she's had that experience, it's been a great experience. It just, sometimes you think, OK, this week you're not here, but next week you're here.

I Yes, well that's important.

T2 I think it's really fantastic, just that like, for a fourth year I think to have two placements going.

I In an ideal world would you like to see it happen say in the third year?

T2 Erm, well the next placement, the next two that I've got is in her third year.

I Yes.

T2 So I'll be able to compare.

I It was the way our timetable works. I had no choice but to actually run it and I had to use.

T2 I think that could be a good thing for me to evaluate.

I Absolutely, it's very interesting. And we did ask for volunteers as well. Yes, we did ask for volunteers.

- ME I think from my point of view having them for a week has been a real luxury. Because we've been able to develop a relationship with them when we wouldn't have done so quickly or possibly at all if they'd just been in for a day here or a day there.
- TR1 I think what we personally felt, we've obviously discussed it, I think on a personal level I would not change this experience at all. You know, it has enriched my teaching and it's been an amazing experience. But what I would say in my fourth year, I feel that I need that six week solid block. I mean it hasn't affected our relationships at all with either the museum or the school because we've had excellent mentors. But I do feel, the only tiny thing I would say is for the children, because one week I'm there and I'm teaching them for three out of the four lessons a day, and I'm there for two weeks and then I'm gone for a week and then I come back. And I think you need that continuation. In the fourth year you need that solid teaching and they need to see you day in, day out for six weeks because you can become their second class teacher.
- TR2 I think that's also, as a fourth year, because this is officially your last time before you become a real teacher, you need that sort of, you need to appreciate the time [? 032]. ...this placement has felt like a rush a little bit. I mean we've felt that we've had to get things done quickly. All the tasks that we have to do before we go on our block, I mean they had to be done quickly and what have you. And I think we've coped with it well but/
- ITE You have coped with it admirably and actually come out with some wonderful results at the end and the experience. Obviously we did look carefully at it and I did have to argue a place actually at the university to get this through. Because I felt all along it could only be a positive experience and enrich your whole, all your teacher's tool kit, and children. And perhaps when you've had time to reflect upon it you'll see. The children today knew you were their teachers. It's balancing things. And you would not have been able to have delivered the sort of, the quality today, if you'd been in for two days here and two days there.
- I We're going to continue with this but it's very very valuable information, to come from the trainees and from the class teacher.
- T2 ... it's the best thing ever that's come this way; in having a teacher, someone training to be a teacher, it's been a really fantastic thing. It's just the time in their own training that I just think...
- ME If I was to make one suggestion for the whole thing it would be, you did your six weeks so you're going to do this again with fourth years next year. Do your six weeks of [? 047] and then do your two weeks, because as fourth year BEds at [? 048] we have to do a two-week IT placement. So do your six weeks at Russell [? 049] and then the first two weeks of January do exactly what we did/ [? 049 overlapping dialogue]
- T1 ... we talked about this/
- HT We did talk about this.
- ME Because it didn't need to come at our busiest time of term. Because if you come in the first two weeks of January, the first week you won't see anybody. The second week you'll see perhaps one or two schools.

- I So part of the pilot I'd like to bring in is we deliberately tried to structure these first round of, which are pilot placements and we wanted to structure them with the trainees in school and then going from school to the museum so you saw it as part of your school training.
- TR1 It is inbuilt, embedded.
- TR2 So that you don't see it as an extra.
- ITE No, that is what I was bothered that you were looking at this as an extra. To me it was embedded, it was enrichment, it was all part and parcel of your teaching practice. And we looked very carefully, when we planned with those meetings that we had earlier on this year, how we could actually structure that and so to ease you, or give you time when I had to come in to the primary assessment points and things like that, and the general moderation, the joint moderation. We did another joint moderation today as well, mainly to make sure that if anyone looked at this and thought, well they haven't had their six weeks total practice in school, the University accepted, as the TDA accepted, that those two weeks were part and parcel of their school placement.
- I But I think it's terribly important what you said, terribly important. And you know, we will really really analyse these comments.
- TR1 I don't for one minute want to be negative about it at all.
- I No, no, no. I'm not taking it as negative.
- TR1 But it just feels as if you're thinking about two things at once. And in your fourth year, when you're thinking about as much as you are.
- ITE And I was looking at, when I was coming here looking at your records when I was looking at the work, I would not be, judge you in a sense that you would have that sort of practice in the classroom. You would have a differing expectation. No doubt we'd still have a very high expectation and both of you have lived up to that high expectation, but an expectation in a different sort of way. But can I ask it from a different angle. You're talking about two things, as if these two things are separate.
- TR1 No, no. Sorry, how I kind of meant it is, I don't know how I meant it. You're sort of looking at it from a museum point of view as well as a teaching point of view and/
- TR2 I think that one of the things we discussed was that at the end of the day our baseline is that we are training to be primary school teachers.
- I Absolutely right. Let me stop you there. What I'm asking now is, do you think your experience in the museum has enriched you as primary school teachers or not?
- TR2 Undoubtedly, undoubtedly.
- TR1 Oh definitely.
- TR2 It was just purely because, as primary school teachers when we come out at the end of it, it's not just about, you know, and certainly isn't, History isn't the only thing we've got out of it. I think one of the things we've appreciated is it's completely cross-curricular and that's the value of the museum and that's one of the things, one of the very important things we've got out of it. But perhaps if, even if we'd had a block of four weeks and then two weeks. Because I know as much as you wanted to integrate

the experience, what we haven't managed to get, you know, if it has to be done at this time of year, is the solid continuity of being a classroom teacher working solidly. And I find it very difficult to have a week in a museum and then come back into the class and not know what's gone on obviously. You know, we try our best with communication but unless you're in the classroom, you know, that's a breakdown. So perhaps, my suggestion would be a four and a two.

I Absolutely, that's incredibly helpful. I just wanted to clarify because I suddenly thought, oh, the continuity we're after [? 088 overlapping dialogue]

R That's probably best from the museum point of view as well, that you have a two-week.

I Yes, the only thing I'd say is, I don't know whether it was true but one of things that I thought was you had your first week but then you had a breathing space. And I think going from where you were when you came that first Monday to where you are today just in a fortnight might be quite steep. The other thing I wanted to ask is, you were saying it's hard as fourth years, but as fourth years you said you were pretty comfortable with the classroom bit. Do you think that the fact that you'd still get this plurality, that you would have been able to cope with it as third years or second years? You see that's the thing, you see. You're far enough along the line.

TR1 That's interesting, I don't know.

TR2 If I was in my third year, possibly.

TR1 Yes.

TR2 I think we'll see, obviously.

ITE But that was one of the most interesting you said to me when I met you the first week in the museum, that you realised how far you'd gone.

TR2 Yes, that was one of them.

TR1 It's given me the confidence that I can juggle loads of different things at once and while you're constantly thinking, you know, you're coming home and doing your museum but I'm thinking about my plans for next week. And you are cons- and that's given me the confidence that, you know, next year, I know how hard next year's going to be, that I can deal with it, I can cope with it, I will be OK. You know, I think that has been a huge confidence-boosting from that perspective.