

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)

OUR WORLDS

I One of the things about this project is that it's brought different worlds together. It's brought together education, ITT and schools. And when we all started out we had to get to know each other's worlds so I'm asking this really (to the teacher). When you began this, what was your perception of museum education and has it shifted during the project?

T Oh, that's a good question, I don't know. From my point of view it's these amazing people where you can turn up with a class of children and they can instantly get the children involved without knowing names, without having set procedures in place for behaviour management, those sorts of things. . . . but the children are right there. Presumably, because of the artefacts, because you've got real objects that draw the children in. So my perception was that it was a big magical. 'How do these people achieve this (on a day to day basis) when actually classroom teachers really have to think hard about how to do that'. So, it's been interesting to see it from the other side, even slightly.

I Has anything changed your idea about this 'magical' quality?

T No, it's still pretty magic.

I Have you seen anything that has helped you understand how it's done?

T I think so. It's all about the magic of the objects. It's having that concrete thing for the children to look at, I think, and to talk about and make reference to.

I What about you two?

TR1 What I've noticed quite a lot is that I always connected a museum with history and what I've noted, what we've done is how cross-curricular it is and how many subjects are covered and in the last three days I've seen Literacy, RE, History, and we even saw Leisure and Tourism today. And it's just amazing, the scope that it offers from initially thinking it's just about history and that's kind of like the be all and end all of it.

TR2 Yes, and also like the difference between it being a museum, so you go to learn about the different things and the difference between that and then going to just appreciate the paintings or learn how to read things or how to make connections between them that I didn't really know before went on I think. But I just remembered from when I went to museums with school you would, 'this is this, this is that', you didn't really

kind of think about things in such depth as, as these things it's interesting to kind of get the children to do.

I So it's more than the facts?

TR2 Yes, which is really nice to see.

I Sarah, from the other side of all this, when you started you had to come into the role of ITT.

ME Yes.

I Can you talk about that? Has there been a shift in your understanding of teacher training?

ME Yes, definitely. I mean I didn't realise there were so many ways of becoming a teacher so that's been a sort of, a something to get through and get the sort of terminology right. And I think also trying to put yourself in a position where you are, you know, you're starting from scratch, things being quite interesting, and to think about our practice and why we do it the way we do it. You know, you're sort of having to look at it from a more academic perspective in a way because that's what, you know, it's an academic qualification, becoming a teacher. And yes, I think sort of getting through, just understanding the PTS standards and how the Faculty of Education PGCE course works, all that has been quite, quite challenging but quite rewarding once you sort of think, oh OK, I've got it now. . . and going into other people's worlds.