| Trainees | ITT providers/School Mentors | Museum educators |
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| *Questioner gets everyone to introduce themselves, states that this is the second round of evaluation following the last phase of the placement.* | | |
| Before we talk about the second phase of your placement could you tell us how you felt when the first phase ended? | Could you tell us how you felt when the first phase ended? | Could you tell us how you felt when the first phase ended? |
| Did you go back into the classroom and if you did, can you tell us anything about how that went. Do you think your museum experience had any influence on that time in school for good or bad? | Did you notice any affects of the museum placement when the trainees returned to the class room? | |
| Have you talked about your museum experience to other people (trainees, college staff, school staff)? How did they react? | Have you talked about the placement to colleagues? Were they interested? What sort of reactions did they have?<br><br>ITT -  What has been the reaction of your colleagues regarding involvement in this project? Is it something that they would see as having wider and sustained application? | Have you talked about the placement to colleagues? Were they interested? What sort of reactions did they have |
| When you came back to the museum did it feel like a continuation of the first phase of the placement? Could you pick up where you left off or did you have to start again? | From the school's perspective if we can repeat this project, would you change the structure or do you think the two phases were beneficial? | From the museum's perspective if can repeat this project, would you change the structure or do you think the two phases were beneficial? |

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| | How important was the evaluation of the first phase? How useful was the meeting when we analysed an evaluation together? How did this help you reflect on what had happened during the first phase? | How important was the evaluation of the first phase? How useful was the meeting when we analysed an evaluation together? How did this help you reflect on what had happened in your museum?<br><br>Your plans for the second phase were in place before the evaluation, did you return to them, amend them, change anything, following the evaluation process?<br><br>At the end of the first phase was there anything else that the project leaders or others in your triad, or project team could have done to support you more in your preparation for the second phase? |
| Could you talk us through what you have done during this phase.<br>***Then adapting questions to what the trainees have actually done…***<br>• Who did you work with – was the range of people important?<br>• What did each person add to the mix of your experience?<br>• During this phase you have delivered teaching could you tell us about what you prepared and delivered. | How involved do you feel you've been in this second phase? Do you think you've been involved enough?<br><br>Originally we hoped to release class teachers and co-ordinators to come into the museum for half a day to participate in the trainees' work here. Do you think this would have been valuable?<br><br>Do you think the whole school staff have been involved enough? Would they gain from being more involved? What would | Can you talk to me about the whole process you've been through in supporting the trainees' during the second phase.<br>▪ Did you set up specific observations to help the trainees' plan and deliver sessions?<br>▪ How did you choose the part(s) of the session that the trainees would deliver?<br>▪ How did you support them in preparing for teaching?<br>▪ And what about encouraging self reflection? |

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| • How closely did you work with the mus eds when preparing and delivering teaching?<br>• Was this placement different to the first phase? | you like us to provide for your colleagues if we were able to?<br><br>Any new problems for during this second phase ? | What sort of thinking and preparation did all this entail for you?<br>Do you think going through all this might have any lasting affect on your work? |
| You have been encouraged to record your 'learning journey'. Can you tell us what your approach involved?<br>▪ How similar was this approach you to how you normally keep a record of your professional development?<br>▪ Would you have rather used a different approach?<br>▪ How useful was the recording/self-reflection process on your development? | Was this recording process useful or important for you in any way?<br><br>Did any deviations/adaptations from the 'standard' model add value to the trainees' self-reflective capability?<br><br>Equally, were there aspects of the recording process that were a cause for concern? | Was this recording process useful or important for you in any way? |
| At the end of the first phase you felt the museum experience would be useful in terms of addressing particular QTS standards. Now that the placement is complete do you still feel this? | How useful has the 'mapping' of QTS standards that the triads have undertaken been in terms of your ability to evaluate the value of the experience? | |
| Now looking at the whole placement, the first and the second phases, how important do you think the first phase was to all you | | |

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| have achieved in the second?<br><br>■ Do you think it would have worked for you in the same way if you had plunged into the preparation and teaching without your introductory time in the museum?<br>■ How did the two phases work together for you?<br>■ If we run the placements again would you recommend that we follow this sort of pattern or would you alter it? | | |
| | How well do you think this experience has reinforced the trainees' ability to link theory with practice and to generally increase their understanding of how children learn<br><br>What do you think have been the main benefits for the trainees in terms of their overall professional development? Are there particular aspects of their training that have been enhanced through training in the museum ? | |
| At the outset of the project, were there any aspects of what was being proposed that raised anxieties or of which you were sceptical? | At the outset of the project, were there any aspects of what was being proposed that raised anxieties or of which you were sceptical? | At the outset of the project, were there any aspects of what was being proposed that raised anxieties or of which you were sceptical? |

| Were these misgivings addressed as the project progressed?<br><br>Are there certain aspects that you would say were still a cause for concern? | Were these misgivings addressed as the project progressed?<br><br>Are there certain aspects that you would say were still a cause for concern? | Were these misgivings addressed as the project progressed?<br><br>Are there certain aspects that you would say were still a cause for concern? |
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