

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)

**RELATIONSHIPS & BEHAVIOUR**

TR1 And in terms of relationships, just to go off track a little bit, we also talked quite a lot with you about Castle School and children with special needs and the relationship with their teachers and how different it is to our relationships in like mainstream schools and children. And what I noticed quite a lot with Castle School, I don't know much about special needs children, I haven't seen a lot of it, but the relationship was a lot more friend-based and the teacher and the child would walk along linking arms, or like one of the boys jumped on one of his teacher's backs type thing and it was all laughy and jokey. And at first I thought, oh that's not appropriate. But then the more I watched the lesson and the more I thought about it I was like, well maybe that's what they need to be able to learn and they don't respond to an authority figure and that's what they need. So we've considered relationships between adults and children quite a lot and what's appropriate, what might not be and things like that.

I Have you noticed a difference in the relationship the museum educators establish with the children? The sort of the normal relationship in the classroom? I mean I'm just asking, is there a difference do you think/

TR1 I think so because the fact it's on a first name basis as well, so it makes it more informal and I think because the children aren't looking at you as an authoritative figure but they're looking at you as this genius [laughter] they do though, and this person that's going to, you know, teach you all these new things. I think it is a different relationship because although there is behaviour management on the part of the museum teachers of course, it's a lot more subtle than, "You sit down," you know, whatever. It's more like they'll change the pace of the lesson or they'll say, "Oh look at this." Rather than going, "Be quiet," they'll change the lesson and you know move it on quicker perhaps as needed.

I Do you think your behaviour management has shifted? Your appreciation of different behaviour management tactics?

TR1 Definitely because I think I've realised that if, obviously you're going to have children that are going to misbehave and you know, in some cases that's how they're going to be. But with the main group of children, if a lot of them are misbehaving then actually it's more down to you than the children and you need to do something. Instead of being like, "Be quiet!" you need to do something exciting and interesting that's going to get them engaged and get them involved rather than... So I think, I used to think of behaviour management as how you tell children to do things or to not do things and rewards and rules and stuff like which I still do and I think that's very important. But I also think it's about you and how you plan your lessons and move your lessons on to interesting things that are going to capture their imagination.

- I And that's something that you have learnt here is it?
- TR2 Yes, definitely because we did another massive sheet about behaviour management specifically in the museum and most of it, when we went through it, there was kind of tiny bits about rules and how usually the only two rules they get are, please don't run, and don't touch anything. And everything else they kind of get to decide for themselves. You know I guess it's not appropriate to yell in here and some of them will but you know, that's fine. But it's all very kind of to do with the teaching and to do with/
- R Like on this sheet of rules the only thing we've highlighted is pace of the lesson and maintaining interest. And that shows it's on our part.
- TR2 Yes and when Sarah was talking to us today she said that, you know, she, as well as assessing how much they know in that initial kind of sitting down and asking questions bit, it's seeing what would be appropriate in terms of behaviour management as well and how much, there are children that fidget a lot or you know, that will need to get up and walk around, and so how many types, maybe have things that they can go and look at. Or whether she thinks it's a group that will be able to sit and listen to a story or things like that. But you kind of miss in a school as well don't you because you concentrate on everything else as well, so it's quite nice and focused.
- I Well that's great. I'm really delighted that's happened, that's fantastic.