

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)

QTS STANDARDS

- I2 So all the sorts of things you've been talking about are holistic, you're talking, you're not talking, you know, you've noticed that you're not looking at a plenary and this and that and that, but it's just the whole experience. But you are being trained, you are being trained to meet certain standards and criteria, admittedly a lot of those overlap and so forth. But I've noticed you've done quite a lot of work in terms of analysing what you've actually achieved in that sort of sense. So rather than just going through the numbers if I just put these sheets up here, can you talk to us about how you feel you've moved towards particular standards and if there's certain things that the museum has given you opportunities in that you might not have been able to do in school. Can you show us what it is?
- TR1 The Q30 which is about having knowledge of different learning environments and contexts and inside school and outside school learning. So yes, we were saying that we've obviously got a much better understanding of a learning context that's not school.
- TR2 But interestingly, coming from that is Q23B which is, have looked at education policies that exist outside the classroom and looking at, Sarah gave us in the opening pack and being able to actually look at them and consider them in relation to a museum and actually put a lot of thought into it. Because I can imagine if you're in school, and obviously you've got to do that, but you might just pick it up and flick through it and say, OK. Whereas we've had to consider it and that's really why we've been able to develop an understanding of a different environment because we have/
- TR1 Yes, it's different to just going in and being in a different place. It's thinking about how it works and what the people there are trying to do and things, so that was good. What else have we done?
- TR2 About becoming aware of different levels within the education system and how this works. So obviously working with museum educators, working with you, working with teachers, student teachers and everything, we're now being able to see like this big teaching world. You know, it's not just teachers, it's about everyone. And this has really allowed us to see that, hasn't it?
- I2 So these professional values, things have really come through strongly?
- TR2 Yes, exactly, exactly.

TR2 And things like, this is helpful having the additional things like having the special school there, having them there [laughter] that was really important. That fits in with making provision for individual needs because obviously it was, the people that were driving that session didn't know what each child needed but was, you know the teachers have a better idea of that but they were able to kind of deliver things and alter things as they responded to the children to fit in with, you know, what they, what worked.

I2 I mean obviously there are certain standards which inevitably lend themselves to this. You know, things like looking differentiation and. What about some of these more generic, under the Professional Skills, these are the sorts of the 20s, 21s, 22s, round there. Things like the planning, teaching, setting, monitoring, giving feedback. What about those more generic aspects? Anything that you'd like to say about how you've moved towards those?

[371 – Museum closure announcement]

TR1 For part of our Part 1A we were meant to monitor three children and we found we didn't really have time to do that, we did two. So I think we have been slightly, in sessions, you know, looking towards one children, one child sorry, and watching how they behaved and what they seemed to get out of it and what they learnt. And so being able to connect the two has been quite interesting hasn't it?

TR2 And obviously like in this placement we haven't, you know, we haven't done any actual teaching or [? 383] that's perfectly understandable. I would be terrified to at the minute. [laughter] But it's been good to see how other people have done that. And I think that's as important, a part of the learning process is actually doing it yourself. And you know, when Jane came into school and said, you know, how much of the standard things can you take off and we said, well none of them really. You don't have to be able to do them, it's just working towards them and learning more about them. So I think that's/

R And the thing is, although we haven't like assessed children to a set criteria, every session we've done we've been watching how they respond, how they're acting, what they're learning. And OK, it doesn't fit right in with one of the QTS standards.

TR2 Well it kind of does because we're learning about different/

TR1 But what I'm saying is you perhaps can't tick it off against, you know, national levels, like it says in the Q2. You really are still watching them, seeing how they react, seeing what they're learning, how they're learning and what effect this is having on them.

I2 But on the other hand, watching museum educators is a master class in assessment of learning. Ask a question, have a response, question the response, ask the next question. You know, this whole thing of response feedback, you know it's/

TR2 And that baseline assessment that you were talking about, that initial, right, let's ask a question and see what comes out of it, right, that's how I pitch it. That's really important.

TR1 And what we noticed the other day was, whilst a session was going on a teacher was sat there with her clipboard and pen and whilst, when the children were asked, gave answers, wrote the name down, write what they knew and was doing that assessment.

- TR2 That was one of the things that was really good to see. And was it that teacher, I think it was that teacher who was saying that she really valued that chance to observe her own class which she can't do often because she's teaching them. And you know, she could get lots of different things about their learning that she wouldn't otherwise have done.
- I2 One interesting thing is just, I mean for a number-cruncher, I noticed some issues here on the sheet, just on this sort of, on this side here. Just explain what all the pinks are about, what are the blues about. Because it's quite important I think for people who are sceptical about whether these experiences necessarily lend themselves to helping move towards standards.
- TR1 We just went through the. . .
- TR2 . . . Standards list.
- TR1 . . . standards and we wrote in pink what could be done in the museum and we wrote in blue what had to be done in school that we couldn't really change to fit the museum setting. And as you can see, so much of it is pink and so much of it can be done in the museum setting. So that just proves in itself that...
- I2 Good, thank you for doing that.