

Sally Bethell (st07005074)

The effectiveness of a self-reflection tool in supporting the reflective practice of school mentors in Initial Teacher Education.

DOC8004

APPENDICES

Implementing Change: Project Report and Personal Reflections

Supervisory Team:

DoS – Dr Anna S Bryant

2nd Supervisors –

Professor Steve Cooper

Dr Lowri C Edwards

Dr Kieran Hodgkin

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Appendix 1: Confirmation of ethical approval



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

9th June 2021

Cardiff School of Education & Social Policy
Cardiff Metropolitan University
Cyncoed Campus
Cyncoed Road
Cardiff
CF23 6XD

Re: Confirmation of Ethical Approval (Amendment 1)

This letter confirms that the research conducted by Sally Bethell, in fulfilment of the research project entitled " Development of a Self-evaluation Tool to Support the Self-reflections of Post Graduate Certificate in Education (PGCE) Initial Teacher Education mentors (EdD DOC8004)" has received ethical approval from the Cardiff School of Education & Social Policy's Research Ethics Committee.

The ethics code attributed to this project is: CSE20171802

Consequently, this project meets the regulations outlined by Cardiff Metropolitan University's Research Ethics Framework, and where appropriate, the Human Tissue Authorities principles and conventions.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "S.M. Cooper".

Professor Stephen-Mark Cooper PhD, FRSS
Associate Dean: Research & Graduate Studies Coordinator
Chair of the School's Research Ethics Committee
Cardiff School of Education & Social Policy
E: smcooper@cardiffmet.ac.uk
T: 029 2020 5817

Cardiff School of Education
& Social Policy
Cyncoed Road, Cardiff,
CF23 6XD
Ysgol Addysg a Pholisi
Cymdeithasol Caerdydd
Heol Cyncoed, Caerdydd,
CF23 6XD

Telephone/Ffôn
+44 (0)29 2041 6771
Fax/Ffacs
+44 (0)29 2041 6986
Email/E-bost
cse@cardiffmet.ac.uk
www.cardiffmet.ac.uk

Ethical approval from the Principal Investigator's HEI.

When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

If the project requires ethics approval from an external agency (e.g., NHS), you will not need to seek additional ethics approval from Cardiff Met. You should however complete Part One of this form and attach a copy of your ethics letter(s) of approval in order that your School has a record of the project.

The document ***Ethics application guidance notes*** will help you complete this form. It is available from the [Cardiff Met website](#). The School or Unit in which you are based may also have produced some guidance documents, please consult your supervisor or School Ethics Coordinator.

Once you have completed the form, sign the declaration and forward to the appropriate person(s) in your School or Unit.

PLEASE NOTE:

Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.

PART ONE

Name of applicant:	Sally Bethell
Supervisor (if student project):	Dr Anna Bryant
School / Unit:	Education
Student number (if applicable):	St07005074
Programme enrolled on (if applicable):	DOC8003
Project Title:	A Study to Design and Develop a Self-evaluation Tool to Support the Self-reflections of Post Graduate Certificate Education (PGCE) Physical Education (PE) mentors
Expected start date of data collection:	02/10/2017
Approximate duration of data collection:	4 weeks
Funding Body (if applicable):	Click here to enter text.
Other researcher(s) working on the project:	If your collaborators are external to Cardiff Met, include details of the organisation they represent.
Will the study involve NHS patients or staff?	No
Will the study involve human samples and/or human cell lines?	No

Does your project fall entirely within one of the following categories:	
Paper based, involving only documents in the public domain	No

Laboratory based, not involving human participants or human samples	No
---	----

Practice based not involving human participants (eg curatorial, practice audit)	No
Compulsory projects in professional practice (eg Initial Teacher Education)	Yes
A project for which external approval has been obtained (e.g., NHS)	No
<p>If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required.</p> <p>If you have answered NO to all of these questions, you must complete Part 2 of this form</p>	

In no more than 150 words, give a non-technical summary of the project
<p>The aim of the Professional Doctorate project is to identify the attributes of an effective Physical Education (PE) mentor. Using established literature and the views of PE mentors, PE tutors and PE trainee teachers the identification of these skills and attributes will be identified and used to construct a self-evaluation tool. This tool will then be trialled by a sample of PE mentors to establish if it is useful in facilitating the self-reflection process. Refinements will be made to the tool based on PE mentor feedback and re-trialled using a larger sample of PE mentors to re-assess its effectiveness.</p> <p>This ethical application is for the first stage of the research only, in which the opinions of PE mentors on the value of identifying mentor attributes will be sort. This will be accomplished through individual semi-structured interview with a sample of PE mentors in their school setting. It is hoped that the interviews will provide: a general picture of the self-reflective practice of PE mentors; specific strategies employed to support the self-reflective process and a consideration of the value reflective practice on their role.</p>

DECLARATION: I confirm that this project conforms with the Cardiff Met Research Governance Framework I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project. STUDENTS: I confirm that I will not disclose any information about this project without the prior approval of my supervisor.	
Signature of the applicant: <i>S. A. Bethell</i>	Date: 14 th July 2017
FOR STUDENT PROJECTS ONLY	
Name of supervisor: Anna Bryant	Date: 19 th August
Signature of supervisor:	

Research Ethics Committee use only	
Decision reached:	<div>Project approved <input checked="" type="checkbox"/></div> <div>Project approved in principle <input type="checkbox"/></div> <div>Decision deferred <input type="checkbox"/></div> <div>Project not approved <input type="checkbox"/></div> <div>Project rejected <input type="checkbox"/></div>
Project reference number: Click here to enter text.	
Name: Professor Gary Beauchamp	Date: 14/07/2017
Signature:	
Details of any conditions upon which approval is dependant: N/A	

PART TWO

A RESEARCH DESIGN	
A1 Will you be using an approved protocol in your project?	No
A2 If yes, please state the name and code of the approved protocol to be used ¹	
Click here to enter text.	
A3 Describe the research design to be used in your project	
<p>Research Methods</p> <p>A Design Based Research Methodology (DBR) has been chosen for this research study. Anderson and Shattuck (2012) state that DBR is defined as “Being situated in a Real Educational Context”. Anderson and Shattuck (2012) suggest that the creation of an intervention should be based on the identification of a problem within the ‘local’ context, with interventions created from the investigation of relevant literature, theory and practice from comparable contexts (p.16). In the initial phase of the study qualitative data will be obtained for analysis and evaluation.</p> <p>The main research methods for this phase of the study therefore, will be to systematically review the literature relating to the reflective practice and professional development of PE mentors in ITE. The review of literature will provide a picture of current knowledge and of major questions in the area of study (Bell, 2005). This method will be complemented by semi-structured interviews conducted with a sample of PE mentors, from the researcher’s institution, which will provide an additional method of data collection. Blaxter, Hughes and Tight (2006) also suggest that this method supports literature by allowing for a comparison to be made between written and verbal contributions. An interview guide will be produce as Biggam (2008) suggests structuring questions into themes prior to the interview, make describing and analysing responses easier.</p> <p>Recruitment of participants</p> <p>As this is stage one of the research, participants will be sort from the South East Wales Centre for Teacher Education and Training (SEWCTET) PE PGCE mentor cohort for 2016-17</p>	

¹ An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here

and 2017-18 to create a purposeful sample. An email will be circulated to all mentors from the 2016-17 and 2017-18 cohort to seek interest in being involved in the initial interviews. A brief description of the study will be included to contextualise the purpose of the semi-structured interview.

Voluntary participation will be emphasised, their right to withdraw and that their identities will be kept confidential. The dual role as tutor and researcher and how I intend to ensure that I am ethically sound in my intentions will also be discussed.

Sample and sampling

Purposeful sampling will be employed to identify approximately 5 mentors based on: an expression of interest; gender; length of time as a mentor and type of school they work in. It is hoped that the sample will provide evidence to complement the review of literature relating to how PE mentors engage in self-reflection to develop their practice. It is envisaged that the semi-structured interviews will take place in the PE mentor's own school, at a time that is convenient to them and compatible with the researcher's availability. It is considered that the interview should be short, approximately 15 minutes. The researcher wishes to ascertain a brief idea of the current practices of PE mentors.

Analytical techniques

The research method will generate qualitative data. It is envisaged that all interviews will be digitally recorded (with participants' permission) and then fully transcribed. A thematic analysis will be undertaken of the transcribed interviews. Coding will be undertaken to identify common themes relating whether mentors consider they self-reflect on their role, if they do how do they undertake the process and are there any strategies/methods employed to support these reflections.

A4 Will the project involve deceptive or covert research?	No
A5 If yes, give a rationale for the use of deceptive or covert research	
Click here to enter text.	
A6 Will the project have security sensitive implications?	No
A7 If yes, please explain what they are and the measures that are proposed to address them	
Click here to enter text.	

B PREVIOUS EXPERIENCE

B1 What previous experience of research involving human participants relevant to this project do you have?

I have undertaken interviews and focus groups as part of M level research projects. The following papers involved interviews as a research method.

- Bethell, S. & Morgan, K. (2011) Problem-based and experiential learning: Engaging students in an undergraduate physical education module. *Journal of Hospitality, Leisure, Sport & Tourism Education*, Practical paper 10(1), 128-134.

- Lofthouse, R., Greenway, C., Bethell, S., Davies, P., Davies, D., Morgan, G., Watkins, S., Davis, S., Challenger, S. & Herrington, P. (2016) *Trainee teachers' conceptions of their own learning: does context make a difference?* British Educational Research Association Conference, 13-15th September 2016, University of Leeds

B2 Student project only

What previous experience of research involving human participants relevant to this project does your supervisor have?

Dr Anna Bryant is a senior lecturer in Physical Education at Cardiff Metropolitan University. Anna has extensive experience of research involving human participants and of overseeing and guiding research student project, including PhD completions. As a qualified PE teacher, Anna's research has focused on PE, health, physical activity and the wellbeing of young people. Anna's PhD focused on a national funded Sport Wales research project focusing on young people's leisure lifestyles and their engagement with the '5x60' extra-curricular physical activity programme in secondary schools across Wales. More recently, Anna has been involved in the following funded research projects 'The Effects of a collaborative mastery Intervention Programme on Physical Literacy in Primary PE', 'PE teachers perceptions of High quality PE and physical literacy' funded £2,450 with the Coleg Cymareg Cenedlaethol and a funded Sports Wales Project in partnership with Birmingham University and Cardiff Metropolitan University 'Empowering Teaching' in Secondary School Physical Education in Wales.

Some of Anna's co-authored papers include; (1) **Bryant, A.**, Bolton, N., Fleming, S. (2015), Extracurricular sport and physical activity in Welsh secondary schools: Leisure lifestyles and young people, *Journal of Physical Education and Sports Management*, **2** (2), 1-17. (2) Edwards, L.C., **Bryant, A.S.**, Keegan, R., Morgan, K. & Jones, A.m. (2017) Definitions, Foundations and Associations of Physical Literacy: A Systematic Review, *Sport Medicine*, **47**, 1, p. DOI 10.1007/s40279-016-0560-7. (3) **Bryant, A.**, Bolton, N., Fleming, S. (2015), *This is awesome Miss. It is safe. We don't do this with any other teacher.* Classroom activities to listen to pupils' voices, *Educational futures*, **7**(1), 56-75. (4) Morgan, K., **Bryant, A.** & Diffey, F. (2013). The Effects of a Collaborative Mastery Intervention Programme on Physical Literacy in Primary PE. *ICSSPE Bulletin - Journal of Sport Science and Physical Education*, **65** Retrieved from <https://www.icsspe.org/content/no-65-cd-rom> (5) Hodgkin, K., Fleming, S., Beauchamp, G. & **Bryant, A.** (2013) Perception to reality: Pupils' expectations and experiences of the primary-secondary school transition, *Educational futures*,

C POTENTIAL RISKS

C1 What potential risks do you foresee?

The nature of the relationship between researcher and participants does have the potential for dual-conflict. PE mentors may wish to please the researcher as there is a personal relationship between the researcher and many of the PE mentors because they trained at the researchers' institution. There is also the potential for PE mentors to

consider that involvement in the study may entitle them to the placement of a student teacher.

C2 How will you deal with the potential risks?

All participants will have a right not to take part in the study and a right to withdraw. Clear details about involvement in the study will be provided prior to any data collection taking place with accompanying consent forms. No remuneration or any reciprocal arrangements will be offered to anybody who takes part in the study. This will be communicated to the participants. Usual protocols identified by BERA (2018) will be observed, with the addition that no mentor will benefit or be penalised from being involved in the study as far as the placement of students is concerned.

When submitting your application, you **MUST** attach a copy of the following:

- All information sheets
- Consent/assent form(s)

An exemplar information sheet and participant consent form are available from the Research section of the Cardiff Met website.

Appendix 2: Participants information sheet

Date: 05 September 2022

Tel: 029 2041 6765

Information sheet

I would like to invite you to contribute to a research project. The research project will form part of my Doctorate study and has been approved by CSESP ethics committee. Before you decide whether you would like to participate, it is important that you carefully read this information letter to gain a full understanding of the research project and what it entails. Once you have read the information and if you are happy to be involved in the research, I would kindly ask you to please return the consent form attached.

Title of Research Project:

A study to design and develop a self-evaluation tool to support the self-reflections of Initial Teacher Education mentors

What is the research project about?

Initial Teacher Education (ITE) mentors have a significant responsibility for the training of new teachers and are therefore an important element of any training programme. However, support for the professional development of ITE mentors has been limited. The aim of this study is to develop a tool that would support ITE mentors to identify the range of skills they use with student teachers, as part of a self-reflection process, enabling them to identify aspects that they might consider as strengths or in need of development to become even more effective.

Who is conducting the research?

The research is being conducted by Sally Bethell of the PGCE secondary ITE team at Cardiff Metropolitan University. The supervisory team consist of Dr Anna Bryant, Dr Kieran Hodgkin and Prof. Steve Cooper of Cardiff School of Education and Social Policy and Dr Lowri Davies of Cardiff School of Sport and Health Sciences.

What is involved?

As phase 3 of the research study an interview of approximately 30 minutes will be undertaken by each participant. Participants will be asked to complete a Doodle poll to identify a convenient time for them to undertake the interview. Prior to the interview mentors will asked to annotate the self-reflection tools to represent what aspects were relevant to their mentors of their student teacher during Clinical Practice 2 (March – July 2021).

How will the information be recorded and what happens to it?

- The 'virtual' interviews will be recorded using the 'Teams' meeting function and then fully transcribed.
- You will be provided with a transcript of the interview to check for accuracy.
- Pertinent information contained within the interview will be used to inform the final phase of the research project.

What will happen if I change my mind?

- Participation in the research is voluntary and you can decide to withdraw from the research at any time.
- If you wish to withdraw, I would be grateful if you could let us know using the contact details found at the bottom of the page.
- Participation will be terminated with immediate effect and any data already supplied will be destroyed.
- There are absolutely no penalties for withdrawing from the research.

Are there any benefits to taking part in the research?

The interview will provide you with the opportunity to reflect on your professional practice and help inform the development of the research study which it is hoped will provide evidence for the development of a self-reflective tool for the use of ITE mentors. No participant involved in the study will receive priority in relation to placement of a trainee teacher nor would they be penalised for non-involvement in the study.

Are there any risks involved in taking part?

No, there are absolutely no risks at all.

How will you protect the participant's privacy?

- The interviews will be recorded and we will keep participants' personal details separate from both the recordings and the transcripts.
- Pseudonyms (alternative labels will be assigned participants) will be used with the interview data to protect ITE mentors.
- Any digital data collected during the interview will be kept on a password protected computer.
- For the purposes of additional academic publications, the school's identity will be anonymised.
- All transcriptions and consent forms will be kept for 10 years in accordance with Cardiff Met regulations.

Contact Details

If you have any queries regarding the project or your potential participation, please do not hesitate to contact us at Cardiff Met using the contact details below:

Sally Bethell

Cardiff Metropolitan University,
Cardiff School of Education and Social Policy
and Social Policy
Cyncoed
sbethell@cardiffmet.ac.uk

I look forward to working with you.

Kind regards,

S.A. Bethell

Sally Bethell
Senior Lecturer in ITE

Dr Anna Bryant

Cardiff Metropolitan University,
Cardiff School of Education
Cyncoed
anbryant@cardiffmet.ac.uk

Appendix 3: Participant voluntary informed consent form

PARTICIPANT CONSENT FORM

Participant name:

Title of Project: A study to design and develop a self-reflection tool to support the self-reflections of mentors in Initial Teacher Education.

Name of Researcher: Sally Bethell

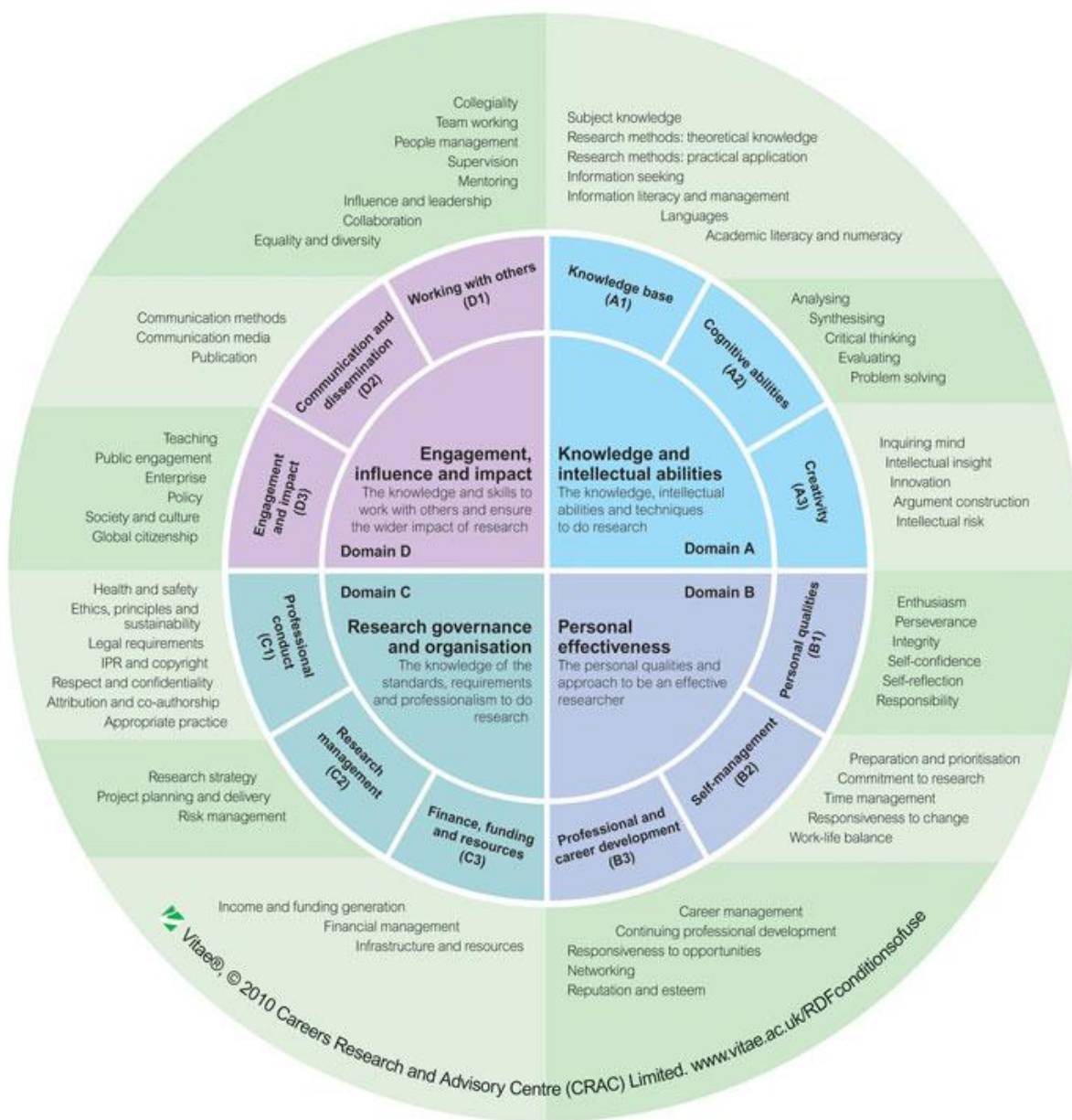
Participant to complete this section: **Please initial each box.**

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. ☐
3. I agree to take part in the above study. ☐
4. I agree to the interview / focus group / consultation being audio recorded ☐
5. I agree to the use of anonymised quotes in publications ☐

Signature of Participant	Date
Name of person taking consent	Date
Signature of person taking consent	

** When completed, 1 copy for participant & 1 copy for researcher site file.*

Appendix 4: Vitae (2016) Vitae Researcher Development Framework (RDF) 2011.



Appendix 5: North East Partnership SCITT (Physical Education) (2016) National Standards for School-Based Initial Teacher Training Methods. Self-Review Tool.

The Mentor Standards - Self Review Tool

Standard 1 – Personal Qualities			
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training	R	A	G
1a) Be approachable, make time for the trainee, and prioritise meetings and discussions with them			
1b) Use a range of effective interpersonal skills to respond to the needs of the trainee			
1c) Offer support with integrity, honesty and respect			
1d) Use appropriate challenge to encourage the trainee to reflect on their practice			
1e) Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment			

Standard 2 – Teaching			
Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs	R	A	G
2a) Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies			
2b) Support the trainee in developing effective approaches to planning, teaching and assessment			
2c) Support the trainee with marking and assessment of pupil work through moderation or double marking			
2d) Give constructive, clear and timely feedback on lesson observations			
2e) Broker opportunities to observe best practice			
2f) Support the trainee in accessing expert subject and pedagogical knowledge			
2g) Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves			
2h) Enable and encourage the trainee to evaluate and improve their teaching			
2i) Enable the trainee to access, utilise and interpret robust educational research to inform their teaching			

Standard 3 – Professionalism			
Set high expectations and induct the trainee to understand their role and responsibilities as a teacher	R	A	G
3a) Encourage the trainee to participate in the life of the school and understand its role within the wider community			
3b) Support the trainee in developing the highest standards of professional and personal conduct			
3c) Support the trainee in promoting equality and diversity			
3d) Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children			
3e) Support the trainee to develop skills to manage time effectively			

Standard 4 – Self-Development and Working in Partnership			
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships	R	A	G
4a) Ensure consistency by working with other mentors and partners to moderate judgements			
4b) Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research			

Appendix 6: Interview guide for Clinical Practice Two (2021)

Interview guide for mentors

A semi-structured interview

Name:

Date:

School:

General

- **Tell me a little bit about your teaching and mentoring background? (WHAT)** (closed)

Prompts:

- How long have you been teaching?
- How long have you been a mentor for students in your subject?
- How many students have you mentored?

Becoming a mentor

- **Why did you become a mentor? (WHY)** (open)

Prompts:

- Encouraged to (selection), your turn, wanted the CPD opportunity?
- Can you explain that a little bit more?

Reflective process

- **Do you reflect on your role as a mentor? (closed)**
(no reflection = what stops them doing this)

- I am interested in how mentors reflect on their role. Can you describe how you go about the process? (open) (HOW)

Prompts:

- Is it done in the moment (in-action) *i.e.* whilst you're engaging with the student? Or after the event (on-action) *i.e.* after working with your student?
- During the placement and /or after the placement?
- Do you consider it a combination of the two?
- Use of any resources to help mentors focus on what their role encompasses

Reflections

- **How did your student develop as a teacher over the course of SE2?**

(no- stops this line of questioning – Yes, use prompts below)

Prompts:

- Did the progress review form, L&T observation forms, student teacher's PLP inform/support your judgements?
- Informal feedback, comments from other colleagues
- Is it more of a feeling, based on prior experience?

- **Using the self-reflection tool – what were the 3 most significant elements that you have identified as helping your student to develop? (What)(open)**
(Annotated Self-Evaluation Tool referred to)

Prompts:

- Why were these specific elements so important? (why)
- Were these skills important throughout SE2? ...can you expand on this?

- **Using the self-evaluation tool – which were the 3 least significant elements you have identified as employing to help your student develop? (What)(open)**

Prompts:

(selected 3-4 aspects)

- Why were these specific elements less important? (Why)
- Was it a conscious decision that these elements were not significant? ...can you elaborate on this?
- Why were these skills less important throughout SE2?

- Was this an element you chose to deliberately not use in your mentoring practice?
- Are there elements that you do not think should be part of the mentoring role?

Professional Learning

- **What aspect of your mentoring are you most proud? (reference to CP2 only) (What) (open)**

Prompts:

- Why is that pleasing to you?

- **If you had to identify something that you would like to develop as part of your mentoring practice, what would it be? (it can be more than one thing) (What) (open)**

Prompts:

- Is this because it is missing, or it needs refining?
- Is this something you can develop yourself or would some support be useful

- **What encouraged you to use the self-reflection tool? (open)**

Prompts:

Did knowing that you were going to talk to me as part of the research encourage you to use the SRT?

- Did knowing that you were going to have to talk to someone else encourage you?
- Have you discussed your self-reflections with anyone else?
- Why did you choose to talk to that person? Was it useful, enjoyable etc,
- Does discussing your self-reflections help the process of appreciating your strengths and aspects for development? (might be the researcher is the first person they speak to).

- **In your opinion, was the self-reflection tool useful in supporting your self-reflective process?**

Prompts:

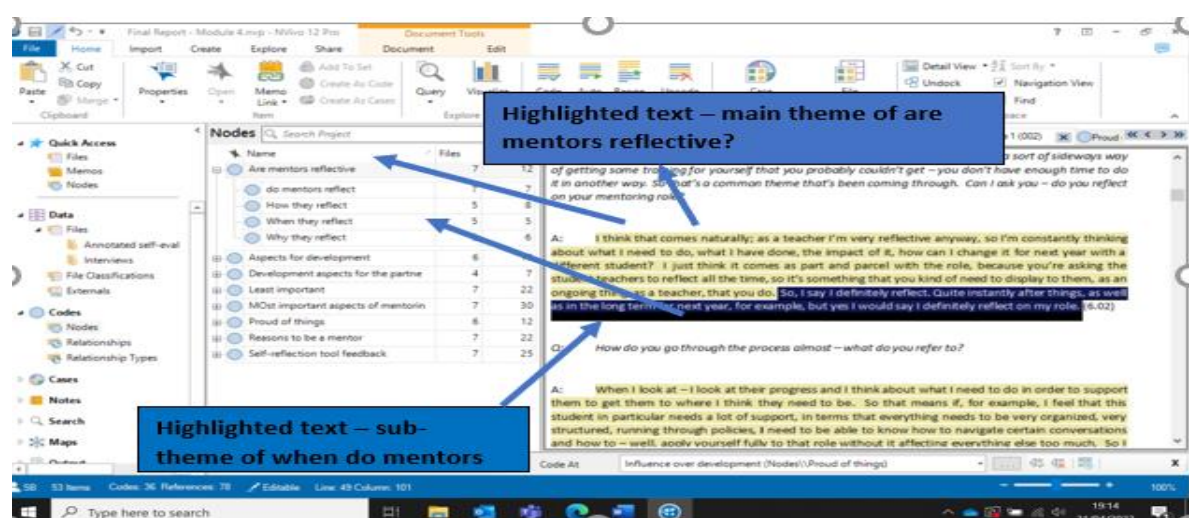
- If No, can the tool be adapted to be more useful?

- If Yes, what aspects were useful?
- In what ways could it be adapted to make it more useful?

Thank you for answering the questions. Finally, are there any other issues which you would like to raise?

Appendix 7: Example of how one transcript was stored, thematically coded using a hybrid approach to identify general themes (deductive) and sub-themes (inductive).

Interview transcripts were stored as files under individual mentor's names. Transcripts were then read thoroughly highlighted, dragged and dropped in to pre-identify main themes (Nodes), main themes were then re-read, highlighted and organised into sub-themes again by creating sub-nodes and dragging and dropping.



Transcript

SALLY BETHELL

CHLOE INTERVIEW 1

First 4 minutes were pleasantries

Q: *Chloe, why did you want to be a mentor?*

A: Because my favourite thing about teaching is the teaching and learning, so the pedagogy and I know how much I enjoyed being on my PGCE. It's when you get to try all new things and you've got so much time to do the research and embed it, and as a practicing teacher now, we'd love to be able to do as much research as possible, but with time being so split, it was like having a student could introduce more updated new research which could be applied in the classroom. And I also thought it was really good professional development as well, so that's why I wanted to do it. (4.53)

Q: *And I think that bit about professional development seems to be a trend that comes through in the literature that I've been reading but also other mentors have been saying, it's a sort of sideways way of getting some training for yourself that you probably couldn't get – you don't have enough time to do it in another way. So that's a common theme that's been coming through. Can I ask you – do you reflect on your mentoring role?*

A: I think that comes naturally; as a teacher I'm very reflective anyway, so I'm constantly thinking about what I need to do, what I have done, the impact of it, how can I change it for next year with a different student? I just think it comes as part and parcel with the role, because you're asking the student teachers to reflect all the time, so it's something that you kind of need to display to them, as an ongoing thing, as a teacher, that you do. So, I say I definitely reflect. Quite instantly after things, as well as in the long term for next year, for example, but yes I would say I definitely reflect on my role. (6.02)

Q: *How do you go through the process almost – what do you refer to?*

A: When I look at – I look at their progress and I think about what I need to do in order to support them to get them to where I think they need to be. So that means if, for example, I feel that this student in particular needs a lot of support, in terms that everything needs to be very organized, very structured, running through policies, I need to be able to know how to navigate certain conversations and how to – well, apply yourself fully to that role without it affecting everything else too much. So I think reflecting on the balance of how much you apply to a student teacher, as well as all the other responsibilities, **is very important**. I also get **student teachers** to complete a reflection of my mentoring at the end of their placement, to inform me of things that they really valued and things that they think they would have found beneficial when they joined me. (7.32)

Q: *What do you have that you use with them? Is it a form that you've generated, or ...?*

A: Yes, there's a google form. I ask them to be completely honest and to submit it once they've left because then I don't think there'll be any awkwardness; not that I think there would be, but just so that they know this is for my benefit and that of future students; (8.12)

Q: *Brilliant! And that is obviously an indicator of your own self-reflection there, I think. You're the first person who's mentioned doing that, because I know we ask the students to do an evaluation of each practice and you get some feedback from that, but it goes to a senior mentor and it's not personal in quite the same way. So that's really interesting. Can I ask you about your last student, obviously on Clinical Practice 2, so this is what I'm referring to. Did they make progress?*

A: Yes, they definitely did. From the start until they had left there was definite progress but it was building everything from scratch, it felt like. And in essence it was because it was the first in person placement, so yes. (9.00)

Q: *So how do you know that she made progress? What were the sort of indicators?*

A: Definitely how much guidance **was needed** to be given at the beginning and really kind of a talk through basic things, what differentiation is, what assessment learning strategies to use, and I think you can obviously see progress when they start embedding that without you having to guide them, as such. And similarly, encouraging them to complete more research and evaluation after every lesson before they look at teacher feedback. I think it is so important because then they're able to see for themselves through honest reflection and then when they hear ours, they can think 'Oh actually, I didn't think about that.' And then in their next reflection they're building on and responding to your feedback. So I think that's how you can see progress, when you can see a clear response to feedback and also more independence and less, guidance from mentors or other teachers they're around. (10.07)

Q: *And again, it's interesting that bit about encouraging them to take ownership for the reflections and match that with feedback from you and colleagues. And see where maybe the discrepancies are, and again I like the idea that you're building their – empowering them to reflect. There's a tendency isn't there, to just go 'Right, you could have done this, you could have done that...' without them taking a breather and thinking about it first.*

A: Yes, and I think it isn't just telling them the activity and focusing on that. It's focusing on 'OK, in the classroom, there were six pupils who didn't engage with the work. Why do you think that is?' instead of saying '**the pupils were disengaged because it was** Friday, Period 5.' Think about 'Well, **actually** what happened in your lesson to make them **lose focus** or to discourage them from participating. So it's all meta-cognition, isn't it? Rather than thinking about what you need to apply in the environment you're in, it's one you're creating. I think that's really important for students. (11.16)

Q: *Again, that's really interesting. So, Chloe if we can go to self-evaluations tool, I can see there's a profile there. If you had to identify three things you would go 'These were significant for that student' that you were working with, so for the student on CP2, what would you say were the 3 most significant aspects when you were working with her?*

A: For my student **to** develop student teachers' ability to self-reflect through the use of learning conversations. For my student in particular that was very important, because they came **with** a profile where their previous placement **had assessed them as** capable in everything, and that wasn't the case, **with** their in-person teaching anyway, so getting them to really **reflect on** their teaching and learning themselves was really important. I also think as well that sticking very tightly to the professional standards helped too. I think sometimes with professional standards the wording of them can be quite difficult to comprehend, especially as a student teacher where there's a lot of jargon that you may not necessarily know. So breaking them down and applying them consistently at the same level really helped. And also, I think that encouraging them to engage with educational reading was so vital because I think you have to know the theory behind teaching completely, with **reference to** how **pupils** learn, the different styles of learning, the gender gap, what people like to learn, the facilitators of learning **and so on**.

When I was completing my PGCE, the mentor I had at my second placement, **used** activities in class **that** were so much fun and engaging, but not just because they were fun, but because they had a real purpose to them. **During this placement**, it was the most creative and purposeful teaching that I planned because I had so much time to do the research and embed it. But you don't get that as such now unless you have a professional development day. But this year has been really difficult, you can't plan certain activities in a classroom due to the pandemic, so that's why I encouraged my student to consider the fact that 'This is pandemic teaching and to research to see what teaching outside of covid is like and the activities you could do why you would do them, the impact of them...' So, yes. (14.34)

Q: Did you talk her through – and I know this has been the same for everybody, but certain subjects in particular where you sort of would do perhaps more creative types of teaching, where you just can't because of the restrictions put on you? Did you talk to her about what you might do or did you refer her to places where you said 'Right! Go and read that, or go and have a look at that, because that would be different' or did you talk to her about what you might have done but you knew you couldn't?

A: I think it was a bit of both really, because when I have a conversation it's really difficult if you haven't completed research and you haven't been in a normal non-covid classroom, so if you ask the question 'What would you have done?' it's very difficult to know what you would have done. So then I'd give ideas but I encouraged her to read the teacher toolkit book, because in that there are really purposeful activities. Obviously, with Covid, I couldn't give her my copy, and I showed her all the different activities, for example the dice, the question matrix – we do a lot of talking toys, oracy strategies, Voice 21 especially for our subject. (16.40)

Q: Again that's quite a curious thing about the period of time we've just lived through, isn't it? Usually you'd be able to role model those things and say 'this is what it looks like, you might want to try this..' But actually if you can't use that sort of teaching it's much more difficult, especially if you have a student who perhaps isn't very strong on making those connections. Theory looks like this; practice looks like this – and you can't see either of those properly at the moment. All you can do are these more limited parts.

A: Yes, and I mean that's when you can make the most mistakes, when you're training, because you can do really risky things, and it can either work brilliantly or they can go really poorly; So – yes, it's been a very, very challenging year and I'm sure my self-evaluation tool would look very different if we had not had Covid. Talk is the most important feature, so just all those assessment strategies, being facilitators, who instead of just giving them information on slides, it's on them. You put the information around, you give them focused questions, text from a scribe, so there's kind of a bit of both. And for one class it worked so brilliantly but the other class needed so much more support and I was like differentiation and that helped me understand. Whereas you're not allowed to leave your teaching zone, which is at the very front of the room. You can't monitor the progress of all the pupils because you can't see their work. Work is literally written in their books. They can't have whiteboards any more and usually we over-use whiteboards in my subject. So – yes, it's been a very, very

challenging year and I'm sure my self-evaluation tool would look very different if we had not had Covid. (18.17)

Q: *Yes, and I think that's a the bit Chloe and that's when you asked that question about 'Am I referring to just this student or is it what I would ideally like to do?' and there's such a difference isn't there. It's like you have to deal with the circumstances that you're working in. So when you have your next student, if you do a profile again, you're right, it could look very different. Clearly your student is different but actually the context you're working in is very important. And that's the bit I think I probably hadn't really appreciated before starting this, that the limitations the pandemic has put on certain subjects in particular because of the types of teaching that you do that are prohibited almost now, because of the rules and you can't go against those rules.*

A: *Yes and like I said talking and discussion is a huge part of RMP; oracy plays a massive part in discussions, expressing beliefs. Additionally, we usually we have a group work policy in my department where all teachers are in groups because they have to be able to engage in physical literacy if they're speaking to their peers – however they're all in rows now, so you can't have that purposeful engagement in discussion, you can't see who you're talking to, and trying to explain that to a student who hasn't really ever been in a classroom as a teacher before, it's really difficult.* (19.38)

Q: *Yes, and you've articulated it really well. It's a useful thing to bring through the research that I hadn't actually really through, I guess. I was really sympathetic to Lou and what she's had to do in a physical – because I the PE part, but of course that's going to have an impact on your subject particularly because of all the oracy strategies you use.*

A: *We do this thing at the end of the year called Big Questions. We get people from the local community, from different backgrounds, such as a Muslim leader, a Christian leader, a Humanist, a governor, we get a panel of sixth form students, and we pose them the Big Questions, really controversial questions as well, to have their input on it, and the pupils find it so valuable. I mean you can't have anybody coming in this year due to health and safety, it's been quite sad. I don't necessarily think student teachers have seen the best either, to learn from it. And that's a shame this year.* (21.05)

Q: *And I think that is a really critical part Chloe, they've learned so much from observing best practice and when you go 'I can't show you my best practice' – and that's really telling I think, so again it's that bit where there'll be students starting in September with a limited repertoire and we actually need to acknowledge that's the situation and it's going to be particularly relevant in certain subjects, I think.*

A: *Yes, absolutely.*

Q: A very good point, a really good point that one! So, Chloe, if we go to the opposite side then, for your student on Clinical Practice 2, what were the three least important things, or the things you decided 'Look, because of the student I've got, I'm not going there, I don't need it.'?

A: The availability for informal discussions. So even though that was vital, because we do all the moving around as teachers in the school, at the end of a lesson where you'd normally have that bit of time to have a quick discussion it's really hard to catch that informal time, so it was always scheduled in to have meetings, rather than having a quick chat. So I wouldn't say that wasn't needed, because it absolutely was, but it wasn't able to be put into practice, if you like. So, another one that didn't happen as much was the student teachers being innovative and taking risks, because how can you do that within the current environment we're in? (23.03)

Q: Can I ask you, with the student you had, do you think you would have been doing that anyway?

A: Yes, I guess so.

Q: Because I guess that's two-fold almost isn't it? One probably you couldn't, because of the restrictions on you, but possibly was your student ready for them anyway?

A: Something I've found quite difficult is developing student teachers' confidence. And I think telling somebody they're making progress, however, not necessarily being as reflective to the assessment of their professional standards, I think that was very challenging this year as well .. (24.18)

Q: How did that make you feel?

A: It was difficult because usually as a person, I'm very reflective And I think this year the experience I've had I knew I had done absolutely everything I could have, and it actually has made me feel more confident in myself and it made me realise that you can't do it for them. You just have to guide, support, mentor – but it's on them. And it gave me that kind of realisation that they're not a pupil to necessarily mould and support, but they're an adult. They have to take ownership of confidence, building things themselves, doing the work the research, applying the feedback – so I think that's quite a hard one about confidence. (25.17)

Q: No, and again that's a curious thing isn't it, it's actually – I think probably we all tried really hard to develop the confidence of this student, who wasn't listening; wasn't able to take that in, that 'Actually they are telling me that I'm getting better' she would hone in on negatives and it not being her responsibility.

A: Yes and I think it was the misunderstanding that feedback isn't criticism, but is to make you better, so obviously their self-confidence isn't going to improve if they're taking it as a personal attack, rather than really constructive feedback from a professional who knows how to do this job. So, yes, that was difficult, I found, and also as a mentor, developing subject and pedagogical practice through research and enquiry, because this year in particular, I found I didn't necessarily have the time to research and enquire. I mean you can do little things like on twitter, and read some articles and you can engage with things people are doing online, for example, we all had a professional development session when we were online and what really good online tools we could use and we had the pillars as well which was brilliant, but I think continuing that throughout the year was very difficult. (27.25)

Q: *I think it might have been a survival technique, to be honest with you Chloe, this year. I remember having conversations with Justin at the start of the year and saying 'We can do this, this and this with the mentors...' and then all I was doing was saying 'Could you get that form in by this time? Can you make sure ...' and it was really functional, transactional stuff, it wasn't developmental because (1) I didn't think anybody had the capacity for anything else and we just had to survive the year.*

A: Yes, and I always find CP2 so beneficial, especially when there are things closely linked to my subject, they're coming in with the up to date research and what works and what doesn't, and I think we could do with listening to some of that as well and see what these what they think is working through their research, for us to know what they've learned as well. (28.32)

Q: *I know, and again Chloe it's something that's been echoed by other mentors, who are saying 'With the best will in the world, I'd love to but I have to survive this year and other things take priority.' I've been talking to Dai who was like 'I'd love to, but my children, the ones I teach day in, day out, they are my priority, that's where I have to spend my time.' And this year was exhausting just doing that, wasn't it?*

A: Yes, and this year was vital for not trialing things with kids but to have them remember what school is like; because they had so much time outside school it was literally making them remember what it's like to be in the institution, their behaviour, their mannerisms, the work that's expected of them, so you didn't really have the time to embed or get really interested in research because it was like, 'we're helping you get through this year and we're just trying to get through it too.' (29.29)

Q: *Yes, and I completely understand that. If I ask you what are you most proud of, from this Clinical Practice, what are the things you go 'Actually if I was going to give myself a pat on the back, it would be for this.'?*

A: I would say just my organization, I made sure I had everything in place for the student beforehand, so all the policies, information documents, the maps of the school, the zones, I just think having everything in place was really important. Also, consistency, so I made sure every lesson had

feedback, all the lesson plans were commented on before the lesson was delivered, all the resources were looked at – so I think time, consistency and organization were my strong points. (30.22)

Q: *I would totally agree with you on that as well.*

A: And I also need to work smarter as well because I invested too much time in doing things that maybe the student teacher could – do you remember when we had our meeting and it was ‘instead of giving them that much guidance and detail before lessons, let them do it, and see what they get out of it.’ So I think I need to do that more.

Q: *Yes and I think your attention to detail which was critical for this student, for us being able to make decisions about her future, almost – you were on all of that. And I think there is that bit of looking at the student, isn’t there, and your next student, you might be able to say ‘half your lessons I’m not going to look at, because actually you are competent enough and yes, we can refine things afterwards, but it is being able to just tailor it to the student you’ve got, I think. But for this student that was really critical.*

So, moving forward then Chloe, having had some time to reflect, is there something you would like to develop in your mentoring practice. I think you just alluded to time management – or ways of managing the time, maybe for yourself, but is there anything else you would like to...

A: I think collaborating. One thing I didn’t do this year, I guess because we weren’t around other people, I didn’t get to collaborate with other mentors and I felt very much in the department on my own as such. So I think more collaboration. I think more training in terms of not mentoring but the consistency of it all; and I think one thing I benefited from this year is the amount of collaboration I had with you and Justin as the senior mentors and the university placement, that was beneficial to me and I think talking to the other mentors would have been good, because I wouldn’t be like ‘Oh my goodness! Am I the only one experiencing this?’ I think that is important. I don’t necessarily know what student teachers get spoken to about before they join us, so one thing I found difficult, is having two students and they didn’t know what assessment was, or differentiation. And obviously in university that would have been taught, and if we had a reference to these lectures –what the headings are; what they are receiving. So I think if we had a guide each week – ‘this is the focus of those lectures and these are the basic bullet points of the things that make’ – kind of like lesson aims – it would help me, anyway, to know what they have learned. (33.39)

Q: *And that’s exactly what Dai said. He said ‘I want to be able to connect with their learning but I don’t know what it is they’re doing at the university when that happens.’ And even he was saying ‘Your school holds school-led training days but you don’t know what those school-led training days are some of the time.’ It’s in your school, and it is almost just a list saying ‘This week there’s a list of the things they’ll be covering.*

A: Yes, I mean just as basic as that, because they'd come back from a school-led training day and then they'd say, 'We need to do this. Would you mind reading over this for me? I had to read an assessment my student completed of about 19 pages and she asked me to proof read it all for her, because this was all what the university had asked for, and so because I don't really know what the purpose of this was, I don't necessarily know as such what I'm offering feedback on. So I literally just fact-checked it really. But yes, it seems a bit disjointed rather than helpful. (34.55)

Q: *Yes, and that might help with this idea of the research and enquiry – if you've been looking at that in university we can look at it in school but you'll need to go and watch that person and you'll need to go and talk to that person and ...*

A: And also you can help advise what they can upload then, because they have stuff from the university, this one's great – upload it! This is what you've been doing in these days. 'Well, if you've been reading about that, let's focus on that as a target this week, and let's building a reflection on putting your research into practice and what you've learned. (35.27)

Q: *Yes, and that's absolutely it. I mean it's not something that isn't hard for us to do because we have a timetable that says what it is and school have training days that say what it is. You just need that calendar with that bit of information, don't you. We can do that – going back I'll feed that back in.*

Nearly finished Claire – was the self-evaluation tool useful?

A: I think yes, generally, but during a pandemic, like I said, it was a bit different. I did find it useful, but the only thing I did find is because there were only 3 I didn't know whether I had to colour in a full block or whether I could go half a block? (36.11)

Q: *I can see you've done half a block Chloe, and I kind of like the fact that you took responsibility and felt able to do that. That's absolutely fine! When I was putting it together I couldn't decide. I just wanted something rough that went 'It's important' or 'It's not very important' as opposed to a ten-point scale. But one of the mentors I trialed it with put loads more circles in there for themselves and went 'That was really really important, that wasn't, that had 1 7, that got a 6' and I thought 'Well, I wasn't trying to generate numbers. I just wanted a general feel for it, but I kind of like the fact that you went 'I'm going to do this how I want!'*

A: Yes. (36.50)

Q: *And I wanted to try to keep it reasonably simple...*

A: It's definitely something, it's a really easy visual 'OK, what things did I perhaps not do as such, for example engaging with the teams for guidance and information – I don't think I accessed that more than a couple of times this year. And maybe because we don't use teams as well it was a bit alien to us. So I used things I'd done previously rather than going on teams. (37.25)

Q: *And I think also, XXXX would put the relevant immediate things on your Google site, wouldn't he, so it's just like you don't really need to go there. So that's fine, actually it isn't that important to us because we have a different system. But for some people it might have been.*

Is there anything you would change on it, Claire, because it's sort in a design sort of process..?

A: I don't necessarily think so, because you've got the 4 areas of learning in the middle and then you've got all the strands coming off. I think one is a focus on mentoring, yourself, and the other one is your student. For example, research - one is about encouraging the student to research, and then the other one is the mentor continuing to develop in research. So I think in these two strand – but no, there's nothing else I would change. I think it is really easy to read. So yes, it's just the teacher kind of jargon, if you like, but I think if you're in the profession you know what it all means. (38.48)

Q: *Yes, that's it and again I was trying to think about keeping it simple, but there is language where you go 'I think we should all be familiar with that..' and it is a bit jargonistic – so you go 'But that's the jargon we work to.' So if you try to make it even simpler – like I had teaching in there, rather than pedagogy, because I thought we all know what teaching means – we all know what pedagogy means, sort of thing!*

A: Yes, if you don't know what pedagogy means, as a teacher, that's probably the first word you hear when you go into university. But if you spoke to somebody else I think it's been harder to reflect and evaluate this year, because it's been an anomaly of a year and I think next year will be similar to this; pupils aren't going to be moving around, we know that in the autumn and winter terms, but maybe teachers will be in their own classrooms? But again it's not going to be a teaching experience that will demonstrate best practice. And that's a point to be mindful of, isn't it? (40.04)

Q: *I think that's absolutely – the bit about we probably need to make mentors aware of that part – you know the role modelling bit – you're going to have to honest and say 'There are other ways I would like to do this and we can talk about them and you can go and read about them – but I can't show you.'*

A: Yes, and I wish we'd recorded everything. But I showed the resources I had previously planned and made – I'd be like 'Look at how I've done this. Is there any information on these slides? No. Why? Why would I not give them the information? How is that developing them as pupils? How is that making them more independent as learners? So I mean there's only so much you can do, but I think that next placement will be very similar to this one and it's just explaining that to students. (41.23)

Q: *I am absolutely amazed at what people have achieved really, because it would have been quite easy, wouldn't it, to just not bother, really, because it's really hard, what you're doing. So I take my hat off to anybody!*

So, Claire is there anything else you want to ask me or that you want to add to the interview?

A: **Nothing** I can think of.

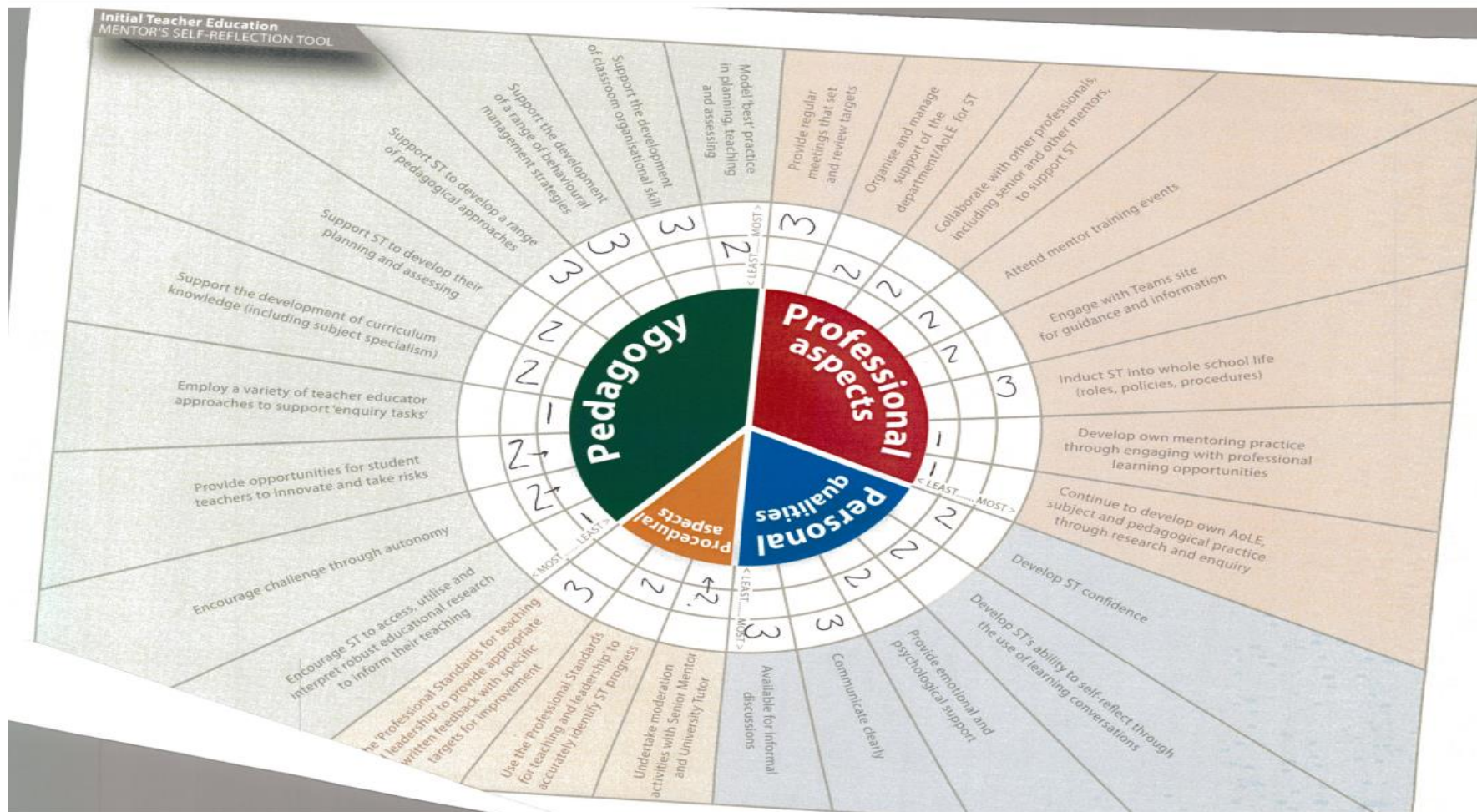
Q: *No, really it was just an option to say if there's anything you want me to take away, I'm really happy to listen. I said to the others, I always talk to our mentors and it's just like we're talking to you and we're talking about – you tell me about your student, as opposed to you tell me about you. We very rarely talk to you about doing the mentoring role.*

A: I think the interviewing of potential teachers is very important and I think that the whole placement and the way the university works is always trying to give them every opportunity, and I think that some people may not really be the best to work in this environment and I think it should be identified pretty early on, rather than to keep giving them opportunities – because although some probably can develop, there are some who just kind of – I struggle to see how they could have got this far! (43.00)

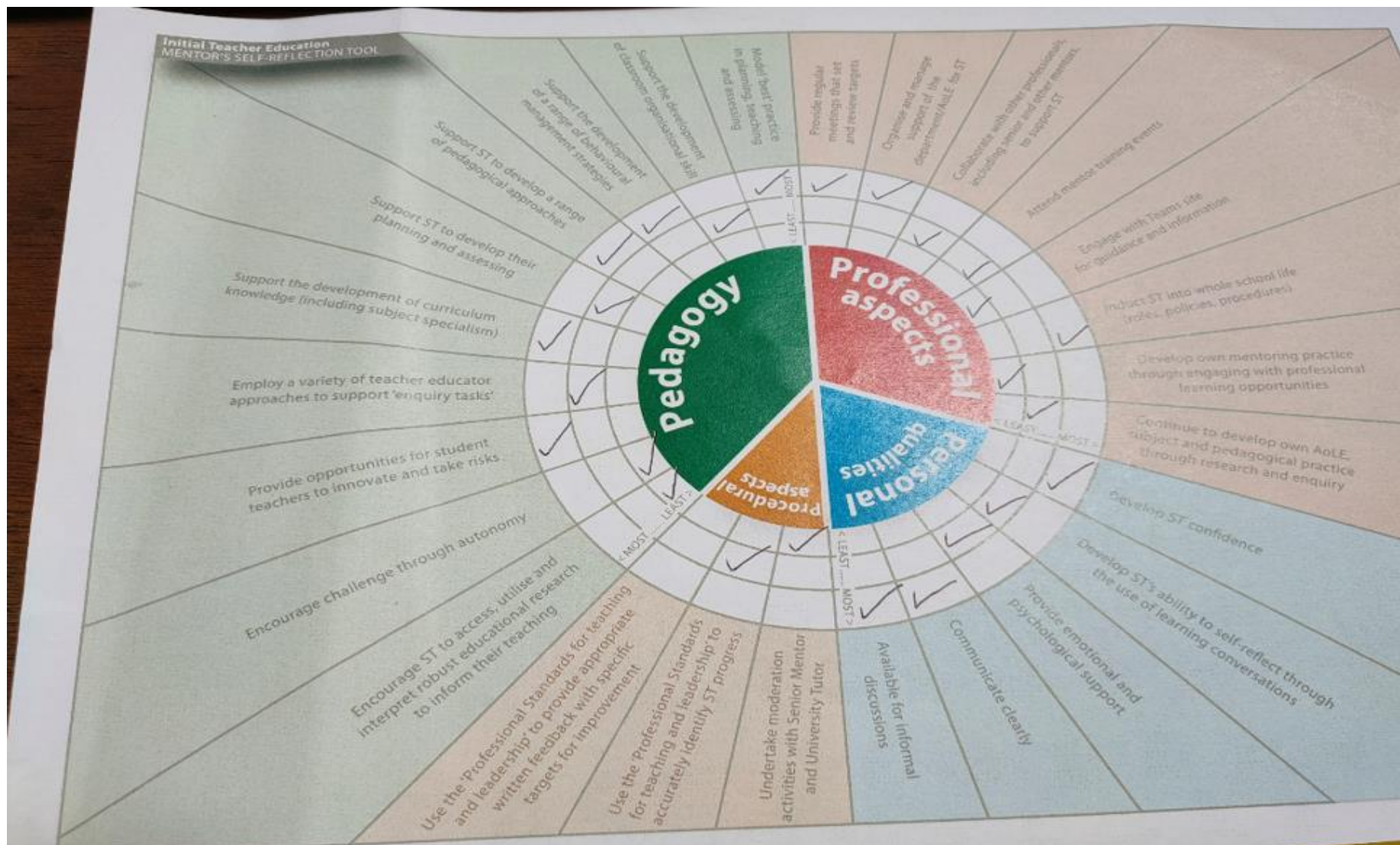
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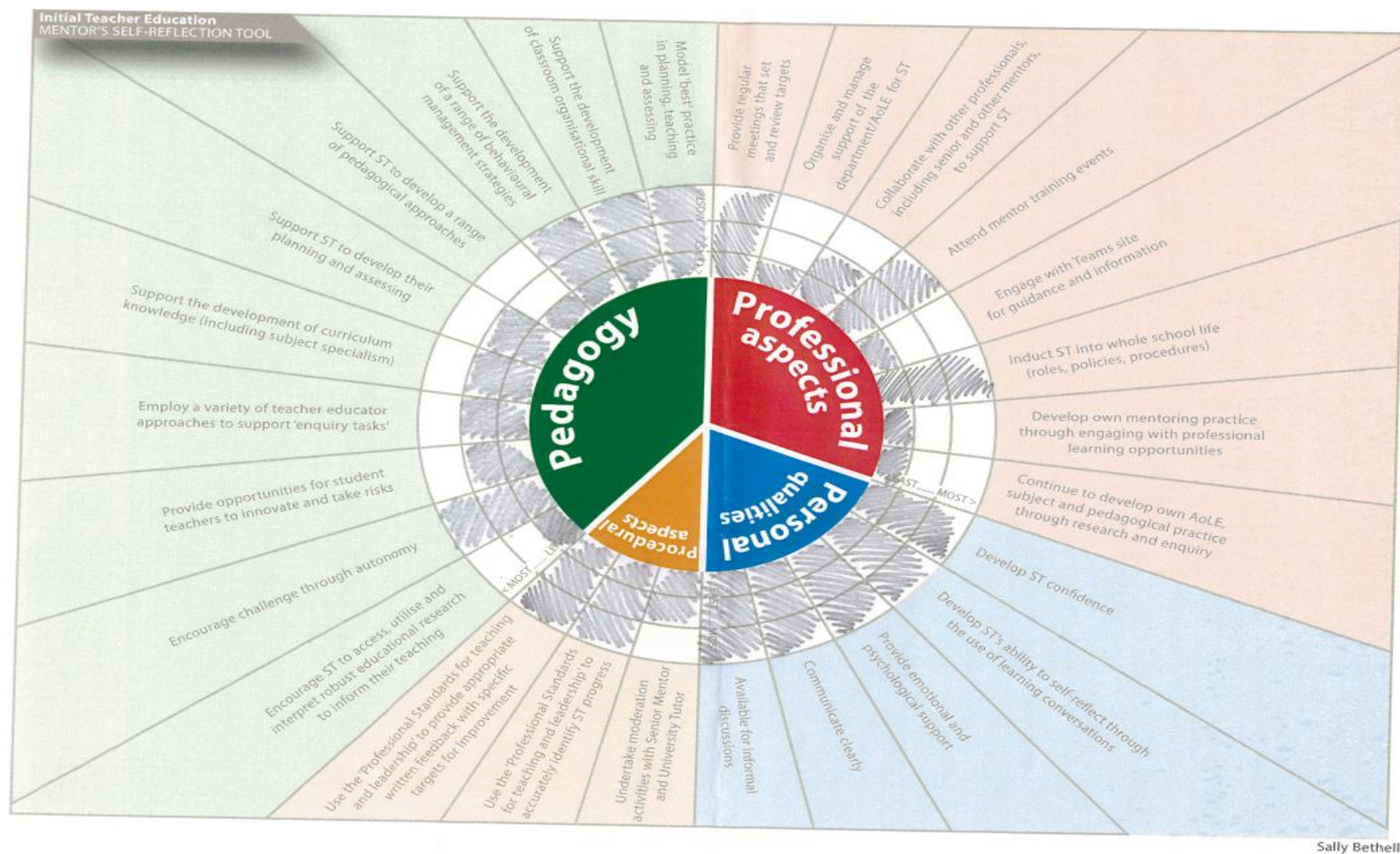
Appendix 8: Dai's annotated self-reflection tool (Interview 2:07.07.2021)



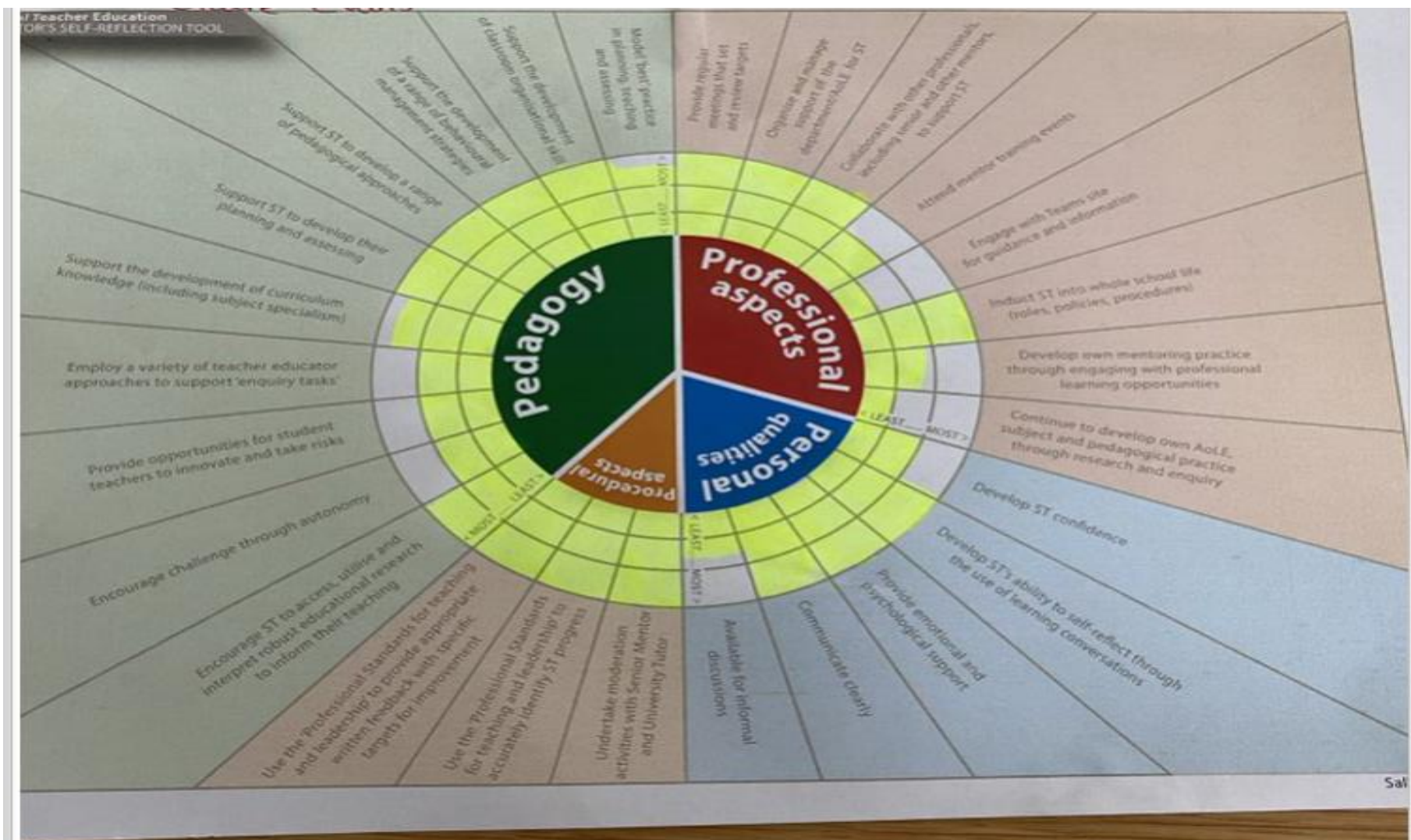
Appendix 9: Jane's annotated self-reflection tool (Interview 4: 08.07.2021)



Appendix 10: Lily's annotated self-reflection tool (Interview 1: 07.07.2021)

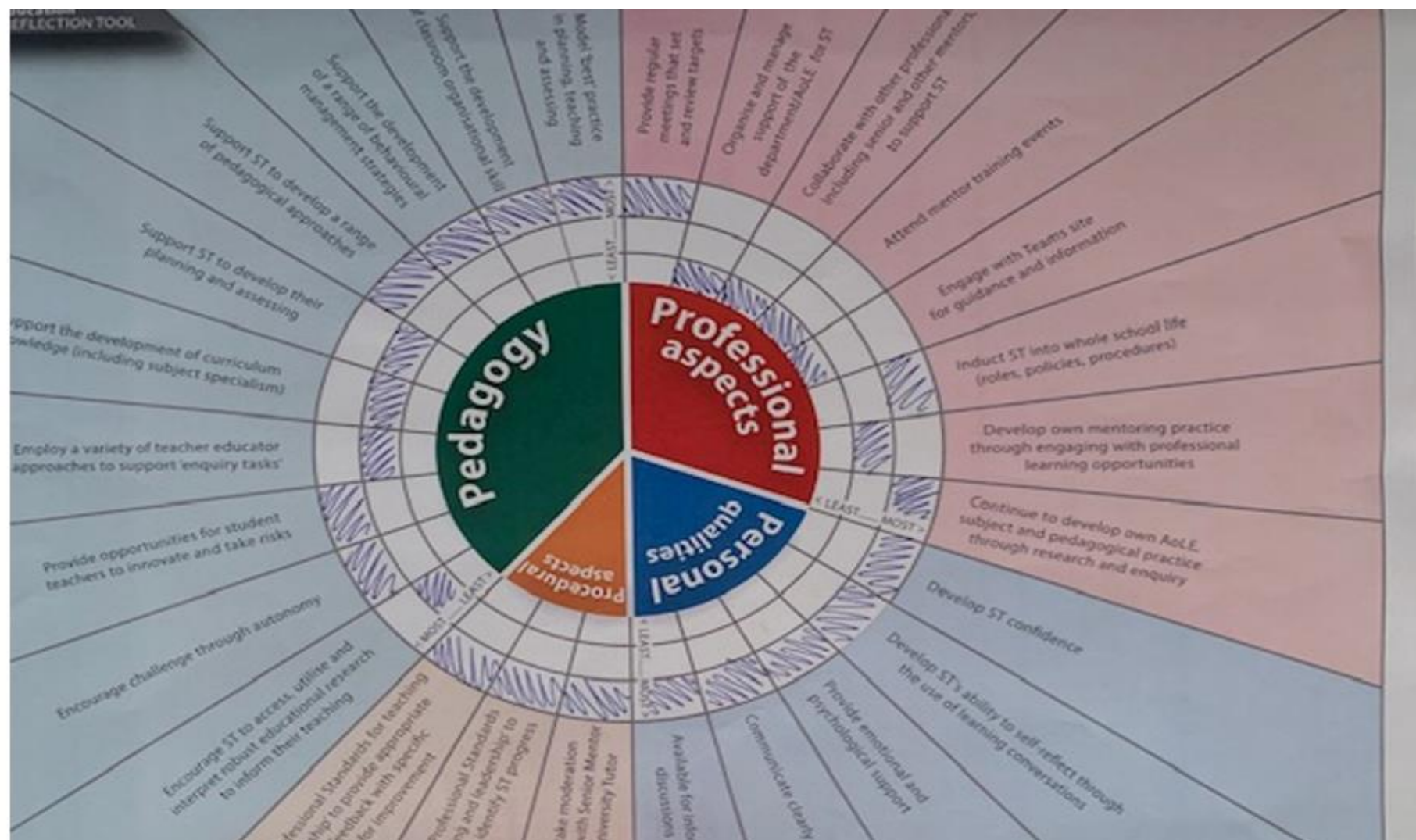


Appendix 11: Chloe's annotated self-reflection tool (Interview 4:08.07.21)



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Appendix 13: Anna's annotated self-reflection tool (Interview 6: 13.07.2021)



Appendix 14: Peter's annotated self-reflection tool (Interview 7: 14.07.2021)



Appendix 15: Extracts from mentors' responses to Question 5 on Interview Guide – How did your student develop as a teacher over the course of SE2?

Well, we had our weekly meetings...with the feedback that you give and the targets you set, if they follow those targets for the next section, and they do what you ask them to do, then you can see they're making progress. So, it's based on the targets we set them. I think there might be one particular class, where you need to watch certain girls in that class and when you have them again you see that they've done that. We've been lucky though because the students we've had do make that progress... **(Lily, Interview 1: 07.07.21)**

I think the most important thing from my point of view looking at the engagement of the student and the progress they're making. But also, I think that doesn't always come straight away...It's an interesting – it's a tricky question, because in some places and some lessons it's not that smooth improvement. There were fluctuations along the way and sometimes we'd gone back a few steps, and then the next lesson it would be a good lesson so there'd be ups and downs on the way, but in each lesson I'd get engagement, the progress the students were making, and just from the front of the classroom, their presence and their confidence and feeling and looking relaxed and part of the role rather than trying to be a teacher, they are a teacher. **(Dai, Interview 2, 07.07.21)**

Definitely how much guidance **was needed** to be given at the beginning and really kind of a talk through basic things, what differentiation is, what assessment learning strategies to use, and I think you can obviously see progress when they start embedding that without you having to guide them, as such. And similarly, encouraging them to complete more research and evaluation after every lesson before they look at teacher feedback. I think it is so important because then they're able to see for themselves through honest reflection and then when they hear ours, they can think 'Oh actually, I didn't think about that.' And then in their next reflection they're building on and responding to your feedback. So, I think that's how you can see progress, when you can see a clear response to feedback and also more independence and less, guidance from mentors or other teachers they're around. **(Chloe, Interview 3, 8th July 2021)**

I've seen that in his day-to-day lessons, I've seen it in his feedback from other teachers as well and I see that when I'm doing his lesson observations or his progress forms. It is really easy to see – with all the level descriptors and things we can use, it's really easy to see – absolutely when he first came to us he wasn't capable of this and he wasn't doing this effectively. Whereas now I would say that he's doing a lot more things. And I can use more of the kind of capable or aware level descriptors than I could the unaware ones. **(Jane, Interview 4, 8th July)**

Huge! Huge progress...Just a delight to work with, hardworking, stays late, arrives early, mucks in...she made a lot of progress. She's very, very good in terms of if I said have a little look at this – have a research about that. She took it upon herself, I was talking to her about now, because she did her practice with me in Year 2, and now she's moving into the nursery, and I said 'Do you want to look at things like curiosity and do you want to look at deconstructed role play? And she's trying to make visits to private nurseries off her own bat, in her own time. She's done courses in her own time. She's really keen to further her understanding. **(Lara, Interview 5, 13th July)**

I think she made huge progress, yes. I think she came in at a quite a decent level anyway, because she was very experienced... She was fabulous. She was 28 and had already worked in a lot of special schools and places like that over in Canada. She hadn't had much experience, I think, in the early years but she was very interested in the ethos and – yes, I mean she basically – when we did her final practice review I struggled to not give her purple because she was QTS plus. She did brilliantly. It was that area – OK, you may be doing that, I've not actually seen that so I'm going to give you a green. Then she'd say 'Right, hang on a second! – Here it is!' So, I'd be like I've seen that now so I'm going to have to give you purple for that as well. **(Anna, Interview 6, 13th July)**

Yes, and it's just a case of being there to give as much support as possible, to be able to give them as much experience as possible, bearing in mind the limitations we had. Obviously, it was totally different from my previous student, which was in a normal class the year before, where the thing was 'Right - just get into the class, straight away, teaching etc.' it makes a far easier process. But considering the circumstances we had, the standards that she was looking to meet, we found a way round to be able to show those standards. **(Peter, Interview 7, 14th July)**

Appendix 16: Reasons for not supporting student teachers' research and enquiry activities.

Jane's comment highlights a lack of confidence with this aspect, but a recognition of its importance:

I'm not saying it's not important, because it absolutely is – but in terms I'm still kind of getting to grips with how I use educational research in my own teaching and so I don't feel I'm in the best place to help a student do that. I think I'd need a lot more work on that to become more competent myself before I could help someone else. (Jane, Interview 4: 08.07.2)

Lara and Anna alluded to the belief that this aspect is led by the university, and therefore it is not their responsibility:

The one that says about supporting the student's enquiry tasks. I can't say I was involved in supporting her, in fact really. I know she had things to do, university-based, they were enquiry-led. But I was never really involved in that. She never brought that up as something for her to support her in, really. She just sort of did that herself. (Lara, Interview 5: 13.07.21)

I think it's important, but I think that's something that the university provides, rather than myself. (Anna, Interview 6:13.07.21)

Another interesting reason for not engaging with this aspect of mentorship relates to both the Lead Partnership Schools I used in my study having *Research Champions*². These individuals support student teachers with the requisite university's research assignment, and two mentors thought that this meant that they did not need to be involved with supporting their student teachers with these research and enquiry tasks:

I think – the research they were doing, because I know how good XXXX and XXXX are in school with that, I kind of left that for XXXX, and XXXX I thought I'll concentrate on the teaching. (Lara, Interview 5: 13.07.21)

² A *Research Champion* is the person in a Lead Partnership School who guides and supports student teachers to undertake a research assignment set by the university based on a feature of the schools' development plan.

So, I think we're lucky that, obviously we have XXXX who does a lot of research with them, and I think that's been a massive support to us as mentors, because it means we haven't had to. (Jane, Interview 4: 08.07.21)

The impact of undertaking research and enquiry tasks was a concern for Dai, as he could not see how, in practice, his student teacher's reading was informing his teaching:

They do a huge amount of extra reading ... there's loads of evidence in the online portfolio, but I felt I'm not seeing that in the classroom ... you can't tell a class, 'Well, I've got loads of research; there's my evidence!'. It's got to translate into the teaching ... (Dai, Interview 2, 07.07.21)

Appendix 17: Extract to responses to Question 2 of the interview guide – Why did you become a mentor?

...it was given to me as a way responsibility fell in the department but I'm more than happy to do it.

(Lily, Interview 1:07.07.2021)

In terms of within my role of leader and skills it's a useful bit of experience just to kind of take the other role, where you're sat at the back and watching. And, actually you instantly start to reflect on your own teaching... its good at professional development for myself as well.

(Dai, Interview 2:07.07.2021)

...having a student could introduce more updated new research which could be applied in the classroom. And I also thought it was really good professional development as well, so that's why I wanted to do it.

(Chloe, Interview 3:07.07.2021)

I think it's just because I'm looking for that next kind of stage in terms of what I've been doing in school... so I'm quite passionate about getting people and trying to keep them motivated, keep them in the career, so I said I'd be quite happy to be the physics mentor.

(Jane, Interview 4:08.07.2021)

I love seeing the development of the students, I love seeing the growth of the students and I think if you're able to do something professionally well it's really important to the profession to pass those skills on and to help the next young teachers who are coming into the profession.

(Lara, Interview 5:13.07.2021)

*To be honest, I really do enjoy **helping** people, I really love **explaining** how to do things, and people doing well. It's just very **rewarding**. I do really enjoy it actually.*

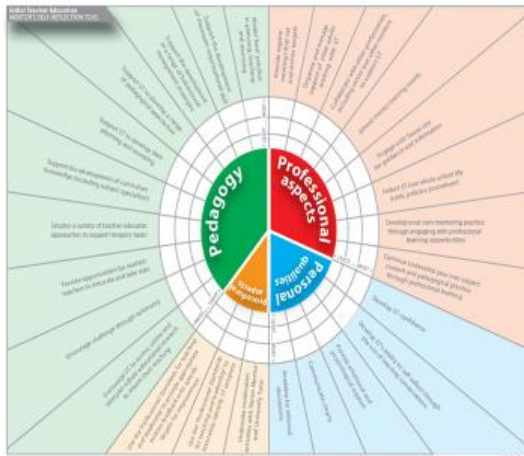
(Anna, Interview 6:13.07.2021)

*I see it as a benefit to have students because obviously it **brings new ideas** in to me and I'm supporting the future of the industry coming through, and again I believe I benefited myself, so I appreciate the mentoring I had, so obviously I **want to give back** the support I had in starting. And, also the fact it **benefits the school**, so obviously the way the school benefits with having new people coming in with new ideas and fresh outlooks etc, it can only benefit the school itself.*

(Peter, Interview 7:14.07.2021)

Appendix 18: Dissemination of research findings to senior mentors (September 2021 and January 2022)

Mentor self-reflection tool



Research findings July 2021

1. Mentors found the SR tool useful in supporting their SRs
2. Mentors recognised the scope of their role
3. Mentors recognised that different ST have different experiences and therefore different needs
4. It supported mentors to identify their strengths and aspects they could develop moving forward
5. Mentors were able to articulate their role
6. Most mentors did not identify R&E support as part of their role



In the first briefing session the findings of the research study were disseminated. Senior mentors were informed that the self-reflection tool was available if they would like to use it.

Mentor self-reflection tool



How might you use this self-reflection tool with your mentors?
Have you used it?
How did you use it?
Did your findings differ from the original ones?

Research findings July 2021

1. Mentors found the SR tool useful in supporting their SRs
2. Mentors recognised the scope of their role
3. Mentors recognised that different ST have different experiences and therefore different needs
4. It supported mentors to identify their strengths and aspects they could develop moving forward
5. Mentors were able to articulate their role
6. Most mentors did not identify R&E support as part of their role



In the second briefing prior to Clinical Practice 2 senior mentors were encouraged to think about ways they felt they could use the tool with their mentors and to offer feedback if they had already used it.

Appendix 19: Latest iteration of the self-reflection tool (January 2022)

