

Interview Schedule – Interview 1 (1st year of study)

Introduction

1. The study, aims and researcher
2. Ethical issues – confidentiality, anonymity and recording
3. Consent form signed.

A. Background information

1. What made you decide to be a teacher?
2. What is your normal weekly timetable?
3. What do you do in your 0.3 non-teaching time?
4. How is your induction year going?

B. Your involvement in professional development

1. Have you used your career entry profile to plan your professional development?
2. Have the needs identified in your profile been met? Have your needs changed since you completed the profile?
3. Who would you say plans your learning?
4. What professional development have you experienced so far?
5. To what extent do you choose which local authority CPD to go to? Does the local authority CPD meet your personal needs?
6. How important learning in the classroom in terms of your professional development?
7. Which learning (formal CPD or learning at work) do you value most?
8. Can you give an example of how you have implemented something you have learnt?
9. Have you encountered any barriers to your professional development?
10. Do you feel you have learnt how to negotiate workplace or school politics?

C. Context and support

Mentor

1. Tell me about your mentor.
2. When did you first meet them?
3. How do you and your mentor identify your professional development priorities?
4. How often do you meet them (regular slots and/or ad hoc)?
5. How often are you observed and how often do you observe them?
6. Have you had any actual or potential difficulties with your mentor? (e.g. differences in opinion over ways of teaching or treating children, active maths rather than Heinemann books)

Head Teacher

7. Tell me about your head teacher/rector and/or line manager.
8. When did you first meet your head teacher?
9. Is the support received up until now the support that you have expected and/or needed?

Colleagues

10. When did you first meet your colleagues?
11. How often do you talk with other teachers and what do you talk about?
12. Who do you approach for help and advice? Is this always successful?
13. Where is non-contact time (breaks, lunchtimes) spent? Is there ever any tension over this?
14. Do teachers work together in the school?
15. Who has the most helpful person been so far?
16. Do you feel you sometimes learn from non-teaching staff (e.g. administrators) and/or other professionals, (e.g. psychologists)?

17. Secondary teachers only – can you tell me how your department runs as a unit?

Peer support

18. Do you have peer support (in your school or from university friends)?

School

19. How would you describe your school to someone who doesn't know it?
20. What is it like to teach there?
21. Is your current school different to the schools you taught in on placement?
22. Do you feel that you learn from the pupils?

D. Reflections on the way forward

1. What has been the most difficult thing in the induction year for you?

Preparation for induction year in your university course

2. Can you give examples of how your teaching course prepared you for the induction year? For teaching? For being a teacher? In relation to your CPD and professional learning?
3. Can you give examples of preparation you would have liked but did not receive?
4. Is there continuity in your professional development from what was covered in your teaching course?

Developing as a teacher

5. When do you feel you went from being a “student of teaching” to a “teacher of students”?
6. How would you complete the following “Being a teacher is like”
7. A Curriculum for Excellence has 4 capacities, one of them being - **Successful learner** - Would you describe yourself as a successful learner? If yes can you give an example of a successful learning experience?
8. I am researching teacher induction and early professional development including learning in the workplace. Is there anything else you would like to add?