

Respondent:

Most effective / valuable
I actually think, I think staff meetings are quite effective here because I think people do discuss what we think we ought to do and go away and try it. That isn't the case in every school, I know that but I actually do think they're quite effective and you can get an idea across to a lot of people fairly quickly and because of the nature of the people here, actually it's quite effective. But I do, generally I think that team teaching and mentoring are the most effective ways of changing practice or introducing new practice, which I haven't done.

Interviewer:

And in what ways are they most effective?

Respondent:

Workplace / opportunity / T.T.
I think it's because they get to see somebody do, you know, particularly if you're team teaching, they get to see somebody do a model of what, you know, I love to see other people teach and go, "Oh, that's a really good idea." And, you know, and just model what it is that, you know, the strategy that you're trying to sort of show them. If you see it done, it just becomes much more easy to understand, in many ways, how to do it but also what the impact is, if you've seen it in a class and you can see the impact on children, then you're more likely to go, "OK, I'll go and have a go at that, that seemed really effective."

Interviewer:

So it's partly that being able to sit back and watch something and to kind of see –

Respondent:

How it can be used.

Interviewer:

Yeah, and do you think there's any other sort of value to mentoring or that team teaching idea for teachers? Is it simply just being able to watch someone else do it or is there anything else that they get from that process?

Respondent:

by T.T. / mentoring
Probably they can, you know, they see how it can be used in their classroom but how they might have to change it, you can sometimes see how you might need to change it for your people or for your age group and you can see it more clearly rather than just being described it. You know, if you're just describing, you know, you can do peer feedback, you know, you then have to make up how will that look in my classroom. But if you see how it can look in a classroom, you're going, it's like when you've got a plan, sometimes you need to waiver from the plan but it's much easier to waiver from a plan if you already have one, so if you've seen it and you need to make a change, that is much easier than never having seen it and just implementing it straight away.

Interviewer:

Yeah, and I suppose, I mean, is there opportunity for discussion in between, I'm just thinking if someone's doing team teaching with you, so they would get the chance to kind of check in with you afterwards and talk about it and ask you?