

# Practices and Partnerships: Examining Primary Teacher Training

---

## Page 1: Information sheet

### INFORMATION FOR PARTICIPANTS

*Ethical Clearance Reference Number MRA-20/21-22333*

#### **Practices and Partnerships: Examining Primary Teacher Training**

I would like to invite you to participate in this project which forms part of my research into practices and partnerships in teacher education. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please contact me if there is anything that is not clear or if you would like more information.

#### **What is the purpose of the project and why have I been invited to participate?**

The purpose of the project is to explore the learning and development of trainees on postgraduate primary teacher training programmes. You have been invited to participate as you are involved in the preparation and support of trainees.

#### **What will happen if I take part?**

Taking part in the project involves the completion of this anonymous questionnaire. You may also be invited to participate in an online interview but this is entirely optional. With your consent, the interview will be audio recorded.

#### **Do I have to take part?**

Participation is completely voluntary. You should only take part if you want to and choosing not to take part will not disadvantage you in anyway. You are free to withdraw at any point of the project, without having to give a reason. Withdrawing from the project will not affect you in any way.

#### **Data handling and confidentiality**

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). All data for analysis will be anonymised. In reporting on the research findings, we will not reveal the names of any participants or the organisation where you work. There will be no possibility of you as an individual being linked with the data.

If you would like more information about how your data will be processed in accordance with GDPR please visit the link below:

### **What will happen to the results of the project?**

The results of the project will be used to inform seminars for teacher educators, planned to take place in the autumn of 2021. The results of the project will also be used for the production of a peer-reviewed journal article, intended for publication in 2022.

### **Who should I contact for further information?**

If you have any questions or require more information about this project, please contact me using the following contact details:

*Principal investigator:* Dr Sarah Steadman [sarah.steadman@kcl.ac.uk](mailto:sarah.steadman@kcl.ac.uk)

### **What if I have further questions, or if something goes wrong?**

If this project has harmed you in any way or if you wish to make a complaint about the conduct of the project you can contact King's College London using the details below for further advice and information:

The Research Ethics Office, Franklin Wilkins Building, 5.9 Waterloo Bridge Wing, Waterloo Road, London SE1 9NH. 020 7848 4020/4070/4077 [rec@kcl.ac.uk](mailto:rec@kcl.ac.uk)

## Introduction

The purpose of this research is to explore experiences of postgraduate Primary teacher training in England.

Please answer the questions as fully as possible.

1. Which of the following best describes your role? Please select all that apply

- ☐ ITE/ITT Course leader
- ☐ School-based mentor
- ☐ Lead subject mentor
- ☐ Professional tutor
- ☐ Training manager
- ☐ PGCE tutor
- ☐ Lecturer
- ☐ Other

1.a. If you selected Other, please specify:

2. How many years in total have you been involved with teacher training?

2.a. How long have you been in your current post?

3. Approximately how many primary trainees do you work with in a typical year?

4. What aspect(s) of your involvement with teacher training do you most enjoy?

5. Which of the following best describes your own teacher training?

- ☐ I am not a qualified teacher
- ☐ University based PGCE
- ☐ Undergraduate Education degree
- ☐ School Centred Initial Teacher Training
- ☐ School Direct
- ☐ School Direct (salaried)
- ☐ Teach First
- ☐ Certificate in Education (CertEd)
- ☐ Other

5.a. If you selected Other, please specify:

6. Please use the scale to indicate which of the following statements best describes how you feel about the teacher training that you are involved with this year.

	1	2	3	4	5	6	7	
--	---	---	---	---	---	---	---	--

The training enables the development of subject knowledge for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The training does not contribute towards trainees' subject knowledge for teaching
The training enables the development of behaviour management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The training does not contribute to the development of trainees' behaviour management skills
There are obvious links between centre or university-based training and school placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The centre or university-based training feels disconnected from school placements
Trainees are integrated into school staff communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trainees appear peripheral to school staff communities
The learning and development of trainees is significantly influenced by their relationship with their school-based mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The relationship between trainees and their school-based mentor has a limited impact on their learning and development

Trainees take active responsibility for their own learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trainees show very limited ability to take responsibility for their own learning and development
Trainees are always able to express their anxieties and/or concerns about their training to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trainees have little or no opportunity to express anxieties and/or concerns about their training to me
I am very concerned about how COVID-19 restrictions have impacted on training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have no concerns about how COVID-19 restrictions have impacted on training
I am confident that trainees will be prepared to enter the teaching profession by the end of their training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trainees will not be prepared to enter the teaching profession by the end of their training

**6.a.** Please add any optional explanatory comments for your responses below

7. From your experience, in a year that is not impacted by COVID-19, what aspects of teacher training do trainees typically cope with well?

8. From your experience, in a year that is not impacted by COVID-19, what aspects of teacher training do trainees typically struggle with?

9. What have been the main challenges that the COVID-19 pandemic has presented in terms of trainee teacher development this year?

10. Other than issues relating to the COVID-19 pandemic, have your trainees experienced any anxieties or concerns about their development as a teacher during the year?

10.a. Maintaining anonymity, please elaborate on one of these anxieties or concerns.

11. What opportunities do you have for partnership working in your role and how effective has that work been this year? (for example, if you work in a school, you could comment on collaboration and communication with the university and/or training provider).

12. Please add any further comments relating to your experience of working with primary trainee teachers that you wish to make.

Please check your responses carefully before clicking 'Finish'

# Page 4: Final page

Thank you for taking the time to complete this questionnaire.

---