

## **Introduction and Instructions for Participants**

Thank you for agreeing to take part in this email-based interview.

There are four main areas on which I would like you to focus. Each area has an introductory paragraph that provides a definition of terms, and a framework for the corresponding questions based on the literature and data already collected. You are free to contradict or provide additional opinion on these terms if you wish.

Please hit “reply” to this email, then enter your responses under each question or prompt. Feel free to use a different colour text, or indent your responses if this helps.

You may wish to regularly save your reply as a draft, or email pieces of your overall reply to me as you complete them, so that you do not lose data. Be aware that some email programs do not retain unsaved drafts if the session has timed out.

I may return your email seeking additional clarification to some responses, you should see these questions in GREEN text.

If you have any queries, please email me or text me, and I’ll call you back.

Thank you so much: Leonie ☺

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## **Questions for Interview Participants.**

### **Area 1: Collegiality and P2**

This question seeks to find out how co-deployment on practicum can result in increased collegiality.

That is, how placing pre-service teachers together can enhance their ability to be collegiate: to share resources, to debrief, to develop social connections with colleagues, and to work together as a team in all aspects of the teaching experience. This contact may occur onsite, or in other ways, including electronically or across social media.

***In your experience, how do you believe that P2 resulted in increased collegiality?***

***Could you describe the contact you had with other P2 participants while on placement? In your response, please consider the frequency, formality, timeframe, purpose and method of this contact.***

***In the Survey Monkey surveys, you were asked about ‘critical’ and ‘non critical’ contact on P2. How do you interpret ‘critical’ contact? In what situations did you engage in ‘critical’ and ‘non critical’ contact with your P2 peers?***

## **Area 2: P2 and the 'learning community'**

This question is seeking your experience of working in a 'learning community' – a group of teachers with varied experience (pre-service, mentor and experienced teachers) engaging in a number of common aims:

- professional dialogue – discussions about pedagogical technique, learning, behavioural theory, classroom management etc .
- co-mentoring – supporting one another with advice, constructive criticism, moral guidance etc.
- team planning – developing and assessing curriculum in a group (although this does not necessarily mean that team teaching occurred as a result; just team preparation)
- professional reflection – looking at how you taught, discussing this in conjunction with others, and working on continuous improvement.

***From your P2 experience, could you describe the situations in which you engaged in each of these 'learning community' approaches? In what ways were these valuable to you?***

- a) Professional Dialogue
- b) Co-mentoring
- c) Team Planning
- d) Professional Reflection

## **Area 3: Longer term benefits of co-deployed practicum**

Now that you are a few years out of P2, this question is asking you to consider what longer-term benefits you gained from your involvement in the program. This might include skills you developed, contacts you made, networks initiated, employability or any other benefits. It is important to consider the P2/co-deployed experience *specifically* when responding to this question: rather than practicum in general.

***What, in your experience, do you identify as the longer term benefits of being part of the P2-style practicum?***

***Are you still in contact with any peers from P2? How many?***

***For what purposes do you make contact?***

#### **Area 4: Enablers and constraints of collegiality**

This question is asking you to consider what structures or situations made it easier or harder to communicate and work with your peers while on P2. What I would like you to think about is how easy it was to make contact with your P2 peers, both during days you were in school, and when you were outside of placement times. The following structures were identified by P2 participants as affecting the opportunities for P2 participants to work together:

- Learning spaces – open plan classrooms and community workspaces
- The timeframe of P2 – longer term overall for the block, with two days in school per week
- Opportunities outside of placement days for P2 participants to make contact – coming together at University, social opportunities, group assignments as part of P2.

***What aspects of P2 made it easy for you to work with others?***

***What aspects of P2 made it more difficult?***

***What structures, programs or systems could be put in place to support peer contact/support/teamwork for P2 (remember that this could be part of the school or part of the university)?***