



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES

UNIVERSITY OF
BIRMINGHAM

The Good Teacher Understanding Virtues in Practice Research Report

Supplementary Online Appendices

Interview Schedules

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The Good Teacher: Understanding Virtues in Practice

Supplementary Online Appendices: Interview Schedules

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Values and Virtues in the Professions

Interview schedule: Beginning Undergraduates

Thank you for agreeing to participate in this interview.

I'm a researcher from the Jubilee Centre for Character and Values at the University of Birmingham working on this project which is exploring the role of virtues and values in the professions, particularly medicine, law and teaching. We are interested in the role of character in everyday professional practice, by that we mean the kind of personal characteristics, or qualities needed to be a professional.

I hope you have had the chance to read the information sheet and I am happy to answer any further questions you have concerning the project.

- Before we start, have you got any more questions about the study?
- Are you comfortable that you understand what the study is about and what we are asking you to do?

You can withdraw your interview data at any point up to six months from the day you signed the consent form. I have questions, but hope the discussion will be informal and that you will feel free to add anything else you think may be relevant.

Please sign the consent form and say if you're happy for the interview to be recorded. **Or if the interview is by telephone:** I will just read the questions from the consent form and if you could confirm for me with a yes or no answer, **but first confirm they are happy to be recorded.**

Switch on the tape.

It is helpful to confirm the name of the interviewee at the start of the interview, so this is recorded on tape. A pseudonym will be used in the transcript.

If you are happy, we will begin. The first few questions are about your thoughts on becoming a [P].

1. Why did you choose teaching as a career?
2. When you first began thinking about being a teacher what kind of teacher did you want to become? (Note the focus on character strengths).
3. How do you expect your course to influence you in becoming that kind of teacher?

Looking ahead:

4. Thinking ahead to when you begin work, what do you think will help you be that kind of teacher?
 - i. Can you think of an example from experience to illustrate this?

5. And conversely, what might prevent you from being that kind of teacher?

i. Can you think of an example from experience to illustrate this?

Prompt: If not already covered to this point:

How do you think the institutional environment (for example, management practices, resourcing, and accountability measures) will shape your ability to be the kind of teacher you want to be?

Moving on to character strengths:

6. You have already completed the survey. You will recall the survey had two sections on character. How useful were these character strengths in thinking about the teacher you want to become?

7. In relation to being a teacher, what do you think are your most important character strengths, or qualities?

8. How do you think those character strengths might influence your work as a teacher?

i. Can you think of an example from your experience to illustrate this?

Professional guidelines and Codes of Conduct:

9. Thinking about the Teachers Standards

i. Are you familiar with the Standards?

ii. How do you think they will influence your practice?

10. The survey had some dilemmas with potential conflicts between personal values and professional guidance. Can you imagine facing such a conflict in your work as a teacher, and if so, how do you think you might resolve it?

Thank you. That is all my questions. Is there anything else you would like to add?

I will now get this interview transcribed into text and I will send it to you so you can make sure you are happy with your answers. If you would like to change anything, either add or take away comments, please do so. If I do not hear from you within two weeks of sending the transcript, I will assume you are happy for it to be included in the study.

Please can you confirm an email address to which I can send you the transcript?

Just to remind you of our contact details, here is a de-briefing form that summarises next steps and lets you know how to keep in touch.

Now switch off the tape.

Values and Virtues in the Professions

Interview schedule: Beginning Employment

Thank you for agreeing to participate in this interview.

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I hope you have had the chance to read the information sheet and I am happy to answer any further questions you have concerning the project.

- Before we start, have you got any more questions about the study?
- Are you comfortable that you understand what the study is about and what we are asking you to do?

What you say will be confidential to the university team and if we use anything you have said in our publications, it will be reported anonymously. I'll send you a copy of my notes to correct or add to, if you wish. All records will be stored securely.

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It is helpful to confirm the name of the interviewee at the start of the interview, so this is recorded on tape. A pseudonym will be used in the transcript.

If you are happy, we will begin. The first few questions are about your thoughts on becoming a teacher.

1. Why did you choose teaching as a career?
2. When you first began thinking about being a teacher what kind of teacher did you want to become?
3. Now that you are finishing your course, has the course changed your thinking about the good teacher, and if so, how has it changed?

Looking ahead:

4. Now that you are starting work, what do you think will help you be that kind of teacher?
 - i. Can you think of an example from practice to illustrate this?

5. And conversely, what might prevent you from being that kind of teacher?

ii. Can you think of an example from practice to illustrate this?

Prompt: If not already covered to this point:

How do you think the institutional environment (for example, management practices, resourcing, and accountability measures) will shape your ability to be the kind of teacher you want to be?

Moving on to character strengths:

6. You have already completed the survey. You will recall the survey had two sections on character. How useful were these character strengths in thinking about the teacher you wanted to become?

7. In relation to being a teacher, what do you think are your most important character strengths, or qualities?

8. How do you think those character strengths might influence your everyday work as a teacher?

i. Can you think of an example from your experience to illustrate this?

Professional guidelines and Codes of Conduct:

9. Thinking about The Teacher Standards:

iii. Do they capture what it is to be a good teacher?

iv. How do you think they will influence your practice?

v. Can you give me some examples of this?

vi. How might they be improved?

11. The survey had some dilemmas with potential conflicts between personal values and professional guidance. Have you found such a conflict, and if so, how did you resolve it?

Finishing off:

12. One of our aims in this research is to provide the professions with information on improving education and training. What advice would you offer about this?

Thank you. That is all my questions. Is there anything else you would like to add?

I will now get this interview transcribed into text and I will send it to you so you can make sure you are happy with your answers. If you would like to change anything, either add or take away comments, please

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Values and Virtues in the Professions

Interview schedule: Established Professionals

Thank you for agreeing to participate in this interview.

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I hope you have had the chance to read the information sheet and I am happy to answer any further questions you have concerning the project.

- Before we start, have you got any more questions about the study?
- Are you comfortable that you understand what the study is about and what we are asking you to do?

What you say will be confidential to the university team and if we use anything you have said in our publications, it will be reported anonymously. I'll send you a copy of my notes to correct or add to, if you wish. All records will be stored securely.

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If you are happy, we will begin. The first few questions are about your thoughts on becoming a teacher.

1. Why did you choose teaching as a career?
2. When you first began thinking about being a teacher what kind of teacher did you want to become?
3. Thinking back to your initial professional education, how do you think it prepared you to be that kind of a [P]?
4. Now that you have become well established in your work, what do you think has helped you be that kind of teacher?
 - i. Can you think of an example from your practice to illustrate this?

5. And conversely, what has prevented you from being that kind of teacher?

i. Can you think of an example from your practice to illustrate this?

Prompt: If not already covered to this point:

How do you think the institutional environment (for example, management practices, resourcing, and accountability measures) has shaped your ability to be the kind of teacher you want to be?

Moving on to character strengths:

6. You have already completed the survey. You will recall the survey had two sections on character. How useful were these character strengths in thinking about the teacher you try to be?

7. In relation to being a teacher, what do you think are your most important character strengths, or qualities?

8. How do you think those character strengths influence your everyday work as a teacher?

i. Can you think of an example from your practice to illustrate this?

9. How have the character strengths required by the good teacher changed over time?

Professional guidelines and Codes of Conduct:

10. Thinking about [insert name of document]:

vii. Do they capture what it is to be a good teacher?

viii. How do they influence your practice?

ix. Can you give me some examples of this?

x. How might [insert name of document/these guidelines] be improved?

11. The survey had some dilemmas with potential conflicts between personal values and professional guidance. Have you found such a conflict, and if so, how did you resolve it?

Finishing off:

12. One of our aims in this research is to provide the professions with information on improving education and training, particularly in relation to values and ethics. What advice would you offer about this?

13. In relation to your ability to exercise professional judgement, how do you think the teacher profession has changed?

i. Can you think of an example from your practice to illustrate this?

Thank you. That is all my questions. Is there anything else you would like to add?

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Values and Virtues in the Professions

Interview schedule: professional educators

I'm a researcher from the Jubilee Centre for Character and Values at the University of Birmingham working on this project which is exploring the role of virtues and values in the professions, particularly medicine, law and teaching. We are interested in the role of character in everyday professional practice, by that we mean the kind of personal characteristics, or qualities needed to be a professional.

I hope you have had the chance to read the information sheet and I am happy to answer any further questions you have concerning the project.

- Before we start, have you got any more questions about the study?
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If you are happy, we will begin. The first few questions are about your role in educating future teachers.

1. What is your role in relation to educating future teachers?
2. How did you come to be teaching future teachers?
3. When you think of a 'good' teacher, what qualities, or character strengths do you think are needed?
4. Do you think that those (necessary) qualities have changed during the time you have been teaching future teachers?

About your students:

5. How do you assess those qualities when you are selecting students for admission to your course?
6. How do you think students' qualities or character strengths change during their time at university?
7. In your experience, what influences those changes the most?

About your teaching:

I recognise that you may be talking now as Course Leader or as Module Leader. Can I just check whether you are now thinking about the course as a whole, or your specific area of responsibility?

8. When you teach future teachers, what are you aiming to achieve with your students?
9. What attention do you pay in your teaching to developing qualities, or character strengths?
10. How do you think those strengths are learned by students?
11. How do you assess character strengths in your students?
12. In your experience, how much attention is given to character strengths over other types of knowledge or skills in initial teacher training more generally?
13. How do you think qualities, or character strengths needed by teachers can best be developed?
14. What is your understanding of the Teachers' Standards in relation to your students?
15. How do the Teachers' Standards influence your teaching?

Finishing off:

16. One of our aims in this research is to provide the professions with information on improving education and training. What advice would you offer about this?

Thank you. That is all my questions. Is there anything else you would like to add?

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Values and Virtues in the Professions
Interview schedule: Additional Questions

I have a few questions on education and teaching now.

1. What, for you, is the overall aim of your teaching?

Prompt:

For example, to achieve good grades, to be good people, to get a good job

2. What do you understand by the term character and can you give an example of positive character traits that you would like to see cultivated in pupils at your school?
3. What, if anything, do you think is missing from teacher training concerning moral education (of the child)?