

**Table 1. Key properties of the workplace affordances of experiences and support that promote trainee learning.**

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**Teaching experiences** that provide opportunities for trainees to:

- teach a range of learner groups and at different levels
- experiment in practice
- be given sufficient responsibility for groups to enable full immersion in practice
- gain sufficient practice to become competent teachers
- engage in activities that are challenging but not too daunting
- gain feedback from learners on their teaching and develop learning through participation in communities of practice with learner groups

**Workplace interactions** that provide access to:

- multiple relationships with colleagues, mentors and other subject and pedagogical experts that provide formal and informal support
  - participation in robust teacher communities of practice that value and promote pedagogic discussion
  - models of practice and regular support, challenge, and feedback on the trainees' practices
  - emotional and social support
  - support to develop reflective skills and engage in practical theorising
  - engagement in using theoretical and conceptual tools to develop practice
  - guidance and support for engaging in an intentional workplace curriculum
  - challenge to enable trainees to recognise the ways in which their dispositions may be limiting their engagement in workplace affordances for learning
  - the reified curriculum embedded in workplace documents, resources and training, in ways that are not overly bureaucratic
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(Maxwell, B., 2014, p 393)

**Table 2: Workplace conditions necessary to provide the workplace affordances for learning that promote trainee learning.**

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**Workplace culture** at organisational and department/workgroup level that:

- recognises the dual identity of trainees as both trainees and teachers
- values collaborative learning
- values professional development and pedagogic expertise
- is committed to a developmental approach to mentoring trainees
- aligns with theories and practices promoted on the ITE programme
- expects and encourages trainees to ask for support
- expects more experienced teachers to deliberately support trainees
- prioritises pedagogy over paperwork

**Organisational strategies, processes and structures** that:

- link workforce development/ HR and ITE programme provision and locate teacher educators centrally within organisational improvement
- provide an infrastructure for mentoring
- facilitate experienced teachers support of trainees through processes such as the allocation of time and role specifications
- foster the development and maintenance of robust communities of practice
- enable departments or workgroups to make spaces to share learning
- are not overly bureaucratic

**Allocation and structuring of trainees' work** that:

- takes account of trainees' dual roles as trainee and productive worker
  - takes account of the scope and scale of teaching experiences that are necessary for trainees' progress
  - enable trainees to exert agency in implementing new practices in the organisation
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(Maxwell, B., 2014, p 393)

Tables extracted from:

Maxwell, B. (2014) Improving workplace learning of lifelong learning sector trainee teachers in the UK *Journal of Further and Higher Education* 38,3, 377-399.