# P10 interview synopsis

## Profile

* Age: 20-30
* Tenure: 3 Years
* Role: Unpromoted Maths Teacher – Secondary School
* Council: Renfrewshire

## Contextual insights

These are insights that won’t be communicated through grouping quotes on Miro, like relevant stories or anecdotes that emerge throughout the interview conversation (examples below).

Each interview synopsis should have contributions from at least two researchers. Same or similar insights between the researchers should be kept.

### Researcher 1:

* New teacher – but has worked for 3 different councils – the council determines how CPD is done – very negative about Glasgow
* A self-driven learner – around both the human condition and maths
* Dismissive of ‘non-practitioner’ advice, training etc – would rather go to people who are doing the do
* Using many digital tools like Geogebra, showmyhomework, sharepoint but also in informal Twitter and Whatsapp groups with other teachers
* Has experience in Catholic and no-Catholic schools – he’s not sure what was influenced by Catholic school vs the council
* Digital infratructure and connectivity in the school is an issue (see quote below)

Researcher 2:

PLL

* Mainly self served development
* Driven by CPD requirements of profession
* A maths hobbyist
* Issue with time to prove CPD being done
* Hadn’t hears of NIH or PLL
* Uses SQA mainly for inspiration
  + added to external resources such as Geogebra and Maths Mastery
* Collaborates with Assoc. of Maths Teachers more than others
* GLOW not so much and never used by kids (especially their glow email addresses)

Digital skills

* GLOW not so much and never used by kids (especially their glow email addresses)
* Again references this as kids skills not staffs
* Uses platforms such as
  + [Diagnosticquestions.com](http://diagnosticquestions.com/)
  + Twitter
  + whatsapp
  + Glow occasionally,
* Internal infrastructure issues such as no wifi, having to tether his mobile for data access etc
* Show my Homework seen as a good thing

ES role / Brand

* NOT SQA
* Sees them as a cloud floating above his head he rarely sees
* Doesn’t know who they are.
  + “should they be speaking with teachers and collaborating on how best to develop the curriculum?"
* COUNCILS seem to drive education agenda autonomously

### Themes

These are words to describe the key areas of discussion or insight from the interview, either directly or where they relate to Education Scotland specific research areas.

* Rogue learner – very self determined
* Council influence in CPD strong
* Specialist Maths
* Digital skills – in relation to children
* Highly digital – however restricted in classroom -(Accessibility )

Quotes:

4:20 “A lot of the CPD is off my own back, I would say a lot of written. I really like reading books about the human condition and just how, how we think about stuff and how Yeah, what it means to be a human and I think, important and an education. So I do a lot of written off my own back and those kind of things. I also do a lot of maths off my own back, almost like a hobbyist in that sense, towards mathematics and I feel like that pervades that table element from the main Education for me as a teacher. And

Unknown Speaker 5:04

yeah, sorry go ahead

Unknown Speaker 5:06

and the school is supposed to provide CPD opportunities within the school. I haven't taken any of them up yet because they'll sound really boring

Unknown Speaker 5:19

certain things with those be just like

Unknown Speaker 5:24

kinda you're like your classic like classroom management training or training on a specific software or trainer do this show my homework cap that we've got our like, the other one another scholar was Ambika can afford to do some CPD. And I was making thinking visible, which was Glasgow's, like they bought this book basically and my teacher in classical read and participate in it, and I just I'm just not really into the CPD being forced, the partners are being, like taught to me by non experts. Like, I don't really know the value in another teacher telling me how they deal with behavior and fashion, when their experiences just have that one classroom.

11:01

Digital in Classroom: And I know you've kind of talked about this in terms of your own professional development but how how can you how do you use digital technology to support your practice?

Unknown Speaker 11:11

And will we have smart boards in the classroom and using them as a as a nightmare to hit deservedly so I've got like a pad Microsoft's Surface Pro that I use to the broadcast now my lessons and and stuff on the port and allows me to write on the pad instead of on the backboard just in the back pens that have got and I can move around the classroom with that so I think that quite helpful but

Unknown Speaker 11:45

yeah, and then using

Unknown Speaker 11:47

the computer, I suppose as well. We don't have access to the game pads or anything like that and school it for the kids so it's pretty much pencil and paper was like better the lesson behind the Sort of planted stuff out, but I'm planning stuff. So it's quite logical budget wise. Most of that have just been projected onto the board.

Digital Tools 13:29 -Yes, we have show my homework. So it's like an app for letting parents and kids know when they've got the homework and when it's due. Yep. And then yeah, that's that's about that. I know those like Adam at moto big issues and the school I don't personally use Edmodo and we've got a global afflicted staff, my global email, they can email me and no but none of them ever has Do you use glue for anything else? And I use glue to access SharePoint can use and and just kinda like hub page. So like my emails, SharePoint, show my homework.

Digital infrastructure and connectivity: 16:01 We use SharePoint to do that. I think just before I came here, we're still on the server. But the principal teacher at the time, he just decided to delete everything off the server and make everybody use SharePoint, which I think is good. That just requires about internet connection to the council. But I do think using SharePoint as the easiest way to access and manage documents and work collaboratively on the same spreadsheet, I suppose.

Unknown Speaker 16:32

is the is the internet connection problematic?

Unknown Speaker 16:37

Yes, yes. Very, very slow. Okay, hence the comment on the script. 20 minutes early startup.

Unknown Speaker 16:46

Yes. In their jobs,

Unknown Speaker 16:49

yeah. And then there's also new Wi Fi in the school. So I have to like hotspot bone and tablet that I use for doing loads of lessons so far. Jump on and on and use them on that within a classroom situation which pops up quite a lot. It would be quite handy to have a better internet connection on it. But anyone that might have external devices like my own personal phone alone personal laptop, yeah, yeah, I think quite a handy handy things.

ES should be: 21:31 Okay, so I feel that education Scotland maybe the role should be speaking to collaborate with skills and teachers and what can I do to best

Unknown Speaker 21:32

deliver the curriculum and lobby. And

Unknown Speaker 21:40

like think because they're not they're not the SQL. That's the Scottish qualifications Association. They go to be like, Education School, and so they're probably the role was probably to walk out of education is helping the kids

Unknown Speaker 22:02

Imagine think so they'll be like assessing that coming up with things to, to implement and school. And then the kids get benefited from that. And David analyze that information to see whether the kids that get benefit from are not so athletic as put on after school study sessions helped improve exam result sort of putting on classes for parents helped engagement, they plan on engagement, things like that, but so that's I think that's probably what what they do, what they should do.