# P11 interview synopsis

## Profile

* 30s – 40’s
* 12 years Primary Teacher
* Primary School Teacher
* Moray council

## 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:

* Very parent focussed, spends time every day engaging with parents. She is very face time focussed.
* Professional learning is two-fold
  + Personal – Searches through Google / Social media s
  + CPD -Comes via Council Gateway or School arranges for them
* Uses Pinterest, Instagram, Google to search for materials & resources
  + It’s simply quicker and easier
* ES PLL & Improvement Hub have never been looked at or heard of
* Has never got into Glow, feels like she missed the boat
* Used to use ‘Class Dojo’ App and loved it. This aligns with her want to build relationships with the children and their families. This was stopped for Data Protection and nothing has really replaced it
* Feels that Moray Council is afraid to commit to new digital resources
* Feels ES make the decisions but are not understanding of what it’s actually like in the classroom with 30 children.
* Teachers are balancing the responsibility of being carers, councillors, and educators but they are only being measured on the curriculum, however there is so much more to what they do.

### Researcher 2 (Leah):

* Sees professional learning/trying to better her practice everywhere- when watching TV, social media (Google, Pinterest, Instagram)
* Sees Education Scotland as something to ‘dictate’ about curriculum, not something to help her prepare for delivering curriculum
* She finds her own classroom resources because it’s quick
* Keen on keeping in touch with parents and phones them when she wants to speak to them
* Previously used ‘Class Dojo’ heavily but is not allowed now because of data protection
* Decisions about which digital/social media used to communicate with students and parents ‘is school dependent’
* Has found not using Class Dojo has cut into her time to do work as she’s doing more face to face interactions with parents now
* Feels she can see improvement in some children in their behaviour in the classroom when she communicates well with their parents but does not know how that could be measured
* Does knows not a lot about Education Scotland; thinks they make policies but don’t make decisions for people in the classroom
* She describes a fictional/metaphorical relationship with ES ‘untrustworthy’ because they make decisions but without knowing what it’s like in the classroom- good in theory but not in practice
* Was unable to name any websites or resources associated with ES
* ‘Unless I ever feel the need to look into Education Scotland, I just deal with what I need to deal with with the children who I’m with in that point in time. I’m not a PT, a Depute or a Head. I have a bigger picture for my children in the school. My job is my class.’ (30:20)
* Feels ES is too distanced from the classroom to be making decisions for teachers, feels people in ES will have forgotten what it’s like to be in the classroom with 30 kids
* Feels there is a lot of rhetoric about supporting teachers, mental health, workload, etc but then feels they get hammered at assessment point
* Thinks the pressure on classroom teachers comes from the Council who gets pressure from ES

### 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.

* ES hierarchy is misaligned with what it’s actually like in the classroom
* Face to face me with parents is paramount
* Council control
* Teaching is more than just the curriculum.
* Social media savvy