# P12 interview synopsis

## Profile

* Late 30’s
* 14years in secondary schools
* PT Science, Knightswood
* Glasgow 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:

* Uses ES web sites a lot but mainly GLOW, rates it highly
* Uses the ES site for CLPL (CPD)
* Uses SQA for S3-6 information. Feels there’s a gap between ES and SQA ref curriculum
* Views ES as quite prescriptive
* Likes the ES site for its “Moderations services and their videos.
  + Has used for the last 14 years from Learning Teaching Scotland through to NIH / ES. Doesn't see the naming as important – just the content.
* Excited about the Glasgow City Council (GCC) iPad roll out but concerned that teachers won’t have the skills to support
  + Sees that as role of GCC rather than ES per se
* Uses non ES / Glow platforms such as Google Classroom and Show My Homework
  + Concerns over GLOW’s long term viability for students use. EG there are non glow apps that are being used such as Skolar, TWIG etc that may or may not work on iPad’s. Also mentioned up and coming apps such as SHOBIE.
  + Also on GLOW there is no new content on science – she did a search on the call and found nothing on Excellence in Science after Feb 2018
* She is a Digital Leader of learning so has been developing a skills agenda for the staff across the Council area
* Sees Teams and SharePoint as key collaboration tools
* Mentioned the fact she needs to run three “systems” as she called them: CMIST, GLOW and SOLAR (SQA).
* Sees ES role as instructive but Local Authorities as practical. IE ES tells and LA’s figure out how to do.
* BRAND:
  + A lot of good feelings but
  + Lack of touch with reality & Practice in the classroom
  + They are policy and process can be at odds with the practice
  + Queries whether ES should really be doing User research on the end users which are the students!
  + Sees the relationship as one ES is the research partner to teachers practice delivery.
  + She felt that ES thinks they support teachers but the reality is it’s just policy – All talk and no practical actions

### Researcher 2:

* ES is the creators of policy and procedure
  + (1:00 - 1:16 “What I know of ES – in the school”)
  + Uses the materials issued by ES to benchmark practice, as well as moderation materials
* Involved in ES/Tapestry initiative – As part of CLPL (Used to be called CPD)
  + (1:42 - 2:27 “Currently involved in a – just checking it’s the same thing”
* Makes connections with other schools by using the website/ moderation materials. Finding best practise and new materials
  + (4:19 - 5:25 “ I do use there moderation materials - successful practice elsewhere)
* Is aware of National Improvement Hub, but things change names all the time and she still has old branded content.
  + Would more use other websites.
  + Confusion about where information is being held now
  + (5:22 – 6:45 “Are you aware of NIH – within my faculty”
* Uses digital to communicate with team of staff and young people/parents
  + It’s how they use tracking and monitoring
* Within Glow (She is the digital leader at the school, chairs a working digital strategy group)
  + Google Classroom
  + Show my homework
  + Looking at Glow Teams & Sharepoint
  + Based school strategy on ES national strategy
* Feeling around Glow (11:55 – 14:40) “Can I ask you your feelings around Glow – not sure how it.....
  + Likes Glow - “Contrary to popular belief”
  + One page login – makes life easier
  + Lot’s of apps in one place
  + However able to access apps on phone without a Glow login, so in the future may not be needed
  + Google classroom sometimes doesn’t work, to do with Glow email
  + Uses Scholar everyday, show my homework, outlook, twig
  + It’s a one stop shop for teachers, however maybe doesn’t work as well for young people
* There is a lot of good that ES do – however there is a lack of reality on what day to day life is like in the classroom
  + (21:43 - 22:22 “There is a lot of good - isn’t considered from a young persons perspective”)
* Relationship – “ES is like a researcher and I am a specimen”
  + (27:55 – 29:00 )

### 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.

* 14 years of constant change, see ES as being very policy and procedure lead but little notion of classroom practicalities
* Mentioned inspectorate, uses their site to view the schools performance
* Concerns over staff digital skills to support learners
* ES is policy not practice
* Disconnect between ES and SQA from a curriculum perspective
* Should the real user research be on the Students not the teachers? What to the learners need from ES?