# P13 interview synopsis

## Profile

Include information like

* Age – 46
* Years teaching – 24 years
* Current teaching level and position – Principal teacher, Secondary School, Additional Support for Learning
* Local authority area- East Dumbartonshire
* Considers herself a specialist is ASL – however that is closer to a GP where she has to know about everything

She has worked as a languages teacher, and English teacher in Scotland, but also Belgium and Spain. She now has the ASL Principal teacher role, which she has performed for about 10 years. Did work in a cluster role across several schools in the LA, but wanted to return to a mainstream school role.

## Contextual insights

### Researcher 1:

* P13 had little to no knowledge of ES – said she thought 1 person worked there, and only related them to job adverts
* SQA featured heavily throughout the interview – and she seemed to equate almost all ‘bureaucratic involvement’ with SQA
* When prompted to discuss inspections – she referred to HMI
* Knew of Glow, and seemed to have access, as did the pupils – but they didn’t use it.
* Referred to excellent work being done in other schools and Glow Classrooms
* A major issue for them is connectivity and ICT support.
* Digital and ICT for her related mostly to her students with ASL – for example assistance with exams for dyslexic students
* Her job encompasses every aspect of additional support – from downs syndrome to dyslexia to mental health – and she is the go-to person across the school for this
* In terms of CPD – she didn’t really talk much of what she did, she basically looks for reports online or gets recommendation from educational psychologists
* CFE is a problem for additional workload – it ‘hasn’t been deployed appropriately’ - too much focus on testing and attainment
* Mental health and wellbeing of the students is a huge issue
* When probed at the end of the interview – I asked about teacher mental health – she had dropped a day contractually because of her own mental health.
* Leadership training is mostly for men, who are happy to take a day away from their classroom
* CPD is often seen as a day out away from the classroom
* Workload – she sees this as the new issue teachers’ have – however pay isn’t
* DocsPlus – is a digital tool that will save time –and her school has invested in it
* All informal CPD – that always relates to a teacher or pupil need in relation to ASL
* Doesn’t see herself as doing community learning – but there is a West Partnership where the schools get together in person to assist each other.

### Researcher 2:

* ICT and IT low resourced
* NO separation of bodies: SQA/ES/HMI
* C of E – not flexible enough, needs to be tailored to the children's needs
* Parental lack of knowledge
* Rational thinking about needs of the child above needs of the targets.
* Highly elitist in some areas
* Workload as a lever to higher issues with teacher mental health
	+ Teachers at risk
* CPD – GTC, 5 yr sign off
	+ Does own research. Creates her own resources but has to be open that they also need check as doesn’t know if it’s evidenced
	+ CAMH’s materials to assist parents.
		- Gaps in depute levels and HT
	+ Unclear if PLL is in house or LA (28.30)
	+ Doesn’t have time for a leadership course as she is child focussed, can’t take time out of teaching to get career training 30.00
	+ “Leadership training isn’t suitable for teachers like me.” P13 30:00
* BYOD to school is in place at East Ren but not here. Why isn’t this OK across Scotland?
* Digital – using **Aug Tech** – e-books etc – using it **appropriately**
* Not a fan of glow
	+ Very clunky
	+ Data issues
	+ Kids have access
	+ Don't think the kids use it
* ES perceptions –
	+ mixes up SQA – uses SQA as an example
	+ Too far removed from what’s actually happening in the classroom
	+ HMI – short or long inspection 1 or 5 days
		- Last one was quite stressful

### 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.

* **Additional Support Needs – key interview for this topic**
* Mental Health and Wellbeing (pupil and teacher)
* Workload
* Gender in leadership
* Budget
* ICT Infrastructure
* Parental expectations
* Mainstreaming of ASN
* Budget
* Curriculum for Excellence
* SQA
* Glow – non-user
* Technology for ASL
* Staffing issues

**Quote for CFE** “the idea of curriculum for excellence was great but it's not been employed appropriately. Over assessment (is the reason) within the general education. Yeah, that teachers are under pressure to prove their judgments. Yeah, of course, being a teacher myself. I would be horrified to think that my child had to test for a teacher to prove to me what they should know. I should be able to speak to my child's teacher and see what is it that they aren't good at, or will they need to work at” time 7:53

**Quote for ASN** “But in terms of the world of additional support needs the legislation known as mainstreaming. So if you've got chances get additional support needs then the goal to mainstream school peers have to argue a case to get them to go to special school, I don't think that's right. But anyway, and that to argue that case you have to know the system, you have to know that you have to get an educational psychologist on your side, you have to know you have to hear have health professionals on your side, and you've probably pissed them off through, because each stage is a group, giving stage yet for teenagers about getting drunk and having fun when they're 14 or doing stuff they're not meant to be doing your children's national support needs as having that expedience all you're grieving about that is grieving at every stage, right.” 12:35

**Quote for Teacher Workload** “But again, and high achieving schools, the focuses on attainment and the purpose of teaming up you have to keep their team, it really is you have to research and find out why a child it as it. Everybody refers to me. Every single depute in the school every single greatest teacher every single teacher will come and fair to me, and thought as a law degree, and pressure to have to deal with but teachers are under pressure to do their jobs, but there's not enough of me. Yeah, and I think there should probably be five other people we should work and lean as against department knows what keeps a lot of people's I think they could change the systems and skills.” 17:58

**Quote for CPD** “There is no money for CPD whatsoever. A paperwork associated with going out on a course is now increased, and the authority keep changing that or the deputies in charge of that keeps making mistakes perhaps and gives us the wrong stuff and they're not this as with the use of their not thesis with other stuff. So if you want to go out and of course initially is preferable Of course doesn't cost any money if it costs a normal normal teachers will pay the courses themselves on them. And even if they're interested as if you want to do a diploma and support from learning one of the teachers that's working with me just know has got a 10,000 pound credit card debt because she's paid to sail through a master's level course.” 17:58

**Quote for CPD** “The have been some professional learning leadership programmes up being a going back there's one that runs in house that East Dunbartonshire run, and I'm going to say a number of teachers going to say no for it, because it's basically every so many months before I hear from other teachers Now this may not be right, but they've said to me, Well, just got along you've got an afternoon chat with other teachers. And, but it'll be focused discussion, and possibly you might be given things to be advisable I would do that. And as a woman, I feel, you know look our senior leadership team there's one female on it. Right. And you might find a lot of P experiencer on it. Yeah, right. I feel the needs to be representation from somebody who actually knows what they're talking about in terms of additional support needs.” 28:40

**Quote for ES Brand**: “I would like a nice a family communicative open forum where I can see for I'm really struggling West yet, as a principal teacher of additional support needs, and they could discuss things with me on a friend level, but then also, they could be a bit like your doctor, we're, you know I just recently with my son who's got the flu. Damn, remember gonna hold you to a Tim, not too many times Rati Easter. And I just said to him for but coronavirus know what what's your take on that, and he told me his take on it and it was take was his take was honest, it was based on research and I trusted what he said to me, yeah. And I respected what he said to me, and he stole my decision. So yeah possibility on me to make decisions on a bar, a had a close relationship. So even, like, I got an emergency appointment I can astral medicine appointment, but he was willing to see me, I was late because of the traffic apologise for that. And he said to me, and he said to me oh yeah no the traffic light but probably I'm saying he would probably bet pestles more to get home to his own family. But, you know, he fulfilled that role. And I see education Scotland should have a role like that, and they should also should be engaging roles well because when I put the doctor and I'm asking the doctors questions. And I want the doctor totally gave me because I'm not gonna argue with the doctor I'm going to take on board for the doctor says, and the doctor. Also, as established in his own research as a doctor on his skills are updated on education Scotland should be the same” 59:10