# P14 interview synopsis

## Profile

Include information like

* Age
* 18 years of teaching + 3 years principal teacher
* Secondary school, technical teacher in the classroom + principal teacher of a faculty that comprises of business studies computing, admin and technical.
* East Ayrshire 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:

* In addition to class teaching also responsible for behavioural issues in school and management of one of the faculties. Concerned that classroom work suffers as management takes up the majority of his time.
* Had really interesting insight about the flow of workload vs time for development of self and curriculum in relation to SQ exams – an intense period of preparation mid Feb – Easter and then ‘golden time’ May – June during the exams teachers get a break to regroup & plan.
* Works as a team with his 5 faculty teachers and develop the topics together. Aware that it’s not always possible (e.g. computing only has 1 teacher)
* They have a close connection with another secondary school – almost like a twinning where they would develop things together and host each other although they’re going to be one school next year with a new building.
* Communities of Practice – within East Ayrshire Council each subject area has its own – a meet up of principal teachers from each secondary school
* In love with a Facebook group for technical. Checks it at night – ‘Scottish SCD teachers’
* He’s a Glow champion within the authority but thought at first that Glow is separate from ES
* Would never use ES website – unless for inspection information or updated policy. Doesn’t have access to Google Classroom though as blocked by someone in the council due to security concern. Same for new tech that they spent £2000 on.
* There’s a formal requirement of certain hours of CPD but no formal courses required/offered – has more agency in the direction in which to take it but the workload gets in the way – ‘you need to squeeze it in wherever you can’.
* Talks about the pressure of the exams and how even though people claim it’s not about that, at the end of the year teachers are questioned about them by the head teacher.
* Subscribed to the CAD Training website, both teachers and pupils can access it
* Gets stressed out looking at ES’s assets due to information overload but also because it reminds him of inspections and ‘all these tasks that’s required of us’. Also why he doesn’t engage them on socials.
* Thinks the reason ES is appears distant is because they don’t listen – still frustrated with the way Curriculum for Excellence was implemented and how little input teachers had.
* Similarly he things that inspections are another image problem as that’s often the only point of human contact with ES/their face.

### Researcher 2:

* Massive in areas in workload inhibits PLL and CPD
* It is very much a Personal agency - ie they need to commit to always learning
* Uses non Public sector forums and groups to collaborate and connect
* See’s this as very much council led not ES

Digital skills

* They are GLOW champions
  + very up to speed on the platform
* In three years has seen it change substantially - +vely
* Uses Glow for Teams
* An issue is kit in classrooms
* Offering kids access to glow would be great but understands there are security and network access issues

ES role / Brand

* Inspections and Policy
* Very Official and inspection oriented
* Relationship is a distant official such as the First Minister
* Sees the ES web site as the LAST place they’d go for info.

### Quotes

**On PLL**:

* 34:00 – 34:06 - ‘I may have heard of that but I wouldn't be able to tell you about it so I really don't know, no’.

**PLL website**

* 34:55 – 35:17 - ‘That looks to me, which is at a first glance, which is kinda teachers who are interested in becoming head teachers. That's what it looks like without delving into it too much.’
* 35:50 – 36:08 - ‘We get regular updates from the local authority with similar thing that I'm reading there about courses that are available at university and the secondments that are available and so on’
* 36:18 – 36:36 - ‘In my experience at this school, the uptake on something like an additional university course and so on is quite limited because again, you've given so much workload and then piling a university course on top seems quite difficult.’

**On NIH**

* 37:18 - 39:36 - ‘Well I just heard about that from another professional. I didn't hear about it from Education Scotland or from Ayrshire council or anything like that. But it's not something that I have used.’
* 39:20 – 39:40 - ‘The National Improvement Hub looks really poor. I don't know who designed the website. I'm looking at it right now and it looks very inaccessible. […] And I'm scrolling down and I'm thinking, right, where am I gonna find stuff?’

**Information overload**

* 37:50 – 39:05 ‘I was part of the **Curriculum for Excellence** right at the start, sorry before it started. And as they started to tell teachers about it and the whole premise behind that and how we were going to assess children so on. Teachers were confused. And that was 15 years ago, and they are just as confused 15 years later. And you click on this, and you'll get your experience and outcomes and you'll get benchmarks and you've got this, and you've got this and... And every time you go on something like that, and this is my initial thoughts looking at it, it's more it's Currciculum for Excellence information overload compiled. And I look at it and I think right now, 'I don't have time to even look at that. I don't have the time to get my mind around that information that they're to get to me. It's too much. And this has been the ongoing problem with Curriculum for Excellence for example. It's been a bit of a disaster.’
* 42:16 - 43:13 - Have you ever engage with any of their communication on Twitter or wherever else? …....... No, I'm not a big user of Twitter, but even I was, no I don't know I would. It's not something I would even consider to be honest. I think it goes back to what I said earlier about information overload. And you can only cope with so much information at a time. And I'm looking at the Education Scotland website and it's already starting to stress me out. Because I'm now thinking of like, 'Hey, how good is our school' cause that was something that we [...] that's coming up and it's now starting to kinda give me a bit of stress looking all the information that I've kinda put the back burner...
* 46:22 – 46:48 - ‘I don't want to go and get help from them because if I go and look at their website, I'm going to get document after document after document after document after document and I'll look that, so I'll look up the benchmarks then that will then link to that this this... I... Oh my God. It's just too much. And I think that's part of their image problem.’

**On brand**

40:09 – 40:53 - “To be honest very little. I'd view Education Scotland as an arm of the government, they provide us with the official documents, official policy and that's absolutely how most teachers I would think would view what Education Scotland was. I wouldn't view it as something that they're...how can I word this... it I don't think it's a huge support to teachers. I don't think it's there primarily to offer support to teachers although I would ecknowledge that it's part part of what they're trying to do.”

* 41:08 – 41:48 – ”It's viewed as a very official type of organisation and the dealings that I would have with Education Scotland, if I was gonna have any sort of dealings with it, would be for something like a school inspection. So that's... If I've ever spoken to anyone from education Scotland and I can't even think of speaking to an actually person from Education Scotland outwith a school inspection. I don't think I have. I think that's the only time I've had a face to face conversation with someone.

**Relationship metaphor**

* 44:03 – 44:40 ‘It's a very distant relationship. So it wouldn't be a personal relationship. So it wouldn't be like a colleague or a family member or a friend or even a head teacher who's a bit more distant. It would be something like, I don't know, the First Minister or someone in the distance that you have a kind of loose connection with but no real communication or understanding or anything like that.’

**Gap of intent vs result**

* 44:50 – 46:05 - ‘I know Education Scotland are staffed by professionals, and I do appreciate what they're trying to do and I think all teachers appreciate that. But I'm not sure that they listen much to people in the classroom and a lot of it, I mean I come back to **Curriculum for Excellence,** I mean all those years ago teachers were saying right at the start before it'd been rolled out, 'look this doesn't really make any sense. Now if it doesn't make sense to us when we're educators how's it going to make sense to the parents when you're trying to explain that explain to parents. And no one listens and think that's a feeling about Education Scotland and maybe about the education department of the government. I don't know. But I do appreciate things like Glow which has been a great help so they are trying to support [...]. I get that. I don't think they're doing a great job of it to be honest.’

**Inspections**

* 15:55 – 16:47 - If I spend my time going through the Education Scotland website... What would I find there? Most teachers would feel... they'd maybe get some information about inspections. Right? And if we were if we were... if we had an inspection coming, we'd probably spend some time on there, right? If there was some kind of change to education policy, we'd maybe then go have a look and see what kind of new documents came out, but in a day to day basis, it's not something that as classroom teachers, certainly in my faculty and any other teachers that I speak of, it's not something that would even look up.
* 47:02 – 47:22 - ‘They definitely do have an image problem. And perhaps the inspection thing is part of that. Teachers kind of fear that. They now this, especially when one is coming up it's a very stressful and difficult time for classroom teachers and for leaders’

### 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.

* Digital security
* Lack of personal agency
* Local authority blocking new technologies
* Collaborative working/community of practice [both online and through the council]
* Flexible vs formal CPD
* Mental health
* Information Overload
* Very distant relationship
* Inaccessible [re: information sourcing]
* Gap of intent vs result

7:20 – 8:00 “And then we get to after Easter, the SQA exams start in May. And May and June is the kinda golden time for a classroom teacher and for someone like me, we have lots of spare time cause kids are off on study leave & studying so we've got loads of spare time. And that's when the majority of our development work would happen. If we were identifying a new topic or a new course or we wanted to change something, the majority of it would have to happen at that point here because we just quite simply wouldn't have the time at another point in the year.”