# P16 interview synopsis

## Profile

## 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 (Leah):

* Centers nurturing and developing teachers. ‘We are growing people and sending them out into the world.’ 4:39
* Growing people to send them out into the ‘wider Council structure.’
* Keen to develop staff based on individual talents and abilities, their needs and supporting them to grow and develop. 5:20
* Open and flexible to a spectrum of opportunities to help people develop, for example letting other schools ‘borrow’ his staff
* Usually gets information about ES CPD through a Link Officer in the Council, someone who has a remit for leadership
* Takes part in Council-led face to face meetups, where teachers are asked to sometimes
* ‘Technology has moved so quickly and nobody needs training to set up a WhatsApp group...it’s intuitive, quick and easy and you get results. Glow is clunky.... (rest of quote) 32:42- 30-51
* He feels there are tensions between a national agenda/ES and his commitments to deliver according to local authority standards 35:20- 35:50
* He is aware he can access NIH and there are things that are useful there, however, the priorities of his Council take priority and if he does access ES material, he will be looking at it through a GCC lens
* Finds Glow hard to navigate and to find things, usually links in from a prompt from email
* Digital means anything that is not paper based
* Sees CPD/professional learning/knowledge sharing as two ends of a spectrum: being face to face and people just Googling
* Thinks something like Glow or NIH doesn’t work well because of that spectrum- the governance around content on NIH and the clunkiness of Glow don’t lend themselves to the personal, fast information people are looking for
* Metaphor: Education Scotland is like God. If you believe in God, you have to pay attention to God but most of us need some help to make sense of what God is saying and that is the local authority... (full quote 58:32- 59:59)
* Sees value in Education Scotland being something to keep Councils on track but recognises it doesn’t always help in seeing through local priorities
* Feels ES is probably more important to him as a Head but feels it’s possible his Depute or classroom colleagues would not miss ES if it was gone
* Sees himself as the person to organise and filter ES information for his staff because they are so stretched with other things
* Feels ES is trying hard to change and develop but that they are inconsistent

Researcher 2: Steve

* He is Both a direct lead and support for others
* CPD , GCC line manager support Manager
	+ GCC lead a lot of CPD
* Some confusion between SCEL, Uni and ES (Min 25)
	+ Calls from council link personnel
	+ Doesn’t link SCEL and ES
* Local Improvement Group and clusters of three – Minute 29
	+ Interesting local to Council structure
	+ Overseen by council officers
* Digital Improvement Collaboratives as a half way house to resolving the Policy form S and the legal obligation of LA’s to deliver Education
	+ IF I'm looking at NIH / ES I have to try and look at it through the lens of GCC!!
* Connected School programme
	+ Kit to kids, training for use
	+ Some frustrations of order of roll out!
		- Kids, teachers, senior team
* LA content is most of access stuff. Glow can be hard to navigate and find.
	+ ??search function? A wee bit of a rabbit warren (42.12 - 43.12)
	+ Google search is often better.
* Small amount of social grazing.
* Digital is anything that’s not paper
* ES not capable of being Aggregator due to size and speed
* Brand = God. LA is the minister – feel very distanced, disconnected

### 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.

* Pro-active
* Collaborative in approach, realistic in feedback (31.23)
* Glow why doesn’t it always work – (32.15 - 33.30)
* Policy with ES – legal obligation is with LA’s - this is the dichotomy...(35.30-36.10)
	+ HT has to consider the LA first then ES
* Greater need for ES and LA’s to work more closely together
* ES weekly update
* ES web site is not good to find things on. Issue for time pressured staff
* ES as aggregator and quality custodian will limit speed and innovation (52.31- 53.30)
	+ EG: NAR (National Assessment Resource)
	+ Vs. TES 500 words