# P17 interview synopsis

## Profile

Include information like

* Age 40-50
* Years teaching 20+ years
* Current teaching level and position – Part Time Depute Head – Primary
* Local authority area- Glasgow City 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:

* Feels that mainstreaming has led to only ‘containing’ and not educating students with ASN
* A communication node for teachers in her school- helps to filter information out from word of mouth or email sources, including ES
* May not feel supported with regard to her mental health or levels of stress
* Helped a collective of teachers take action when Educational Psychologists were taken out of schools
* She now taps into self-organised groups for support, especially with regard to difficult cases
* Talks about a useful resource that was created by Dundee Council for handling ASN in the classroom- points out she found out about it word of mouth and seems to have taken some time for word to spread
* Accessing ES website does not fit with her time pressures- she'd rather get quick responses from her groups on WhatsApp
* Mentions the amount of email coming through
* Talked about a ‘pedagogy toolkit’ from ES that has been useful

### Researcher 2:

* Much of day spent handling in class issues
* ASL – as a result of mainstreaming takes up much of her time
* She’s gone part time due to her own wellbeing
* CPD – would go to Glasgow council CPD coordinator
* She has a role in managing other teachers’ CPD
* Peer learning and support – Cluster DHT Whatsapp group – again instant responses from peers in relation to childrens’ needs
* DHT Forum – self organised
* SIMs – was created at a council level – when they took Educational Psychologists assigned to schools
* More and more cases at SIM – teachers and deputes handling more and more difficult children – few placements at not mainstreaming schools
* Mentions a fellow Depute that gets beaten by a child every day – and still gets up
* Mentions Dundee council resource – ASN support – dealing with stress, attachment , dyslexia - very complimentary – they all use this, great resource
	+ Although this wasn’t shared through their own council
	+ Does receive bulletins from ES
* Doesn’t often use ES sites because she’s always firefighting – and will go to her Whatsapp group first because they may have the page or resource already
* Glow – ‘I use every day for my email system’ and calendar – my husband uses it for collaboration and sharing
* Digital – means to her communication – she uses it mostly for talking to parents
* ES- is knowledge – the overarching body
* Curriculum change – used to happen quicker – we used to use ES more – because we are ‘containing children’ rather than driving curriculum
* We feel lacking in support – we need more ASL places across the city – we need this help from ES
* We need more support for learning workers
* Mentioned a Pedagogy Toolkit brought out be ES as really helpful - was passed on by CDO
* However – talks about volume of emails that deputes get – and ES needs to cut through the noise
* City based community meetings – ES to join these, chair them
* SIMs happen every 6 weeks – all to do with ASNs
* Mentions ASNs are the biggest part of her job
* Difficult to get children the help they need – containing the situation
* “nobody has our back”

### 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.

* Disability
* CPD – community led
* Social media
* Mainstreaming
* Community peers
* ASL
* Workload

Quotes:

CPD - am back to you, more, more or more, I do CPD purely on me thinking about what my staff need so likes of this morning the meeting that I was at which I dedicate time to because I know it's important and hours on the radio to let me go to that this morning was on dealing with high anxiety and stress within the classroom. So, I was with an educational psychologist and five other dates this morning, the educational psychologist, no don't have the time to come and skills to do these things for our children or for our staff. So that was five of us and they were closer to they were looking for support, meet with her she took us through a presentation that we can do with staff. So that was CPD for me. But really, it's the trio remain that I'm looking to do that with staff, and I'll do a PT workshop on it as well.

Depute Community – 4:48 do your local Sim, which a stage intervention meeting which we have every six weeks, we are all local debuts in this clusters those five or six of us get together and share concerns what's really wanting us what we're really needing support with an educational psychologist comes to that. Okay support us with children, we can take cases along to that and we can and we're take two cases along have real problems that were struggling with children that were struggling with we described the cases, and we as a group, get awfully each other advice and educational psychologist is there. And from that chemo that a lot of our children are experiencing high stress and anxiety within class. So that's where this morning came from. So, suppose my CPD really, I'm going on things to then do with staff really learn for myself okay. I would see up for example I've got a couple of friends who were speaking to me recently heard a piece about applying for them to headship. Okay. And I just don't have the headspace for it at all. In a struggle and obviously I've got a young family as well so the impacts but I struggling to do my job. Well, as well as supporting staff really well. We're finding the time to do my whiteboard at night from dealing with kids that are there that are struggling during the day in classes. So, actually I don't have the time to put into nothing else at the moment. So any CPD I'm going on as during the day when I can make sure Alan's in classes to do it to be there for when children are struggling, and I can dedicate time to it in the evenings and things also do reading myself. Yeah. Again, a lot of the reading I'm doing a lot of the professional reading and doing is because of situations that are raising my children

Resources on ASL : 3:50 That is a fantastic resource that we all use this date piece that we've only discovered recently. In, and it's called equal skills.org, and it's in was created by dumb DKC okay and any of us can use it which is fabulous. And it literally, you go on there and there's every single additional support needs certainty, ADHD is D. and rate down to dealing with stress dealing with anxiety, you know, whether it is attachment, all of the any amount of additional support needs. So you click on the additional support needs that it is, and then it takes you. First of all, to various different screening resources so I'll give you lots of options of, you know, different screening things to check that that's yes what we believe the child has, and then it tissue to loads and loads of different strategies, different resources you can be used in film so, to be honest, that is what we all use.

ASL/Teacher Workload/Mainstreaming 0 there is a whole quote from 24:30 to 31:50 (Haven’t copied in as quite huge.