# P19 interview synopsis

## Profile

* 50’s
* Acting teaching head Primary School and nursery head Teacher
* 27 years as Primary Teacher
* Argyle and Bute council, Tarbert

## 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:

CPD

* Leading TLC’s Teacher Learning Communities - GTC
  + I found Dyslexia, Autism on FB.
  + Twitter groups – peer learning and recommendations
  + Malawi leaders of learning X 2
  + Columba 1400 2019
* All peer group want to learn and do better
* Isle of Bute training – systems
* Nothing from ES – Last Jan was acting Headship – Edinburgh course – could have been an ES course. - not immediately apparent. SCEL Towards Headship November 2018
  + Difficult to fit in
  + Chose Columba 1400
  + TLC’s at last school
* Heard of NIH – not used, didn’t know
* Mainly use A&B council resources
  + There’s also the Northern Alliance

Your Digital Skills

* Laptop, email, 100 plus emails a day
* IPad's – all one each
* Tweet, school
* Nursery too
* ES – not seen as central to this
* Seesaw – impact is so good – but GDPR is / has been an issue
* GLOW – Glasgow GLOW password -
  + A&B don’t use GLOW, anything
  + Not aware of GLOW as ES platform
* Impact is immense – engaging, get more into the day

Brand

* Very professional, reliable current
* Met as colleagues as secondees only
* Didn’t know ES was also the Inspectorate
* Person – Director of Education – professional.
  + That relationship.

Publications

* Don’t look at the web site. Not aware of it.
* Don’t follow social channels, might access through referrals

### Researcher 2:

* Very long hours since she’s a teaching head teacher – only 11 students at her school, teaches 3 days a week.
* 2 years of intro to headship, had to use her holidays as well to do that – very dedicated. Not getting headship after 40 interviews ‘was quite soul destroying, that was really difficult for me’
* Courses that stood out to her most were the ones where she could mingle with other teachers, she loved the community of it, the feeling of being among the like-minded people (‘And that’s (…) given me another group of like-minded people. Cause that’s what I loved about SQH. (…) I suddenly was with a group of people who weren’t in my own school but were all like me, kinda like hunger for things to do with education. (…) They were the kinda same wavelengths that they were wanting to improve themselves to do better. I really enjoyed it.’)
* Not clear why exactly she wants to be a head so much. E.g. from what she was saying, she very much enjoys thinking of individual children and the way to help them – which you cannot really do as a head. ‘When you read dyslexia and autism thing last summer, that was only a couple of days each, online and then you need to do a test at the end of it and everything. But again, I enjoyed it as well because you’re thinking about particular children. So when you do it with a particular soul in mind, you take in an awful lot more.’
* She was on her own for the first year as her husband only got a job to move up later – again, personal sacrifices for her journey into headship.
* Seems quite engaged with digital and eager to learn – does not see it a threatening like some of the other teachers. Had a photographer in helping the children with their photography skills. Does not feel ES supports her in this though (or indeed should? Probably because sees it as an overseer rather than supporter) I think digital stuff has helped them immensely. (…) It’s more engaging… I think if we didn’t have it in schools and they’d be doing all of these things outwith schools I think it would be detrimental to education. I think we’ve got to embrace it all.
* Seems to see headship as a career progression – you go on multiple courses and then you should get it, does not seem to be self-reflecting in why she wants it or if that’d be indeed the best pathway for her. It just seems like what you do. Perhaps because teaching does not offer other obvious ways to progress/feel like you’re improving? (see the ‘improve themselves to do better’ quote – that seems to be her main motivation.

### 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.

* ES mostly unkown though she has interacted with them
* Digital is high impact on kids
* ES as professional guide and leader
* Mainly peer group learning
* Very early in her HT career – surprisingly low knowledge of ES compared to other heads.
* Headship as self-improvement – the only way is up