# P2 interview synopsis

## Profile

* Age: 40
* Tenure: 18 years
* Role: Primary Teacher
* Council: North Ayrshire

## 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):

* Island school, focus on outdoor learning and community contribution to children's learning
* Highlights difference between urban schools, where people are ‘fighting to get into courses’ and her rural school where she has enormous opportunity for CPD (13:27)
* Has a sort of mentor role to newer teachers
* ‘If you are a class teacher, you have to go up to go across...’ (17:49) There’s not that career pathway unless you want to go up and not be in the classroom...
* Feels that she needs to rely on her Headteacher having her best interests at heart and passing on opportunities as they arise
* Accesses information from NIH but it might have been passed to her or condensed for her and passed on
* Important in digital learning- trying to create opportunities for children to get breadth and depth of learning in a safe environment, trying to equip children for jobs that don’t exist yet
* Does not feel Glow is reliable- can lag, fail or be problematic, especially with Glow Meets
* Twitter, Seesaw, Facebook
* Uploads everything to Glow for information management and to be able to share with other teachers
* Has heard from others that Glow is not particularly safe
* Feels a crux of teaching it striking a balance between teaching kids to use technology and keeping them safe online
* Feels much of her teaching is a form of parenting, especially around use of technology (too many parents using iPads and phones too much)
* Feels ES is ‘great’ and ‘necessary’ as an overarching organisation
* ES is ‘basically the Head Teacher of our country’ 50:06

Researcher 2 (APS):

* Literacy, health and wellbeing, and numeracy are the key focus of the day
* Part of small island school – weather dictates how much outdoor learning can be done – but a lot of community learning, and outdoor learning done
* STEM being done in part of outdoors
* Small class sizes in an island school, so everyone in the community is involved in the school education
* Newton Mearns for 14 years – very, very different environment (4 years in North Ayrshire)
* East Renfrewshire very different structure - “more old-fashioned”
* Much more flexible space and ‘more American’ in style than East Renfrewshire – much smaller class sizes (8 to 13 in North Ayrshire)
* Spread of ability is there regardless of school – small class size you get apathy
* Autonomy in the current role – that just isn’t seen in large, high attaining schools – classes are too big, and too many classes
* Resources for learning - thrown at her – in terms of every type of development
* Led by the council she in – not afraid to overdevelop people
* People in super schools are “miserable” - difficult environment to be in – fighting against all these other people to go on courses
* “Ridiculously overqualified”
* Lack of sideways opportunities – unless move up
* Has done some SCEL/PLL - was aware of the history – North Ayshire driven. (But East Ren had no clue about it)
* Opportunities for CPD driven by a supportive head teacher and council (huge difference between NA and ER)
* National Improvement Hub – info is condensed down and we’re passed the bits we need (not used directly by classroom teachers
* Digital – uses a lot – uses Prometheum board, SEESAW – IPAD on the floor – refers to digital in terms of how she engages with the children
* Equipping children for jobs that don’t exist yet
* Preparing kids for digital – and the future
* “My school is ridiculously resourced” - we have ipads and laptops – this wasn’t the same in my last job
* “Glow isn’t super reliable”

Themes

PLL

* Council led CPD
* Horizontal career path
* Leadership-led career development

Digital skills

* Digital in the classroom
* Sharing/collaboration
* Highly resourced school

ES Brand

* Necessary
* Positive
* Head Teacher for the nation

Glow user

* Unreliable
* Rumoured as not safe

Quotes:

* PLL – Time 11:00 “Actually, in the last four years, I've had more CPD or professional development than I have had in the entire 15 years. I was in East Renfrewshire. And in the last few years, it's one of those things where my head teacher, I think, because I have got so many years behind me, and I think I'm at that stage where they're kind of going, you're probably should be moving on to a promoted post and things. I've had so much thrown at me in terms of middle leadership development, facilitation, development, coaching and mentoring, development and visible learning. I mean, it's just actually to even list off all the things that I've done in the last sort of three and a half, four years is just actually insane. But I think a lot of that has to do with the council that I'm in and that they're not afraid to over develop people to not you know, if you want to develop in something and you want to go do it go for it will support you will you know, if you want Turn to a Masters go do it will support you. Whereas again, I think, and again, East Renfrewshire has got the results to say that they're doing something right. But I also think the schools if they're, if they're really big and super schools are on the rise, you know, even in North our show, we have a super school.”

PLL \_ Horizontal pathway : 17:11 “Actually, what I really want to do is I really kind of want to move sideways. Because my problem is I look at principal teachers and Deputy heads and head teachers, and they are so close to the classroom. They're in the same building as the classroom, and they're not in the classrooms. And that, to me is the problem because that is a management role. And that's not really what I want to do. Yeah, unfortunately, that's one of the big problems is if you are a class teacher, you have to go up to go across to say for example, I would love for example, to work for education, Scotland, to work with policies, and create curriculum and getting into schools and working with them. I would love to do things like that, but, or even a government level in terms of actually working, you know, to create the policies that are kind of much more overarching. And the problem with that is I need to really be a minimum of a deputy in order to get across into the go sideways. So there's not that career pathway, unless you want to go up in terms of management in a school and be in a school and not in a classroom. Yeah, I personally, as a teacher, I'd rather just get right out of the school, because that's too close to me.”

PLL \_ Council led determination : 19: 22 So I did as part of my middle leadership programme, and obviously it was the Scottish College of Teachers. I've done some kind of courses within that. I know that it's amalgamated now and it's all under the education Scotland umbrella, isn't it? Yeah. Yeah. The, the scale. So I have already done quite a lot of development on the scale website. And but then again, that's probably as well to do with the fact that Allison Allen, who is in North ash, who was a North assha manager, was one of the people driving our mega leadership programme in North actually before she jumped over. Scale prior to amalgamating. So she was kind of crucial in really developing that within North Africa. Ironically, when I was talking to old colleagues in the strength Bishop, they didn't even have a clue that scale existed. Oh, interesting, you know, so they're at the forefront of education. And that's what we were always told we are the forefront of education, we're leading the way, not a clue about what development opportunities are out there. That's really interesting was that there was that conversation recently? You know, it's not as if you actually need to be told to go and do it, you can just go isn't there in, in other Well, I'm saying that from the half a dozen people that I spoke to about it, it's not there. But these are people who are principal teachers. And so I thought that was quite surprising. Whereas it's a common practice for us in North Africa to use that and to use the old website anyway, I know it's all amalgamated a bit more now. But you know, I used it I used to have my own back and was directed to it through courses and things like that. Things I had to fill in prior to going on courses and so on. So,

GLOW – 29: 14 “Yeah, I mean, we do a lot of advice because we're an Island School. So there are, you know, connecting classrooms. So we do things for glow meets as well. So you'll connect with other classrooms, maybe other island classrooms or other councils and we will connect through a huge globe glows and not super reliable, but I think it's one of those things that the government spent so much money on, they can't ditch it, but it isn't great. Okay. So sometimes it can lag and sometimes it can fail and you know, sometimes it can be problematic, but we do connect out with ourselves.”