# P4 interview synopsis

## Profile

English teacher at a secondary school in Edinburgh with 26 years’ experience. She is also a Chartered Teacher who has worked in various countries. She has a special interest in behaviourally challenging students and students with Autism. She is a multiple degree holder and is interested in continuous development through formal higher education.

## 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):

* She’s approached often for information because of her level of experience in a specialist area.
* She pursues her own professional development through online research or formal higher learning programmes.
* She’s generous with her time and coursework resources. Offers guidance, mentoring, observation opportunities, files and slide decks.
* Finds the incompatibility of hardware and software in her school and constraints set by the Council frustrating, especially as it can result in her using her own time to organise and share information with other teachers.
* She takes a lot of her own time finding information and resources to support her autistic students. Over the interview it seemed to me she was saying information for supporting different learning or cognitive ability in the classroom is disparate or unorganised and takes a lot of her own time to find what she needs. This seems especially important when it comes to attainment, where she feels differently abled children could not pass standard testing assignments.
* Values horizontal professional development over vertical.
* Expressed a desire for more time and opportunity to be with other teachers in conversation to share knowledge.
* Does not have much awareness of what Education Scotland is or what value it might offer her. She has visited the website in the past but found it too cumbersome, so she does not include it in her suite of ‘go to’ websites like Times Ed.

Researcher 2:

* Social collaborator – and wishes this is more an aspect of her experience
* We found her by community outreach – she is active in this community and was generous in her time with us
* Has issues with ES materials and their compatibility – PDFs aren’t easy to turn into classroom activities
* Uses and access Glow but with limited engagement
* Seems to say the ‘council haven’t promoted it’
* Her needs from resources – regardless of where they come from are led by a child’s need – and this isn’t always met through formal routes
* SQA referred to in relation to ASL – this was echoed in other ASL specialist interviews
* Aware of ES, but don’t feature prominently in her practice

### 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
* Specialist
* Autism
* Network node
* Heavy professional development
* Teacher community – online
* Digital infrastructure - restrictove

Quotes:

33:14 “Yeah, I would definitely say that. I'm certainly feeling more pressure in terms of workload just because the technology in the school that I work in, and its lack of money is forcing me to have to work at home because it can't work in school. And yet at the same time, the school say, 'Oh we want everyone to use Microsoft Teams, we want everyone to use, you know, this office 365.' That's what we're using is office 365. But the computer that I have in my classroom, and barely cope. And so while I like the idea of that kind of connectivity, I like idea of having Microsoft Teams but again Edinburgh Council restricts access to Teams. So the Facebook page I'm on, one of the girls set up a Teams page because we're all teaching a certain kind of drama and every other region- there's teachers from lots of different regions- Perth and Kinross, and all over Argyle and Bute and they could all access it but myself and another girl who work in Edinburgh Council can't access it because it wouldn't allow us to.”

34:15 “ Yeah, to try and for me to try and get into Glow I actually had to because again it's this English teacher in English Secondary Teachers Share have a Glow page but I found extremely difficult to access their share. So basically their OneDrive I found it very difficult to find those resources because in the council, my Edinburgh Council password wouldn't let me into a lot of stuff. And they're really they were really surprised by this I had to email people and say 'Look, I can't access this. Is there any chance you can email it to me?' And they did but they were like, well, we use Glow all the time. And I can honestly say that not Edinburgh Council doesn't do that.”

36:30 “ I think I think it's probably a Council wide thing. It's just, it's just not something that they promote. I mean, I only heard about it as I say because they were just bringing Glow in when I left to go to Reykjavik. And so by the time I came back Curriculum for Excellence and Glue, and all of these things were in place they were just coming in when I left. So I was kind of aware of Glow and I used to access it before I left, which is also there's all sorts of stuff on there, but Edinburgh just seems I don't know why they don't. They just don't promote it and there doesn't seem to be... I don't know.”

48:04 What do you know about Education Scotland?

48:24

It seems to me...um they seem to run stuff that I don't have time to go to. And they do... as I say, I have looked at some of the resources, but they tend to be a bit dry and not user friendly. And so these are these big PDF documents that are just no use to anybody. And yeah, that's all I know. 49:51

Well they haven't been all that useful. So I've found more useful stuff on the Times Ed website where there's resources, but the problem with that is that people want money for that. And I'd much rather just make my own stuff than fork out a fiver for somebody else for stuff that may or may not be any good. So I haven't really I haven't. I haven't really thought about them to be honest. In my day to day work. I haven't really particularly thought about them when it's come to researching stuff.

50:29

Do you think you're aware of... Are you aware of any of their services, websites or resources?

50:36

Mmmmm... no. Apart from the resources that I've already seen, that, as I say tend to be so they tend to be sort of them unit overviews with resources, but you can't actually use them because they're in a PDF and it's not practical for a class. And I have been aware of things popping up where it's talking about I don't know, webinars and, you know, opportunities that, you know, people tend not to have time for. But no, I mean, I can't really say I've spent an awful lot... I mean, maybe there probably is stuff on the website I've missed. And just because I haven't had time to look for it, or if I go into a website, because I'm so short for time, if I don't immediately find what I'm wanting, I'll just ping off somewhere else. And it's not it's not a particularly appealing or user friendly website. And I find it quite dense and theoretical and not really practical.