# P5 interview synopsis

## Profile

Principal teacher in a primary school and an ASN (additional support needs) coordinator (SfL- Support for Learning). She splits her days between teaching, assessments for dyslexic students and covering other teachers’ classes. She’s been teaching for 27 years.

## 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 is a network coordinator for Support for Learning teachers, organising meetups every other month. It is a way they feel less isolated in their schools and a way for them to share knowledge. Her network uses Glow in between meetup times.
* A ‘CLPL geek’ who chooses to go beyond her prescribed 35 hours a year and does nearer 100 hours.
* Very involved in networks in her specialist area, open to a wide variety of learning opportunities, sees learning professional learning opportunity everywhere.
* Is linked to multiple online sharing spaces and keeps an eye on the digital landscape for useful apps and digital services.
* Has decision making power over whether apps/services come into use in her school. She scrutinises new apps/services dependent on whether they have tested well with students during free trial periods.
* Does not consider Education Scotland as a good resource for her own learning. Considers it a national body, not something that would support her learning locally.
* Considers Glow a core tool for her work but didn’t make a connection between Education Scotland and Glow.
* Feels the Education Scotland website is cumbersome and their best practice case studies can be unrealistic and not useful in real life.
* Views Education Scotland as an inspector, ‘the mothership’ ‘my big bosses’ that tells teachers what to do regarding the curriculum. She accesses its frameworks but does not feel it has a role in her everyday life.

### Researcher 2:

* ASN in Primary – 27 years, often having to cover so not doing her job
* Passion for learning and self-learning, runs an ASN network. 30-60 people
  + An ASN can be quite a lonely and isolating role – needs someone to bounce ideas off
  + Very much a self-starter – juts gets stuff done. Runs via GLOW and SharePoint
  + Council kind of supports
* Rig reading group
* Lots for PT and above......what is provided for classroom teachers?
  + SCEL framework, Masters etc part funded
* NIH – underwhelming. Not used it a lot
* ES website but not the go to for CLPL
  + Policy and benchmarks, frameworks for curricula only.
* E-mail as main comm’s route
* SharePoint for detailed info
* Kids – IDL – buy that with a home licence for the kids
* Finding stuff by referral and sales rep
* Impact assessments rather than just jumping on the bandwagon
  + There are cycles of latest things – there is no silver bullet – (24.10-24.20)
* Glow is big in West Lothian
  + All staff use Glow
    - Teams, forms, calendar etc etc
    - Core tool – (25.20-25.40) for Teachers
    - NOT for kids – Clicker for the kids, assistive
    - Slumdog
  + Kids as tech advisers
* ES is the Mothership
  + Policy, inspectorate, My big bosses
  + Day to day – HT and council have more influence though
  + Positioned as more governmental than classroom
* Didn’t know GLOW was an ES service
* Now knowing she is now considering looking on the ES site for CLPL (33.20-33.40)

### 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.

* Support for Learning
* Network node
* Pro-active
* Heavy professional development
* Self-organising
* Specialist
* Dyslexia 50-60 hours alone
* National body and not a local training provider (15.15-15.30)
* External resources – just finding something that works. Games to teach a monster to read
  + Found the monster word game – Scottish Learning festival
  + Usbourne free tool
* Glow as a council decision NOT therefore an ES service