# P7 interview synopsis

## Profile

44 year old primary 7 class teacher with some management responsibilities. Has a particular responsibility for literacy and promoting reading across the school, including looking at literacy interventions and how to identify dyslexia. Has been a teacher for 19 years, all in one school – Knowetop (part of the North Lanarkshire 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:

* Torn between the CPD she wants/needs to do because of her responsibilities (literacy, identifying dyslexia) and the CPD that's enforced by the council as a requirement even though that might be less relevant to her
* Very aware of mental health in teaching and the importance to clock out, despite workload (not happy about emails pinging at all times, it should be a personal choice, the need to 'wind down' after 7pm even during inspection time)
* Very conflicted about the equity agenda – even though she agrees with it idealistically, due to austerity and budget cuts she feels that it leaves her school struggling and much worse off (‘skint’) while schools from poorer areas ‘have money coming out of their ears’. Mentions costs of courses/digital software quite often as qualifying side notes
* As a primary school teacher she believes that digital literacy is secondary to building foundations in reading and instilling the enjoyment of books (‘compete with what happens on a screen’), however she sees its value in driving accessibility e.g. for blind and dyslexic children

### Researcher 2:

General insights:

* Choosing when I work but not others is key
* P7 – never ever fit it in to get all done in the contract hours.
* Never feel on top of their jobs and have got everything done

PLL

* CPD – three areas for development every year
	+ Council driven versus personal interest
	+ Literacy – Dyslexia, EDPsych, one year,
* Council courses, narrowed over past 5 years,
	+ Impacting classroom best practicing
	+ Increasingly looking outside Council but adds cost, found online
	+ CPD manager for North Lanarkshire
* Heard of the ES PLL courses but never looked at them.
	+ Council driven via CPD manager and filling one of the 4 CPD criteria
* ES web site is clunky – not obvious (15.00 CPD Manager and also 19.54)
* NIH- know of it, never used

Digital skills (20 mins in)

* Infrastructure is restrictive, connectivity
* North Lan, Slumdog external app for dyslexia and for homework
	+ Game versus parents who are trying to reduce screen time
	+ Maths games
	+ IDL – for literacy
		- Audio books
* Primary school focus is really on “Can they read and books”
	+ Competes with screen based interactions
	+ Digital literacy is a big thing but maybe more secondary?
* Apps for comms with parents better than notes in a bag
* Twitter account – lots of teachers engage with
	+ Phones as photo submission. Then delete photo’s
* Glow (28.00-32.00)
	+ Rolled out for 20 years
	+ I know there’s more and I try
	+ Switch from School first class to glow email
	+ Glow has a lengthy logins process, not user friendly for kids – especially youngsters

ES role / Brand

* A big body that’s makes us do stuff, not always in a positive way
	+ CPD recording as an example
* Drive changes in education in Scotland
* Don’t know what they do?
* HMIE is only contact she’s had
* Most teachers know the LA rather than ES (39.44)
* Relationship is Miss Hannigan

### 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.

* Accessibility
* Budget cuts
* Agency
* Digital footprint
* CPD workload,
* CPD as a council driven/ Led activity
* Distant ES
	+ Don’t follow
* Role of digital Literacy in the classroom
	+ Primary and Secondary roles of literacy and digital literacy
* Most teachers know the LA rather than ES (39.44)