# P8 interview synopsis

## Profile

* Age – 30-40
* 3 Years
* Secondary School PE Teacher
* Edinburgh 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:

* Paid for own external training as council wouldn’t fund
* All learning done through council, private or general teaching council for Scotland. Never heard of ES PLL.
* Learning is heard of mainly through recommendations from other teachers, shared personally or via online chats.
* Initial thought was that RM Unify own Glow, before being asked if she knew that is was ES’s
* Uses Google Classrooms as an online base, with Chromebooks which are used for live video feedback by students
* There is a huge amount of collaboration within the PE department world. Very little of this goes on through official channels however, with most choosing to phone/Whatsapp or use personal connections to share information. For example – All graduates of Stirling Uni talk via a private Facebook chat, that overs all the years since it first began. Most of these teachers know each other and prefer to just pick up the phone
* Tutor at Stirling Uni was very passionate about making sure that students were aware of what the changes were within education in Scotland
* Resources come from SQA or BBC Bitesize
* Suggests ES should be more on the ‘ground level’
* Explained how there is a clique difference between the classroom-based subjects and practical

### Researcher 2 (Leah):

* Training provision/availability is school/local authority dependent. Training she would like to do that is not provided by the council, she pays for herself and that may or may not be recognised by the council as contributing toward her yearly training.
* Would look to the council intranet or General Teaching Council website for training opportunities before going to Education Scotland.
* She also hears about training through a WhatsApp group and a Facebook group.
* Considers Education Scotland a training provider because she knows they set the curriculum, though she has not used the PLL website.
* May have heard of NIH during her probation year but she’s not sure and has not visited since.
* Google Classroom is core to her practice. She started using it after her students got Chromebooks, where they also had access to Glow.
* Associates Glow with RM Unify \*and\* Education Scotland.
* Interacts with other PE teachers out of hours, usually on the telephone, WhatsApp or Twitter.
* Accesses benchmarking information on Education Scotland website but usually enters through Google.
* Does not feel Education Scotland communicates changes to curriculum well, or that messages don’t cascade down from the Council. In contrast to EIS, SQA.
* She finds it difficult to have an opinion about Education Scotland because she doesn’t know much about them other than they set the curriculum. ‘A distant acquaintance.’
* Considers Education Scotland to have a role in helping push digital classroom resources (hardware).

### 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.

* PE community, very personal and communicate a lot through personal channels.
* Tutors in Uni pushing ES as a valuable resource. Potentially another market to talk to.
* Training suggestions come via peers
* Placed Glow initially as a RM Unify product
* Social media savvy
* Proactive
* Networked