



GTC Survey of Teachers 2009

TNS Report

September 2009



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TNS-BMRB Authors

Brigitta Horup, Consultant

Siân Llewellyn-Thomas, Managing Consultant

1. Executive Summary

1.1 Introduction

This document reports on the findings of a survey of registered teachers commissioned by the General Teaching Council for England (GTC) in 2008.

The survey had a specific focus, on policy and practice issues related to elements of the GTC's programme of work on professionalism in teaching; focusing specifically on the current framework for accountability within teaching and the professional registration requirements placed on teachers. A qualitative research study ran concurrently with the survey, the findings of which are reported separately.

The GTC commissioned the independent research organisation, TNS-BMRB, to undertake the survey.

1.2 Accountability

Currently, teachers say they are held most accountable for individual pupils' progress and their attainment in national tests and exams, and say they are held least accountable for the performance of their school relative to others and the implementation of national strategies.

As might be expected, there are differences in what teachers say they are held accountable for depending on their role. Classroom teachers say they are held to account most for the individual progress of pupils, while senior teachers (department heads and head teachers) are more likely to say they are held to account most for pupils' attainment in national tests and exams.

Looking at what teachers *feel* accountable for, nearly all the teachers surveyed say they feel accountable for the quality of their teaching and the vast majority also say this about contributing to children's wider well-being and engaging with parents. A high proportion, although to a slightly lesser extent, also feel accountable for promoting equality, improving their professional knowledge and practice and responding to pupils' views.

However, the survey results do show that with the exception of the quality of their teaching, full-time teachers feel more accountable than part-time teachers across

these measures. Indeed, part-time teachers feel considerably less accountable for engaging with parents and improving their professional knowledge and practice; supply teachers also feel less accountable for the latter.

Head teachers are more likely to feel accountable for engaging with parents and contributing to children's wider well being and they are less likely to feel accountable for the quality of their teaching, reflecting the type of role that they have. Teachers who are currently most involved in Continuing Professional Development (CPD) activities feel more accountable across all areas surveyed.

When asked about the purposes of accountability, teachers say the most important purposes are: to maintain public confidence in teaching standards, to encourage continuing improvement in school performance, to provide information about pupil outcomes for use by their parents and to maintain standards of professional behaviour. They feel it is of lesser importance to show that government education policies are being followed and also to demonstrate the appropriate use of public expenditure in schooling.

Teachers currently most involved in CPD find all these purposes more important than those who are less involved in CPD.

Looking to the future of accountability, teachers believe that more importance should be given to the improvement of their professional knowledge and practice and children's wider well-being. Those teachers who feel they have not had access to adequate professional development or not had their CPD needs identified see the improvement of professional knowledge and practice as even more important.

1.3 Accountability processes

Respondents were asked their opinion in response to five statements about different ways of holding teachers to account for the quality of their teaching. A small majority of teachers feel they have sufficient opportunity currently to provide parents with a full account of their children's learning, but a significant proportion do not think this. Teachers were less positive about external observation as a process for accountability with only a quarter of teachers supporting this.

School self-evaluation is considered a useful tool for improvement as well as accountability, especially among secondary school and senior teachers. Views towards performance management are more mixed, with just under half of the teachers surveyed saying it is an effective way of holding teachers to account for the quality of their teaching. Performance management as a process for this is more highly rated by primary school teachers and teachers in senior roles than by other groups.

Teachers across the board support being given greater opportunity to exercise their professional judgement.

1.4 Professional learning and development

The CPD activity that teachers are most frequently involved in is collaborative learning with colleagues, and to a lesser extent collaborative learning with external partnerships, and participation in external courses. The most senior teachers, that is assistant/deputy heads and head teachers, are currently the most highly engaged in CPD¹ activities, while supply teachers participate very little.

Positively, nearly all teachers agree that they have a professional responsibility to maintain and improve their practice, although agreement falls among supply teachers, but many teachers feel they need more time to engage in CPD. Almost two-thirds of teachers feel they have had access to adequate CPD and have had their professional development needs identified in the past year, but there is still a notable proportion who feel they have not experienced either.

Secondary school teachers are considerably more likely to say they need more time to engage in professional development activities, while primary school and senior teachers are more likely to say they have had access to CPD and had their professional development needs identified.

Looking at the impact of CPD on teaching, around three in five teachers believe that participation in CPD has had a positive effect on their teaching practice and over half

¹ Teachers who are highly active in their professional development are classed as those who have undertaken at least four of the nine CPD activities at Q4 frequently or on an ongoing basis during the last 12 months and those who are inactive have undertaken none.

report seeing a positive impact on their pupils' learning. Those most engaged in CPD, primary school and senior teachers are most likely to say this.

More than half of teachers surveyed think they should be required to provide evidence of their CPD, in order to continue teaching children and young people. This opinion is held quite uniformly across all groups, although it rises among senior teachers and those most involved in CPD.

2. Introduction

2.1 Background

In 2008, the General Teaching Council for England (GTC) commissioned TNS-BMRB to undertake a survey of a sample of registered teachers. The survey was commissioned as part of a wider GTC project on the current framework of accountability within teaching and the professional registration requirements placed on teachers. Evidence has also been gathered through a qualitative study involving teachers, the findings of which are reported separately to this report.

The project is part of the GTC's 'Teaching in 2012' programme, which encompasses a vision for the future of the teaching profession. The vision is for a stronger role for professionalism and professional accountability in teaching, with the benefit of enhancing standards of teaching and learning outcomes for children and young people.

The public debate on accountability has tended to focus on the accountability requirements for schools involved in national testing and inspection frameworks and the way those requirements impact collectively on teachers as employees. A new model of accountability that contributes to the raising of standards of teaching and develops and supports teacher professionalism needs to also consider the increasing voice of pupils and parents in teaching and learning, and the individual teacher's accountability to their profession.

The GTC wanted to know more about teachers' experiences of and attitudes towards accountability. It wanted to know, for example, what teachers felt accountable for, and their perception of the reasons why teachers are held to account. It also wanted to explore the benefits of requiring teachers to demonstrate the currency of their professional knowledge and practice through a form of re-registration or revalidation. The vision thus encompasses an increased commitment to continuing professional development (CPD). Through this survey the GTC also sought to understand teachers' current experiences of engaging in CPD.

Since this research was completed the Government has signalled in the Your Child, Your Schools, Our Future white paper² that it intends to introduce a renewable 'licence to teach'. Teachers will be required to demonstrate periodically that their skills are up to date and that their professional practice and development meet the standards required for the profession. This will be rolled out initially for newly qualified teachers and teachers returning to the profession from September 2010, and for supply teachers as soon as it is practicable thereafter. The principle of teachers demonstrating professional development in order to renew professional registration (or *active registration*) has been explored through this survey and in greater depth through the accompanying qualitative study.

2.2 Aims and objectives

The 2009 survey had a specific focus on policy and practice issues related to elements of the GTC's programme of work on professionalism in teaching; specifically the *accountability* and *active registration* strands.

The survey was commissioned as part of a wider stakeholder evidence-gathering exercise conducted by the GTC to review the current framework of accountability and the professional registration requirements placed on teachers.

The survey set out to explore what teachers are held accountable for currently; their perceptions of the purposes of accountability; how effective the current processes for accountability are; and how a reformed system might look. The survey also sought to explore teachers' appetite for a greater role for professional accountability; their access to professional learning and development activities; and the role that CPD plays in maintaining and developing standards of teaching and learning.

Historically, the aim of the Survey of Teachers has been to provide the GTC and a wide range of other policy-makers with information about teachers' views and experiences that are of particular importance to the future development of education policy and practice.

Previous surveys, carried out annually, have included a mixture of 'trend' questions and new topic questions. As responses to the trend questions have been fairly static,

² *Your child, your schools, our future: building a 21st century schools system*, DCSF (June 2009).

it was decided to monitor these aspects on a less frequent basis, and so they were not included in the 2009 survey.

2.3 Methodology summary

As the professional body for the teaching profession, the GTC maintains a register of qualified and trainee teachers and awards qualified teacher status. At present, there are more than 551,000 teachers on the GTC Register. A sample of 12,500 teachers was selected at random from the Register and invited to take part in the survey. Teachers on the register were considered eligible for the survey if they were defined as:

- Fully registered with the GTC and required to register
- Listed as in service, i.e. working as a teacher in an establishment where registration is required such as community or voluntary aided schools
- Aged 65 and under, and
- Not retired (or who are retired but have a date of last employment in the current academic year).

The survey was conducted by means of a self-completion questionnaire either via a postal or web survey. Where email addresses were available on the database, teachers were invited to complete the web survey. Teachers without an email address were sent a paper version of the questionnaire.

The data was collected between 23 February and 30 April 2009. The following table shows the response rate for the survey.

Figure 1

RESPONSE RATE

	Overall
Total sample	12,500
Total returned	5,168
Response rate (%)	41%

The following table shows the profile of respondents.

Figure 2

PROFILE OF RESPONDENTS		
Male	1,115	22%
Female	4,053	78%
Under 25	180	3%
25-34	1,292	25%
35-44	1,223	24%
45-54	1,419	27%
55+	1,054	20%
White	4,782	93%
BME	247	5%
Disabled	72	1%
Not disabled	4,783	93%
Foundation Stage	973	19%
KS1	1,320	26%
KS2	1,840	36%
KS3	2,259	44%
KS4	2,206	43%
Post 16	1,238	24%
Full time	3,717	72%
Part time	1,404	27%
Primary	2,204	43%
Secondary	2,103	41%
Other	861	17%

Base: 5,168

The profile of respondents was compared against the GTC database on gender, age and school phase, to see how representative it is and to assess whether weighting should be applied.

As can be seen in the following table, the profile of survey respondents is a good representation of teachers as a whole, although there is a slightly smaller proportion of teachers aged between twenty-five to thirty-four years (-4). It was concluded that as the differences between the survey responses and GTC database of teachers are small, weighting of the data was not necessary.

Figure 3

RESPONDENTS' PROFILE COMPARED (%)			
	GTC Register	Survey responses	Difference
Male	25	22	-3
Female	75	78	+3
Under 25	4	3	-1
25-34	29	25	-4
35-44	25	24	-1
45-54	25	27	+2
55+	17	20	+3
Primary	43	43	-
Secondary	41	41	-
Other	16	17	-1

Base: 5,168

Full details of the methodology are provided in Appendix A

The questionnaire

Following piloting, the final questionnaire (8 pages) included 11 closed questions and one open question to capture any additional comments from teachers on the topics covered in the questionnaire. Two diversity monitoring questions were included to gather data on the profile of the sample for the purpose of analysis. A copy of the questionnaire is provided in Appendix B.

2.4 Analysis

The results of the research were analysed by a range of demographic variables taken from teachers' survey responses and from the GTC register of teachers. Such variables include key stage, school phase, working status, age, ethnicity, teacher role, length of service and level of CPD involvement. Full details can be found in the accompanying data tables.

Two measures of challenge variables were also created using data from the DCSF database. These variables were used to indicate levels of social, linguistic and academic challenge in teachers' schools. The data which was extracted to build these variables were:

- percentage of pupils known to be eligible for free school meals

- percentage of pupils whose first language is known or believed to be other than English
- percentage of pupils with special needs with statements, plus percentage of pupils with special needs without statements, and
- percentage of pupils in school who achieve the expected levels in national tests.

From these variables, the two measures of challenge created were:

- measure of social / linguistic challenge, influenced by the percentage of pupils known to be eligible for free school meals and the percentage of pupils whose first language is known or believed to be other than English, and
- measure of academic / SEN challenge, influenced by the percentage of pupils with special needs with statements, plus the percentage of pupils with special needs without statements, and the percentage of pupils in school who achieve the expected levels in national tests.

Factor analysis was used to create the two measures of challenge, which were standardised to have a mean of 100 and standard deviation of 5. A score below 100 indicated lower than average challenge, a score above 100 indicated higher than average challenge. For each measure, schools were divided into four quartiles, ranging from lower challenge scores (in quartile 1) to higher challenge scores (in quartile 4) on each of the measures.

We have tested for statistical significance to ensure that the differences reported are *real* differences and not differences that might be observed because we have only surveyed a sample, rather than the whole population. For the purposes of this report, we have commented on any differences that are found to be significant at the 95% confidence level (i.e. there is only a 5% likelihood that the difference could have occurred by chance) between the various sub-groups of teachers. Where no reference is made to differences, this is because they are not statistically significant. This is particularly relevant when comparing small sub-groups within the sample, where a much bigger difference would need to be observed for it to be a statistically significant difference.

This project was carried out in compliance with the requirements of the international standard for market research ISO 20252.

3. Accountability in teaching

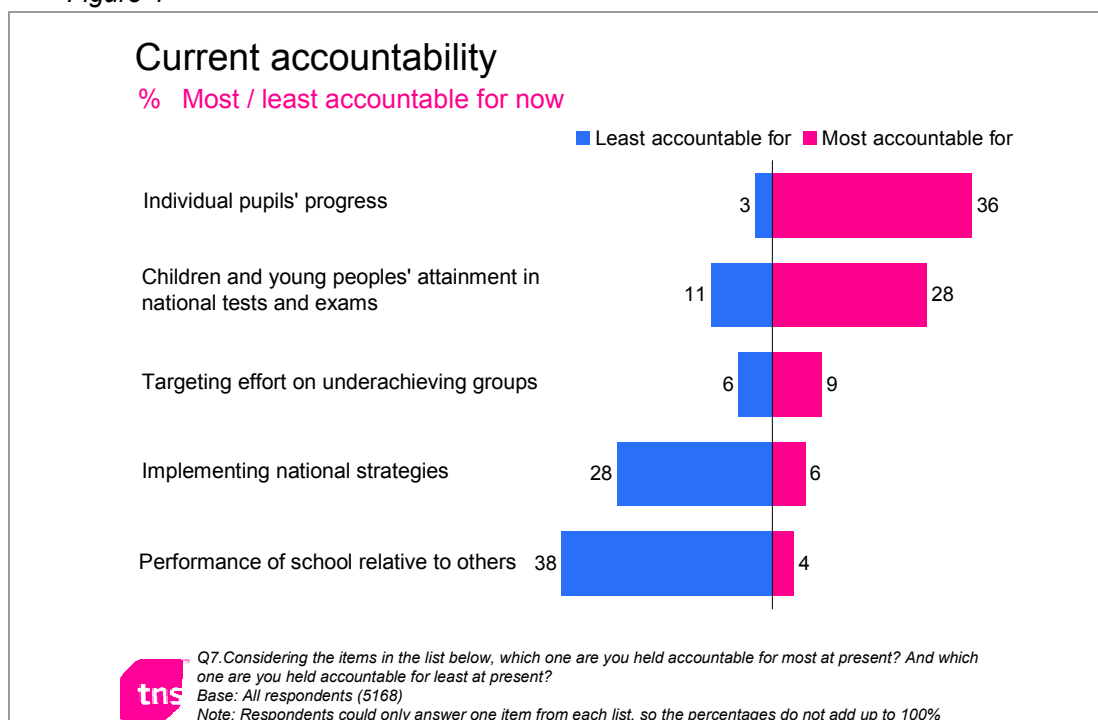
3.1 What are teachers held accountable for?

Accountability at present

The questionnaire explored what teachers are held accountable for the most and least at present. Overall, it is pupil progress and attainment which most say they are held most accountable for, with just over a third of teachers saying that they are most accountable for individual pupil progress (36%) and a quarter saying children and young peoples' attainment in national tests and exams (28%). Fewer say that targeting effort on under achieving groups (9%), implementing national strategies (6%) and the performance of the school relative to other schools (4%) are areas where teachers are held most to account.

School performance relative to other schools (38%) and implementing national strategies (28%) came out as the areas that teachers say they are held accountable for the least.

Figure 4



It should be noted that a proportion of teachers did not respond to this question, 16% did not give an answer for the area in which they are held most accountable and 14% did not for the area in which they are held least accountable. These teachers are more likely to be supply teachers, particularly agency supply teachers, those aged fifty-five plus, Black and Asian teachers and teachers who have not undertaken any professional learning and development activities in the last twelve months³.

Differences by Key Stage

In looking at responses by different sub-groups some differences emerge. Teachers who teach Foundation Stage, KS1 and KS2 are more likely to say they are presently held most accountable for individual pupil progress, compared with those teaching KS3, KS4 and Post 16:

- Foundation Stage 45%
- Key Stage 1 43%
- Key Stage 2 38%
- Key Stage 3 26%
- Key Stage 4 25%
- Post 16 21%

Teachers working in KS3, KS4 and Post 16 are more likely to say they are held most accountable for children and young peoples' attainment in national tests and exams:

- Foundation Stage 13%
- Key Stage 1 16%
- Key Stage 2 20%
- Key Stage 3 40%
- Key Stage 4 43%
- Post 16 49%

³ Teachers who have not undertaken any of the nine professional learning and development activities defined in Q4 of the questionnaire (see Appendix B).

Differences by School Phase

Correspondingly, significantly more primary school teachers say they are held most accountable for individual pupil progress (46%), while secondary school teachers say it is children and young peoples' attainment in national tests and exams for which they are held most accountable (45%).

Differences by Working Status

The findings show differences when looked at by working status. Significantly more full time teachers (32%) say they are held most accountable for children and young peoples' attainment in national tests and exams compared with 19% of part time teachers. Whereas part time teachers say they are held most accountable for individual pupils' progress (42%) more so than full time teachers (34%).

Among those teaching part time, more say they are held to account most for targeting effort on underachieving groups (11% compared with 8% teaching full time) and implementing national strategies (9% compared with 5% full time).

Differences by Role

The role of the teacher also impacts on what teachers say they are held to account for most. Perhaps not surprisingly, classroom teachers (43%) are more likely to say they are held to account most for individual pupil progress than heads of departments (29%), deputy head teachers (30%) and head teachers (20%). Whereas department heads (43%), teachers with additional responsibilities (32%), advanced skills teachers (47%) and head teachers (39%) are more likely than class/subject teachers (26%) to say they are held most accountable for pupil attainment in national tests. Perceived accountability for school performance was higher among assistant/deputy head teachers (10%) and head teachers (18%).

Differences by Length of Service

Those who have been teaching for fewer than five years (31%) and between five to nine years (32%) say they are held most accountable for attainment in national tests, compared with 27% of those teaching ten to nineteen years (27%) and 26% of those teaching twenty years or more. For longer serving teachers (more than ten years), school performance (5%) has a greater prominence in accountability compared with those teaching fewer than five years (3%), which compares with those in more senior roles saying they are held most accountable for school performance (assistant/deputy head teachers (10%) and head teachers (18%)).

Differences by Age

When looking at what teachers feel most accountable for by age group, opinion is fairly consistent. This is with the exception of more twenty-five to thirty-four year olds saying they are held most accountable for children and young peoples' attainment in national tests and exams (34%).

Differences by Socio-Economic / Linguistic Challenge

The socio-economic/linguistic challenge variable was derived using data from the DCSF database. It was created using the percentage of pupils known to be eligible for free school meals and the percentage of pupils whose first language is known or believed to be other than English (see Appendix A, Section 2.2 for further detail).

Teachers from schools that have lower levels of socio-economic/linguistic challenge, i.e. fewer pupils that are eligible for free school meals and fewer pupils whose first language is known or believed to be other than English, are more likely to say they are held most accountable for children and young peoples' attainment in national tests and exams (quartile 1: 33% and quartile 2: 38%), compared with teachers from schools that have higher levels of challenge (quartile 3: 28% and quartile 4: 30%).

A slightly higher proportion of teachers from schools that have higher levels of socio-economic/linguistic challenge are more likely to say they are currently held most accountable for targeting effort on underachieving groups (quartile 3: 10% and quartile 4: 11%), compared with teachers from schools that have lower levels of challenge (quartile 1: 7% and quartile 2: 7%).

Differences by Academic / SEN Challenge

A second measure of challenge variable was also derived using data from the DCSF database; academic / SEN challenge. This variable was created using the percentage of pupils with special needs with statements, plus the percentage of pupils with special needs without statements, and the percentage of pupils in school who achieve the expected levels in national tests (see Appendix A, Section 2.2).

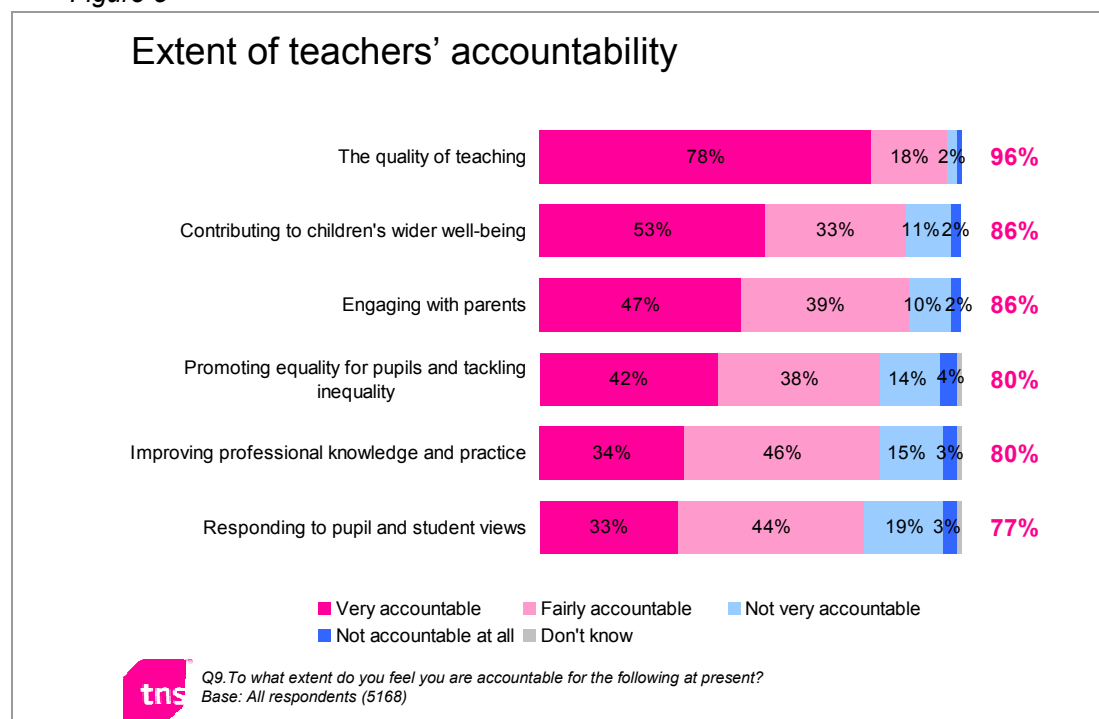
Teachers working in schools with the lowest levels of academic / SEN Challenge are more likely to say they are currently held most accountable for individual pupils' progress (quartile 1: 39%), while teachers from schools with the second lowest level of challenge are more likely to say they are held most accountable for children and young peoples' attainment in national tests and exams (quartile 2: 37%).

3.2 To what extent teachers feel accountable

Scope of teachers' accountability

Teachers feel accountable across a range of aspects of their roles but particularly for the quality of teaching, with 96% saying they feel very or fairly accountable for the quality of their teaching. This is followed by engaging with parents and contributing to children's wider well being (both 86%), as shown in Figure 5.

Figure 5



Differences by Key Stage

With the exception of the quality of their teaching, there are significant differences by key stage on all areas of accountability. Foundation Stage, KS1 and KS2 teachers are more likely to say they feel accountable for the areas explored. Foundation Stage teachers, in particular, feel more accountable for all areas:

Figure 6

To what extent do you feel you are accountable for the following at present?

	Foundation (973) %	KS1 (1320) %	KS2 (1840) %	KS3 (2259) %	KS4 (2206) %	Post 16 (1238) %
Engaging with parents	88	86	86	83	83	84
Contributing to children's wider well-being	94	92	91	79	79	77
Improving your professional knowledge & practice	84	82	81	77	76	76
Promoting equality and tackling inequality	90	88	85	74	73	71
Responding to pupil and student views	81	79	80	73	74	73

Base: 5,168

Correspondingly, KS3, KS4 and Post 16 teachers are significantly more likely to say they do not feel very accountable or they do not feel accountable at all for the same five areas.

Differences by School Phase

The same pattern emerges by school phase, with more primary school teachers saying they feel accountable for each of the five areas:

- Engaging with parents (94% compared with 85% secondary school teachers)
- Contributing to children's wider well-being (94% compared with 78%)
- Improving your professional knowledge and practice (86% compared with 77%)
- Promoting equality for pupils and tackling inequality (89% compared with 72%), and
- Responding to pupil and student views (81% compared with 73%).

Likewise, secondary school teachers are more likely to say they do not feel accountable for each of the five areas.

Differences by Working Status

Full time teachers feel more accountable in all areas compared with those teaching part time, with the exception of the quality of their teaching for which nearly all full time teachers (97%) and part time teachers (95%) feel accountable. Part time teachers particularly feel less accountable when it comes to engaging with parents (76% of part time teachers compared with 90% of full time teachers) and improving professional knowledge and practice (74% part time compared with 83% full time).

Other issues where full time teachers feel more accountable include:

- Promoting equality and tackling inequality (81% full time compared with 77% part time)
- Contributing to children's wider well being (87% full time compared with 83% part time), and
- Responding to pupil and student views (78% full time compared with 73% part time).

Part time teachers are significantly more likely to say they do not feel very accountable or that they do not feel accountable at all on all the areas examined except the quality of their teaching. This is particularly evident for:

- Engaging with parents (9% full time and 22% part time), and
- Improving your professional knowledge and practice (16% full time compared with 23% part-time).

Differences by Role

Nearly all teachers feel accountable for the quality of their teaching (96% overall), although the extent of their accountability does vary by role. More class teachers (98%), heads of department (97%), teachers with additional responsibilities (98%) and assistant/deputy heads (98%) feel accountable for the quality of their teaching compared with supply teachers (90%; 89% local authority supply teacher & 93% agency supply teacher) and head teachers (84%).

Overall, head teachers feel most accountable for engaging with parents and contributing to children's wider well being (both 96%) compared with the total sample (both 86%).

Head teachers and assistant/deputy heads feel more accountability for areas such as engaging with parents, contributing to children's wider well being, improving professional knowledge and practice, promoting equality/tackling inequality and responding to pupil and student views than class/subject teachers and heads of department.

All roles feel more accountable for improving their professional knowledge and practice compared with supply teachers. Of all the areas of accountability explored, supply teachers put improving their professional knowledge and practice bottom of the list with less than two thirds (61%) saying they feel very/ fairly accountable for this, compared with 80% overall. This is especially so among local authority supply teachers (60% compared with 68% agency supply teachers). Supply teachers are also significantly more likely to say they do not feel very accountable or not accountable at all on five of the six areas, these are:

- Engaging with parents (42% compared with 12% overall)
- Improving your professional knowledge and practice (34% compared with 18% overall)
- Responding to pupil and student views (26% compared with 22% overall)
- Promoting equality for pupils and tackling inequality (22% compared with 18% overall)
- The quality of your teaching (6% compared with 2% overall).

Differences by Length of Service

Length of service has an impact on teacher accountability, particularly among newer teachers. Those teaching fewer than five years feel more accountable for the quality of their teaching compared with those teaching for more than 20 years (97% compared with 95%); this is reflected in accountability for the quality of teaching which falls among those teachers in the most senior positions. Newer teachers (teaching fewer than five years) also feel more accountable for responding to pupil and student views than those who have been teaching for twenty years or more (78% compared with 74%).

Those teaching fewer than five years feel more accountable for improving professional knowledge and practice (84%), than those teaching 5 -9 years (80%), 10 – 19 years (80%) and teaching 20 years or more (79%).

All teachers teaching fewer than 20 years feel accountability for engaging with parents, more so than those who have been teaching for longer (88% compared with 83%).

Differences by Age

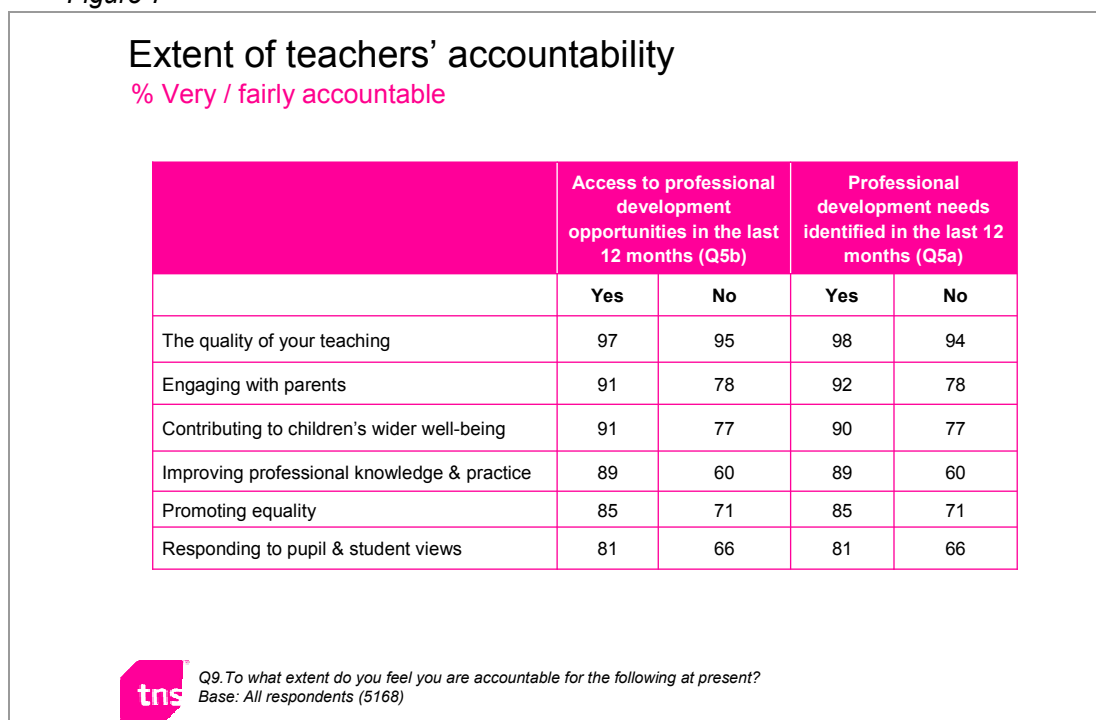
Perceptions of accountability are fairly static when looking at the results by age group, aside from young teachers under the age of twenty-five years who are more likely to say they feel accountable for contributing to children's wider well-being (93%) and improving their professional knowledge and practice (91%).

Differences by CPD involvement

The extent to which teachers feel accountable for each of the six areas varies by whether they have had their professional development needs identified by their school or employer in the last twelve months (Q5a – see Appendix B for questionnaire) and whether they have had access to adequate professional development opportunities in the last twelve months (Q5b).

Teachers who say they have had access to adequate professional development and who have had their professional development needs identified in the last twelve months are more likely to say they feel accountable across all six areas of accountability (see Figure 7). These differences are particularly marked for those teachers who say they feel “very” accountable at present.

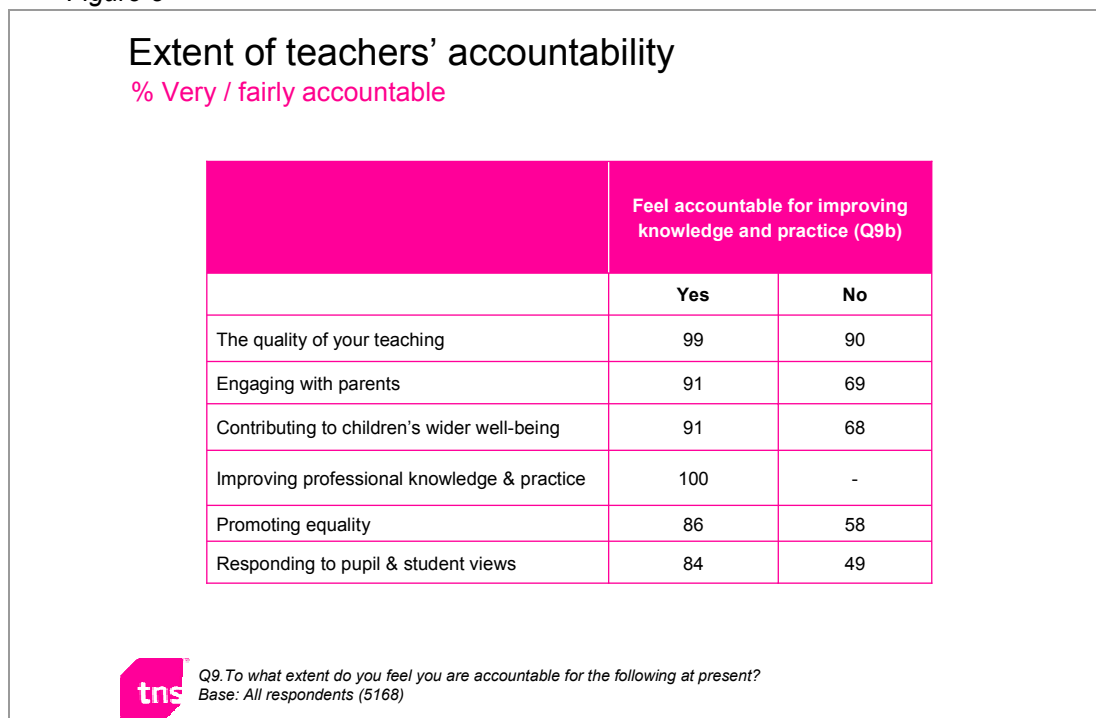
Figure 7



The pattern is reversed when looking at those teachers who do not feel very accountable or who do not feel accountable at all for each of the six areas. Those who have not had access to adequate professional development opportunities in the last twelve months and who have not had their professional development needs identified are significantly more likely to say they do not feel accountable for each of the accountability measures. (Teachers' experiences of engaging in professional development opportunities are discussed in more detail in chapter 5).

Interestingly, those teachers who say they feel accountable at present for any of the six areas of accountability are considerably more likely to say they feel accountable for the other five areas that were explored in Q9. Likewise, those teachers who do not feel very accountable or who do not feel accountable at all for any one of the six strands are more likely to say they do not feel accountable for any of the other five areas. As an example, Figure 8 below shows the results of Q9 by whether teachers feel accountable for improving their professional knowledge and practice.

Figure 8



Differences by Academic / SEN Challenge

Teachers working in schools with the lowest levels of academic / SEN Challenge are more likely to say they currently feel accountable for three of the six areas of accountability:

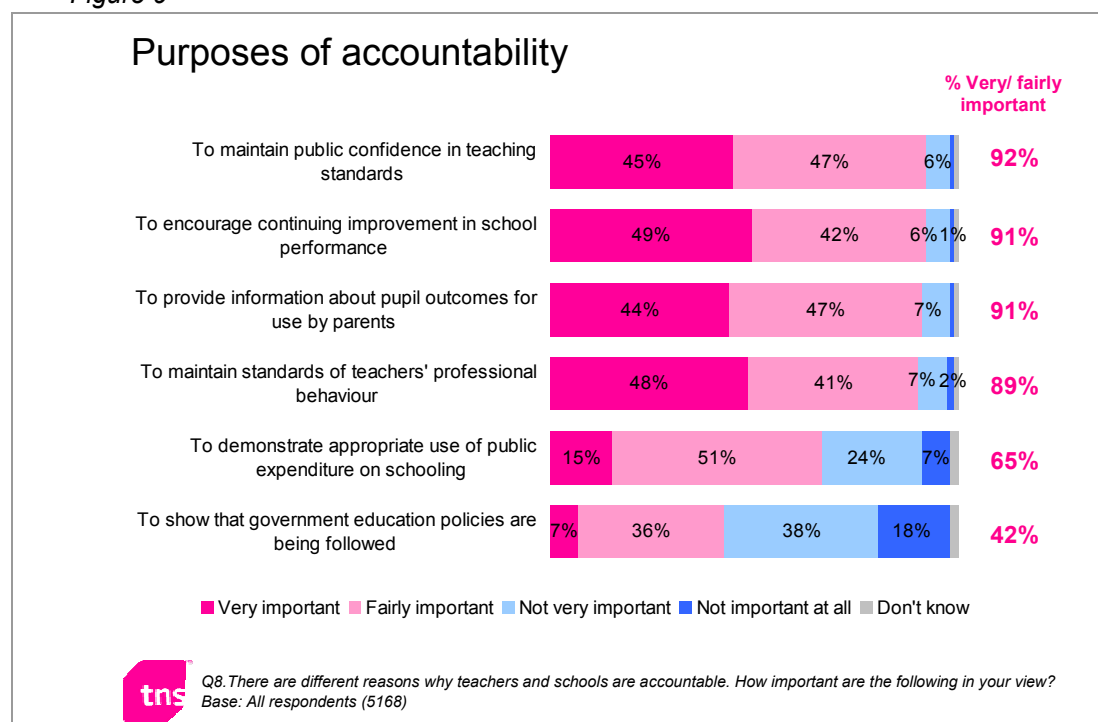
- Engaging with parents (quartile 1: 92%, compared with quartile 2: 89%, quartile 3: 88% and quartile 4: 87%)
- Contributing to children's wider well-being (quartile 1: 88%, compared with quartile 2: 85% and quartile 4: 84%), and
- Improving your professional knowledge and practice (quartile 1: 83%, compared with quartile 4: 79%).

3.3 Purposes of accountability

Purposes of holding teachers and schools to account

There are many different reasons why teachers and schools are accountable and teachers' views on some of these were explored in the questionnaire. The most important reason cited for teachers and schools being accountable is to maintain public confidence in the standards of teaching, with 92% of teachers saying this was very/fairly important. This is followed by encouraging improvement in school performance and providing information about pupil outcomes for use by parents (both 91% saying very/fairly important). Of least importance in terms of accountability is showing that government education policies are being followed (42%), as shown in Figure 9.

Figure 9



Differences by Key Stage

The pattern in terms of importance is the same across all stages of teaching, however there are two areas where differences emerged. Firstly regarding demonstrating appropriate use of public expenditure on schooling, this is of more importance to those teaching in the early years foundation stage (68%) and KS1 (68%) and KS2 (67%) than those teaching KS3 (63%) and post 16 (62%).

Secondly, showing that government education policies are being followed is less important among those in post 16 education (34%) compared with those teaching early years foundation (47%), KS1 (47%), KS2 (43%) and KS3 and 4 (both 38%).

Differences by School Phase

Primary school teachers are more likely to say that three of the six areas are important reasons for teachers and schools being accountable than secondary teachers, these are:

- To show that government education policies are being followed (45% compared with 37%)
- To demonstrate appropriate use of public expenditure on schooling (66% compared with 63%), and
- To encourage continuing improvement in school performance (93% compared with 90%).

Differences by Role

Overall, maintaining public confidence in teaching standards and encouraging continuing improvement are the two areas that, regardless of role, teachers feel are very/fairly important reasons why teachers and schools are accountable.

However, more class/subject teachers say that maintaining public confidence in standards of teaching is important compared with supply teachers (92% compared with 89%) and similarly in terms of encouraging continuing improvement in school performance (91% compared with 89%).

Interestingly, those working solely in classroom roles (supply teachers (47%) and class/subject teachers (44%)) are more likely than those in management roles (heads of department (38%), assistant deputy heads (36%) and head teachers (37%)) to feel that accountability for following government education policies is important.

When it comes to demonstrating appropriate use of public expenditure on schooling, head teachers are more likely to say this is important (87%) than supply teachers (68%), class/subject teachers (63%), heads of departments (61%) and assistant/deputy heads (72%).

Differences by Length of Service

The importance of encouraging continuing improvement in school performance, maintaining standards of teachers' professional behaviour and showing that government education policies are being followed varies by length of service.

Those with fewer years' experience are more likely to say that these are important reasons for accountability than those who have been teaching longer. In particular, just over half (52%) of those who have been teaching for fewer than five years say showing that government education policies are being followed is important, compared with those teaching five to nine years (41%), ten to nineteen years (38%) and twenty years or more (39%).

93% of teachers who have been teaching for less than five years say maintaining standards of teachers' professional behaviour is important, compared with 89% of those who have taught five to nine years, 87% ten to nineteen years and 88% twenty years or more.

Teachers with fewer than five years teaching experience say encouraging continuing improvement in school performance is important (94%), when compared with those teachers with ten to nineteen years experience (92%) and twenty years plus experience (89%).

However, a greater percentage of teachers with more than twenty years teaching experience (70%) say that demonstrating appropriate use of expenditure on schooling is important compared with those teaching ten to nineteen years (66%), five to nine years (58%) and fewer than five years (61%).

Differences by Age

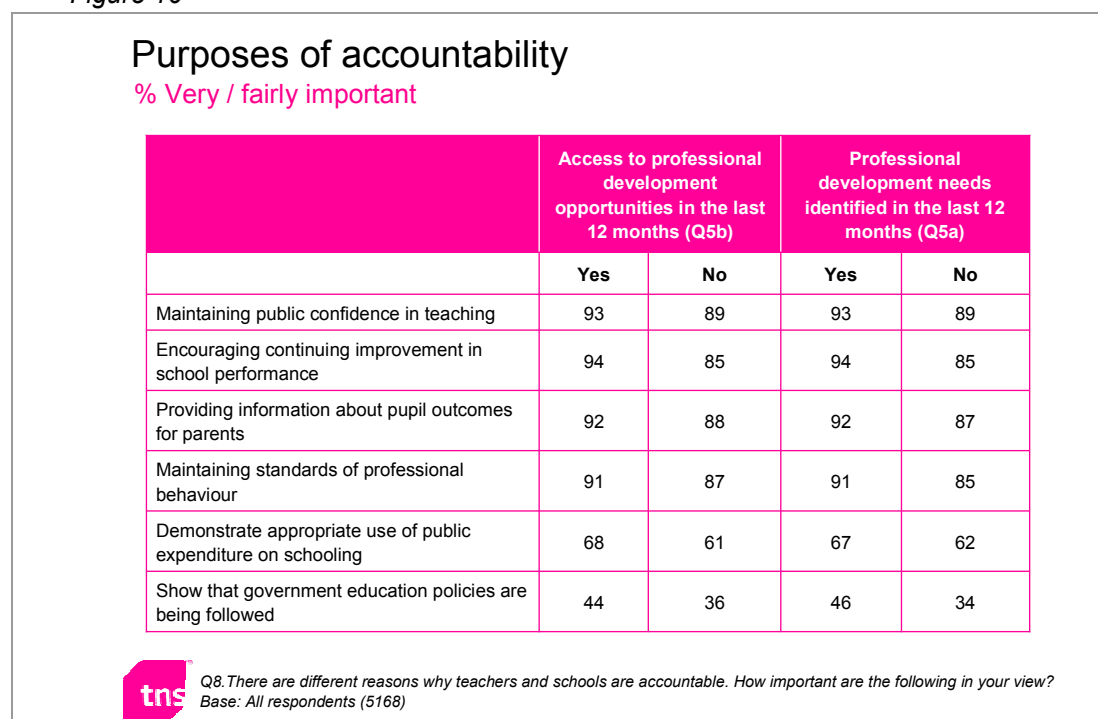
Looking at differences by age, young teachers aged under twenty-five years are considerably more likely to say that showing government education policies are being followed is important (61% compared with 42% overall). They are also more likely to say that maintaining standards of teachers' professional behaviour is important (94% compared with 89% overall).

Teachers aged forty-five years or more are more likely to say that demonstrating the appropriate use of public expenditure on schooling is important (70% compared with 65% overall).

Differences by CPD involvement

The importance given to each of the six purposes of accountability for teachers and schools is significantly higher among teachers who have had their professional development needs identified in the last twelve months (Q5a – see Appendix B for questionnaire) and those who have had access to adequate professional development opportunities in the last twelve months (Q5b), as shown in Figure 10. The findings for these questions are discussed in more detail in chapter 5.

Figure 10



Differences by extent to which teachers feel accountable

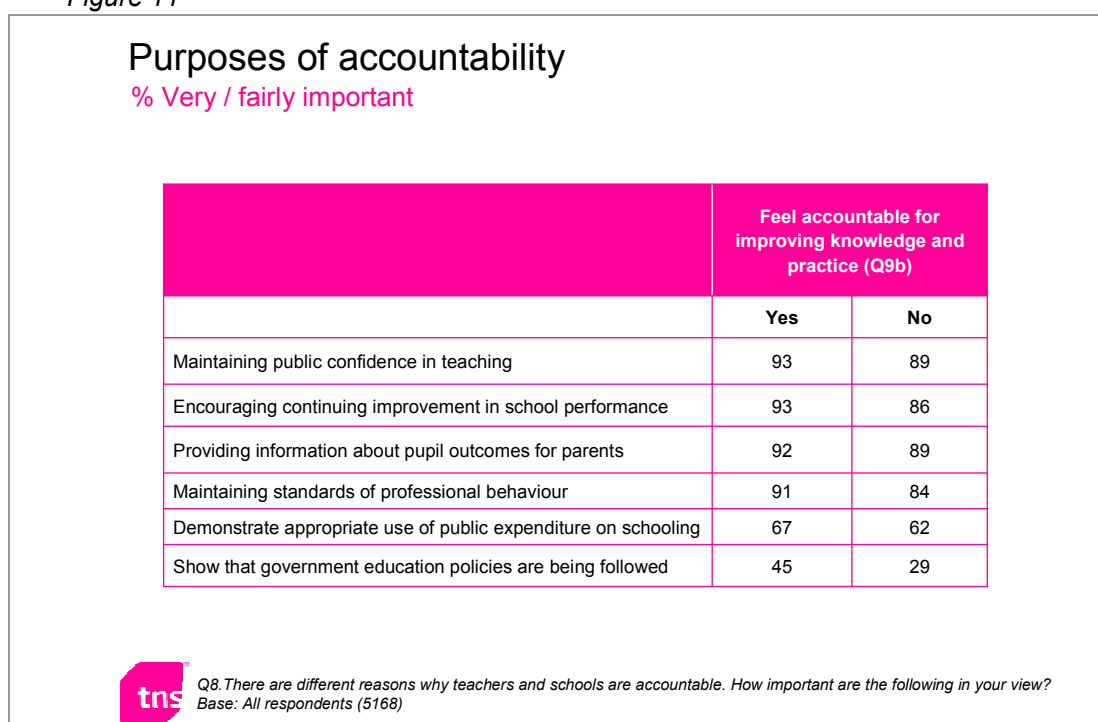
The importance given to each of the six purposes of accountability is higher among teachers who say they presently feel accountable for the six areas explored in Q9:

- The quality of their teaching
- Improving their professional knowledge and practice
- Responding to pupil and student views
- Engaging with parents

- Contributing to children’s wider well-being
- Promoting equality for pupils and tackling inequality.

Figure 11 shows the proportion of teachers who say each of the six purposes of accountability are important by those who currently feel accountable for improving their professional knowledge and practice. The same pattern emerges for the five other areas of accountability measured in Q9.

Figure 11



Differences by Socio-Economic / Linguistic Challenge and Academic / SEN Challenge

Teachers working in schools that have the highest levels of socio-economic/linguistic challenge and academic / SEN challenge (94% in quartile 4 for both measures) are slightly more likely to say that maintaining public confidence in standards of teaching is an important reason for teachers and schools being accountable, compared with 91% of teachers from other schools for both variables (quartiles 1, 2 and 3 combined).

3.4 Future focus of accountability

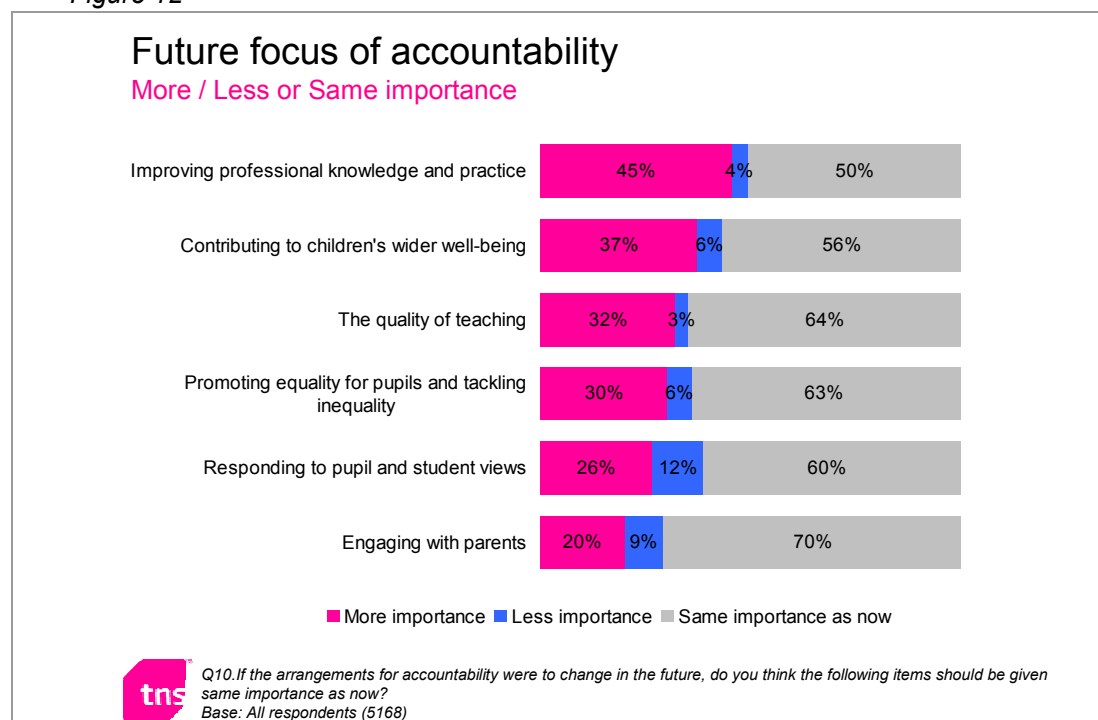
More or less focus in future?

Teachers were asked to think about accountability in the future and, if arrangements were to change, whether more, less or the same importance should be given to a list of items as now.

Overall, improving professional knowledge and practice came out as the area where teachers thought more importance should be placed (45%), followed by contributing to children’s wider well being, with just over a third saying that more importance should be placed on this in the future (37%).

For a number of areas teachers feel that the level of importance should remain as now; the quality of teaching (64%), promoting equality for pupils and tackling inequality (63%), responding to pupils views (60%) and engaging with parents (70%) (see Figure 12).

Figure 12



It is worth noting that at the pilot stage, when teachers were asked why they selected “same importance as now”, many chose this option as they feel that the level of importance is already high in their experience. This is reflected in the following table, which shows whether teachers think each area of accountability should be given

more importance, less importance or the same importance in the future, by those teachers who feel accountable and not accountable for each at present (Q9). Significantly more teachers who say each item should be given the same importance also say they currently feel accountable for it.


For example, 50% of teachers in general say that accountability for improving professional knowledge and practice should have the same level of importance in future as it does now (Figure 12). This increases to 55% among teachers who feel accountable for this at present, but drops to 30% among teachers who do not feel accountable for this at present (Figure 13). The same pattern emerges across all six items.

However there is still a proportion of teachers who do not currently feel accountable for these areas who also say each item should be given the same importance as now. These teachers are more likely to be Foundation Stage, KS1 and KS2, teaching in primary schools and have more than five years of experience.

Figure 13

Future focus of accountability

	More importance		Less importance		Same importance	
	Acc.	Not acc.	Acc.	Not acc.	Acc.	Not acc.
Improving professional knowledge & practice	40	64	4	5	55	30
Contributing to children's wider well-being	36	43	5	13	58	42
The quality of your teaching	32	53	3	5	65	41
Promoting equality and tackling inequality	29	34	5	11	65	54
Responding to pupil & student views	26	29	10	19	63	51
Engaging with parents	19	29	8	12	73	58

 Q10. If the arrangements for accountability were to change in the future, do you think the following items should be given more importance, less importance or the same importance as now?
Base: All respondents (5168)

Differences by Key Stage

Those teaching KS3, KS4 and post 16 are more likely to say that more importance should be placed in the future on improving professional knowledge and practice (all

49%), compared with those teaching early years foundation (42%), KS1 (41%) and KS2 (41%).

A similar pattern applies to ‘the quality of teaching’, ‘promoting equality for pupils and tackling inequality’ and, with the exception of those teaching Foundation Stage, to ‘engaging with parents’ (Figure 14).

Figure 14

FUTURE FOCUS OF ACCOUNTABILITY – MORE IMPORTANCE

	Foundation	KS1	KS2	KS3	KS4	Post 16
	(973)	(1320)	(1840)	(2259)	(2206)	(1238)
	%	%	%	%	%	%
Improving professional knowledge	42	41	41	49	49	49
Quality of teaching	28	28	28	38	38	39
Promoting equality and tackling inequality	28	29	28	33	33	32
Engaging with parents	22	18	18	23	23	20

Base: 5,168

Interestingly, a higher proportion of KS3, KS4 and Post 16 teachers say that both more *and* less importance should be given in future to engaging with parents and promoting equality and tackling inequality, suggesting a greater polarisation of opinion among these groups. This is also the case with responding to pupil and student views and contributing to children’s wider well-being.

Figure 15

FUTURE FOCUS OF ACCOUNTABILITY – LESS IMPORTANCE

	Foundation	KS1	KS2	KS3	KS4	Post 16
	(973)	(1320)	(1840)	(2259)	(2206)	(1238)
	%	%	%	%	%	%
Responding to pupil and student views	7	8	9	17	17	17
Engaging with parents	4	7	7	11	11	11
Contributing to children's wider well-being	3	3	4	9	9	9
Promoting equality and tackling inequality	3	4	5	8	8	8

Base: 5,168

Differences by School Phase

Reflecting the difference in opinion by key stage, some differences emerge between primary and secondary school teachers, with secondary school teachers being more likely than primary school teachers to say that a number of areas should be given more importance in the future. This included improving professional knowledge (49% of secondary school teachers compared with 40% of primary school teachers), the quality of teaching (37% compared with 25%), promoting equality/tackling inequality (33% compared with 27%) and engaging with parents (22% compared with 17%).

The same pattern occurs by school phase as by key stage for those future areas of accountability which teachers would prefer to see less importance on:

- Responding to pupil and student views (17% secondary compared with 8% primary)
- Engaging with parents (11% secondary compared with 7% primary)
- Contributing to children's wider well-being (9% secondary compared with 4% primary)
- Promoting equality and tackling inequality 8% secondary compared with 5% primary).

The differences by both school phase and Key Stage taught suggest less consensus of opinion amongst secondary school teachers, than primary school teachers, in their opinions on more or less importance being given to these areas of accountability in future.

Differences by Working Status

Full-time teachers are more likely to say that more importance should be given to promoting equality for pupils and tackling inequality (31% compared with 28%) and responding to pupil and student views (29% compared with 20%), while part-time teachers are more likely to say the same importance should be given to engaging with parents (74% compared with 69%), promoting equality for pupils and tackling inequality (65% compared with 62%) and responding to pupil and student views (67% compared with 58%).

Differences by Length of Service

Those who have been teaching for fewer than five years are more likely than those who have been teaching for longer to say that all these areas should be given more importance in the future, as shown in Figure 16.

Figure 16

FUTURE FOCUS OF ACCOUNTABILITY – MORE IMPORTANCE BY LENGTH OF SERVICE

	< 5 yrs	5-9 yrs	10-19 yrs	20+ yrs
	(1145)	(863)	(1181)	(1979)
	%	%	%	%
Improving professional knowledge	53	48	44	39
Contributing to children's wider well being	45	41	35	32
Quality of teaching	39	33	28	30
Promoting equality	38	30	28	26
Responding to pupil/student views	35	30	26	20
Engaging with parents	25	20	20	17

Base: 5,168

Differences by Age

Younger teachers aged below thirty five years are also more likely to say that all these areas should be given more importance in the future, as shown in Figure 17.

Figure 17

	FUTURE FOCUS OF ACCOUNTABILITY – MORE IMPORTANCE				
	BY AGE				
	<25	25-34	35-44	45-54	55+
	(180)	(1,292)	(1,223)	(1,419)	(1,054)
	%	%	%	%	%
Improving professional knowledge	55	50	47	41	38
Contributing to children's wider well being	57	43	36	34	32
Quality of teaching	52	36	28	28	34
Promoting equality	47	34	28	27	28
Responding to pupil/student views	43	33	28	22	20
Engaging with parents	38	21	20	17	19

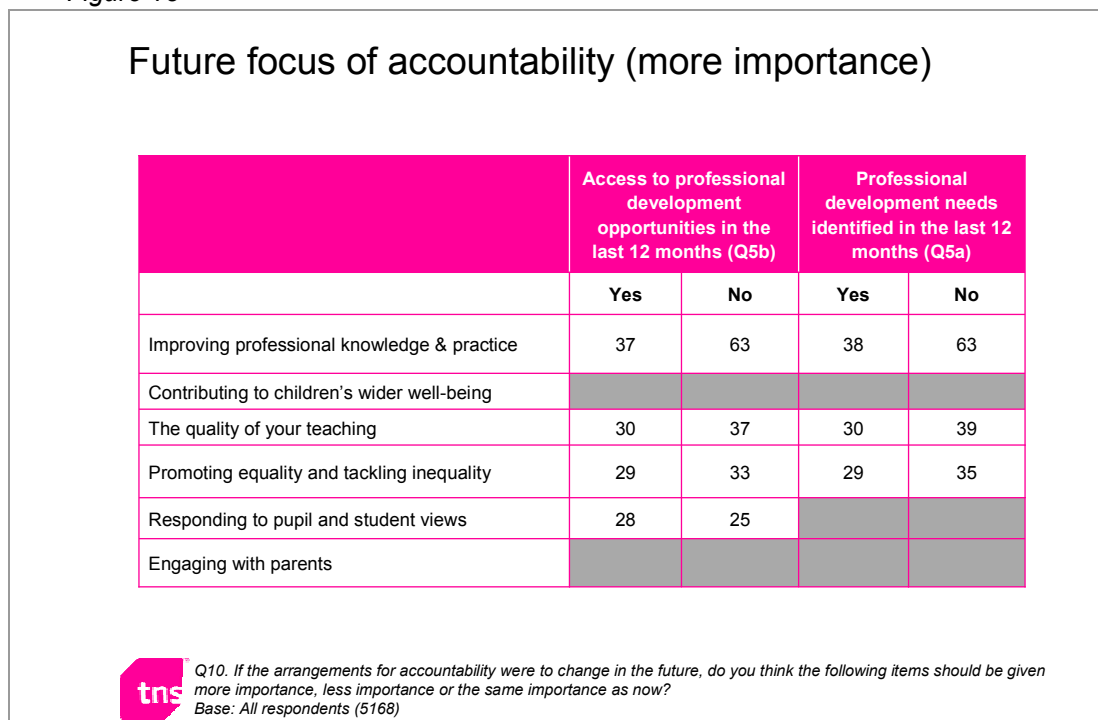
Base: 5,168

Differences by CPD involvement

Significant differences are found in opinion on the future focus of accountability based on whether teachers have had their professional development needs identified in the last twelve months (Q5a – see Appendix B for questionnaire) and whether they have had access to adequate professional development opportunities in the last twelve months (Q5b).

This is most evident for those teachers saying an area of more importance in the future should be improving their professional knowledge and practice. Among teachers who feel that they do not have access to adequate professional development opportunities, 63% say that more importance should be placed on improving professional knowledge and practice, compared with 37% of those who do have access. The same applies to those who have not had their professional development needs identified (63%) compared with those who have (38%). Table 18 shows any significant differences on these measures.

Figure 18



Differences by Socio-Economic / Linguistic Challenge

Teachers from schools that have the highest levels of socio-economic/linguistic challenge are the most likely to say all six areas of accountability should be given more importance in the future:

- Improving your professional knowledge and practice (quartile 4: 50% compared with quartile 1: 41%, quartile 2: 43% and quartile 3: 44%)
- Contributing to children's wider well-being (quartile 4: 41% compared with quartile 1: 33%, quartile 2: 36% and quartile 3: 36%)
- The quality of their teaching (quartile 4: 36% compared with quartile 1: 29%, quartile 2: 30% and quartile 3: 29%)
- Promoting equality and tackling inequality (quartile 4: 36% compared with quartile 1: 27%, quartile 2: 28% and quartile 3: 28%)
- Responding to pupil and student views (quartile 4: 31% compared with quartile 1: 24%, quartile 2: 23% and quartile 3: 27%), and
- Engaging with parents (quartile 4: 27% compared with quartile 1: 17%, quartile 2: 15% and quartile 3: 19%).

Correspondingly, teachers working in schools with lower levels of socio-economic/linguistic challenge than quartile 4 are more likely to say all six areas of accountability should be given the same importance in the future:

- Engaging with parents (quartile 1: 73%, quartile 2: 75% and quartile 3: 72% compared with quartile 4: 63%)
- The quality of their teaching (quartile 1: 67%, quartile 2: 67% and quartile 3: 67% compared with quartile 4: 60%)
- Promoting equality and tackling inequality (quartile 1: 65%, quartile 2: 66% and quartile 3: 65% compared with quartile 4: 58%)
- Responding to pupil and student views (quartile 1: 62%, quartile 2: 62% and quartile 3: 61% compared with quartile 4: 55%)
- Contributing to children's wider well-being (quartile 1: 59%, quartile 2: 57% and quartile 3: 58% compared with quartile 4: 51%), and
- Improving your professional knowledge and practice (quartile 1: 54%, quartile 2: 53% and quartile 3: 52% compared with quartile 4: 44%).

Differences by Academic / SEN Challenge

Teachers from schools with higher levels of academic/SEN challenge are more likely to say all six areas of accountability should be given more importance in the future, compared with teachers working in schools with lower levels of challenge:

- Improving your professional knowledge and practice (quartile 2: 46%, quartile 3: 45% and quartile 4: 49% compared with quartile 1: 40%)
- Contributing to children's wider well-being (quartile 4: 42% compared with quartile 1: 33%, quartile 2: 37% and quartile 3: 36%)
- The quality of their teaching (quartile 4: 33% compared with quartile 1: 29%, quartile 2: 32% and quartile 3: 31%)
- Promoting equality and tackling inequality (quartile 2: 31%, quartile 3: 30% and quartile 4: 33% compared with quartile 1: 26%)
- Responding to pupil and student views (quartile 2: 29%, quartile 3: 27% and quartile 4: 29% compared with quartile 1: 22%), and
- Engaging with parents (quartile 3: 20% and quartile 4: 25% compared with quartile 1: 15% and quartile 2: 18%).

Teachers from schools with lower levels of academic/SEN challenge are more likely to say five of the six areas of accountability should be given the same importance in the future:

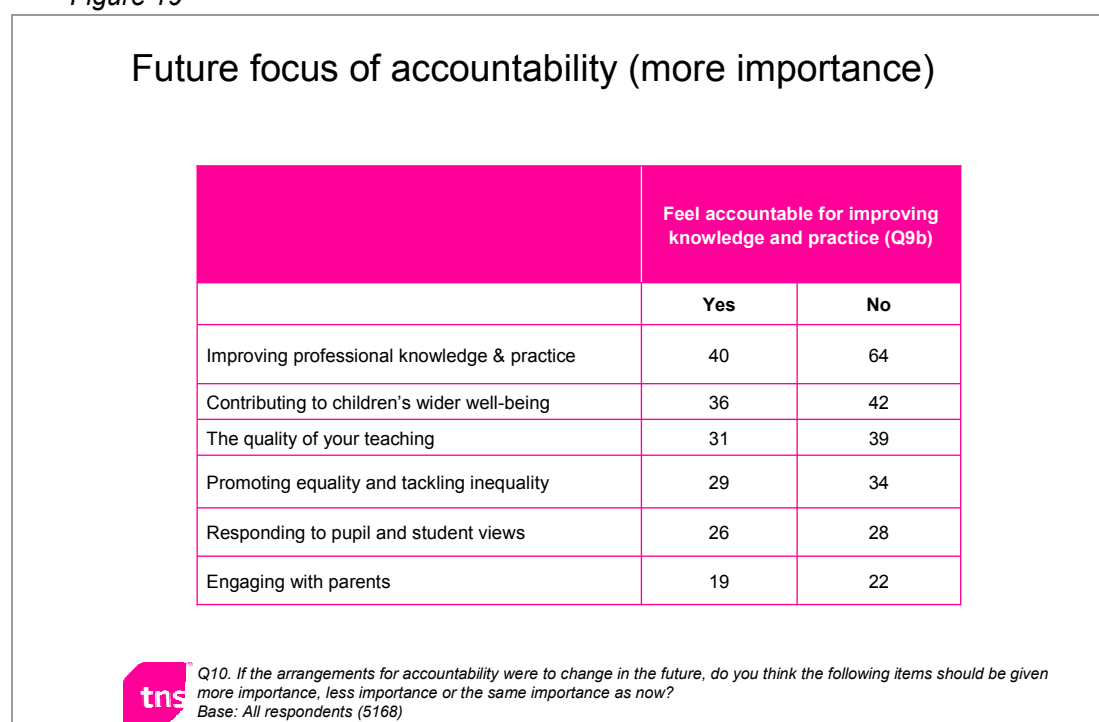
- Engaging with parents (quartile 1: 75% and quartile 2: 72% compared with quartile 3: 70% and quartile 4: 66%)

- Promoting equality and tackling inequality (quartile 1: 67% compared with quartile 2: 62%, quartile 3: 64% and quartile 4: 60%)
- Responding to pupil and student views (quartile 1: 64% compared with quartile 2: 58%, quartile 3: 59% and quartile 4: 58%)
- Contributing to children’s wider well-being (quartile 1: 60% compared with quartile 2: 55%, quartile 3: 57% and quartile 4: 51%), and
- Improving your professional knowledge and practice (quartile 1: 54%, quartile 2: 50% and quartile 3: 51% compared with quartile 4: 46%).

Differences by accountability for improving professional knowledge and practice

Significant differences are also found in opinion depending on whether teachers currently feel accountable for improving their professional knowledge and practice (Q9b). Those who do not currently feel accountable for this are more likely to say each of the six areas of accountability should be given more importance in the future than those who do feel currently accountable for this.

Figure 19



A similar pattern emerges across the other five areas of accountability, with those teachers who say they do not feel currently accountable for each being significantly more likely to say that more importance should be given to these in the future.

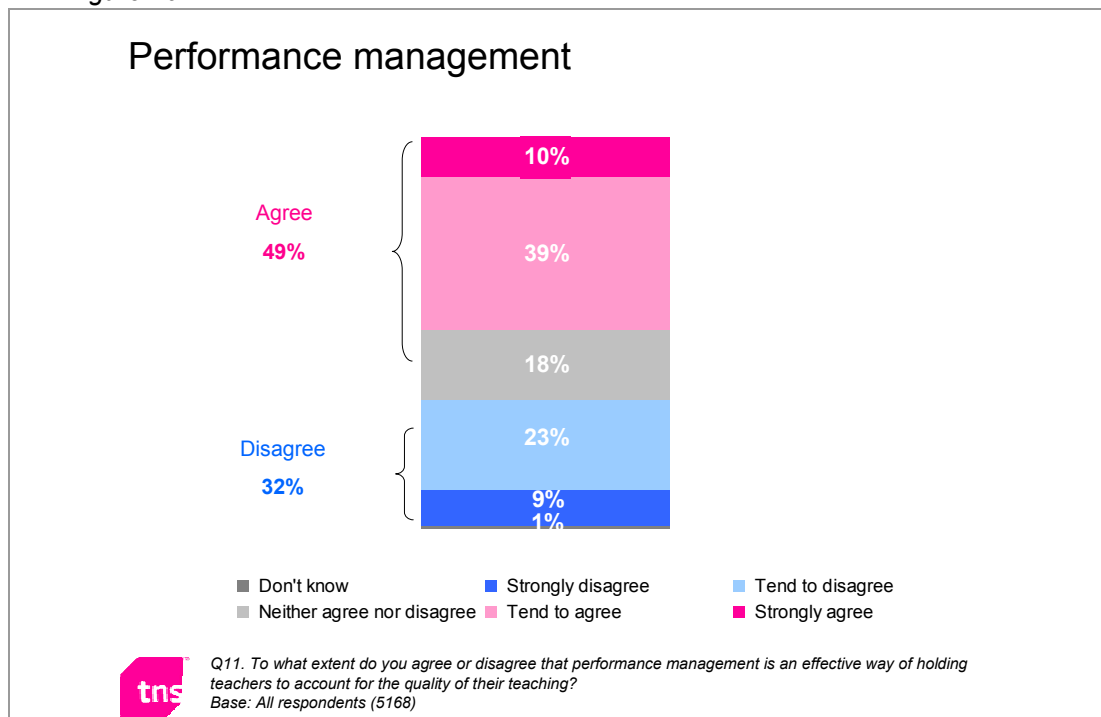
4. Accountability processes

4.1 Performance management

Performance management

Opinions about performance management as a way of holding teachers to account for the quality of their teaching are quite mixed, with half of teachers agreeing it is an effective method (49%) and a third disagreeing (32%).

Figure 20



Differences by Key Stage and School Phase

Foundation Stage (56%), KS1 (55%) and KS2 (50%) teachers are significantly more likely to agree that performance management is an effective method for holding teachers to account for the quality of their teaching than KS3 (44%), KS4 (45%) and Post 16 (43%) teachers. Naturally the same pattern emerges for primary school teachers (53% agreement) compared to secondary school teachers (44%).

Disagreement is higher among KS3 (37%), KS4 (37%) and Post 16 (39%) teachers, and therefore also secondary school teachers (37%).

Differences by Role

The most senior teachers (71% head teachers and 60% assistant/deputy head teachers) and advanced skills teachers (60%) are more likely than other groups to say performance management is an effective way of holding teachers to account, while department heads are more likely than other groups to disagree (39%).

Differences by CPD involvement

There are considerable differences in opinion that performance management is an effective method for holding teachers to account for the quality of their teaching among:

- Teachers who have had their professional development needs identified in the last twelve months (57% compared with 34% of those who have not)
- Teachers who have had access to adequate professional development opportunities in the last twelve months (56% compared with 36%)
- Teachers whose school/employer has evaluated the impact of professional learning and development on their practice (60% compared with 33%), and
- Teachers who are highly active in their professional development⁴ (63% compared with 35% of teachers who have not undertaken any professional development activities in the last twelve months).

Differences by accountability for improving professional knowledge and practice

Teachers who currently feel accountable for improving their professional knowledge and practice are also more likely to agree that performance management is an effective method for holding teachers to account for the quality of their teaching (52% compared with 33%).

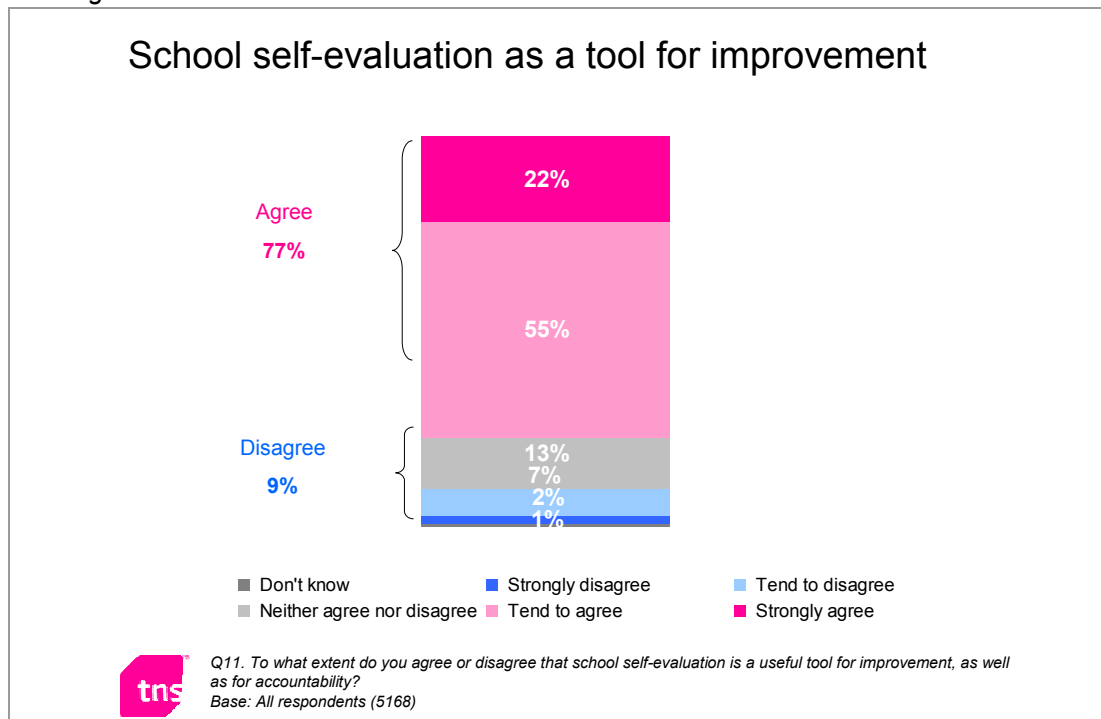
⁴ Teachers who are highly active in their professional development are classed as those who have undertaken at least four of the nine CPD activities at Q4 frequently or on an ongoing basis during the last 12 months.

4.2 School self-evaluation as tool for improvement

School self-evaluation

Three-quarters of teachers agree that school self-evaluation is a useful tool for improvement, as well as for accountability (77%), while one in ten teachers disagree (9%).

Figure 21



Differences by Key Stage and School Phase

As with performance management, school self-evaluation is perceived particularly useful as a tool for improvement as well as accountability among Foundation Stage (86%), KS1 (83%) and KS2 (82%) teachers, with agreement falling among KS3 (70%), KS4 (70%) and Post 16 (69%) teachers. It is therefore also perceived more useful among primary school teachers (84% agreement) than secondary school teachers (69%).

KS3 (13%), KS4 (14%) and Post 16 (14%) teachers are more likely to disagree this tool is useful for improvement as well as accountability, and therefore secondary school teachers (14%) are also more likely than primary school teachers (5%) to disagree.

Differences by Role

The most senior teachers (91% head teachers and 89% assistant/deputy head teachers) are most likely to say school-self evaluation is a useful tool for improvement as well as for accountability.

Differences by CPD involvement

Teachers who have had their professional development needs identified in the last twelve months (83% compared with 64% of those who have not), who have had access to adequate professional development opportunities in the last twelve months (83% compared with 64%) and who are highly active in their professional development⁵ (88% compared with 68% who are inactive) are more likely to agree that school self-evaluation is a useful tool for improvement, as well as for accountability.

Differences by accountability for improving professional knowledge and practice

Teachers who currently feel accountable for improving their professional knowledge and practice are also more likely to agree that school self-evaluation is a useful tool for improvement, as well as for accountability (79% compared with 67%).

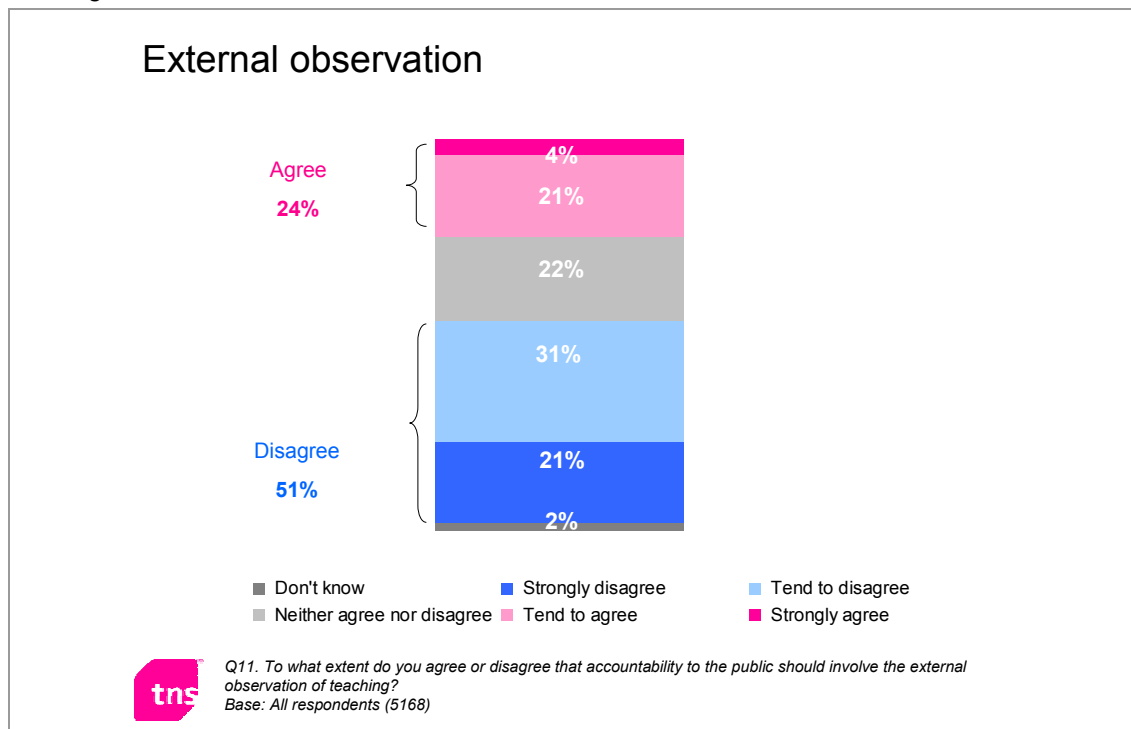
⁵ Teachers who are highly active in their professional development are classed as those who have undertaken at least four of the nine CPD activities at Q4 frequently or on an ongoing basis during the last 12 months and those who are inactive have undertaken none.

4.3 External observation

A quarter of teachers agree that accountability to the public should involve the external observation of teaching (24%), the lowest level of agreement of the five processes measured in the survey. This view is held quite uniformly among teachers, although KS3 (27%), KS4 (27%) and Post 16 (29%) teachers are more likely to agree than Foundation Stage (24%), KS1 (22%) and KS2 (24%) teachers, as are assistant/deputy heads (29%), teachers who have been in post for less than five years (28%) and teachers from schools with the highest level of socio-economic/linguistic challenge (quartile 4: 27%).

Disagreement is higher among Foundation Stage (53%), KS1 (53%) and KS2 (53%) teachers, department heads (55%), head teachers (58%), teachers aged forty-five plus (56%) and those who have been in post for twenty years or more (57%).

Figure 22

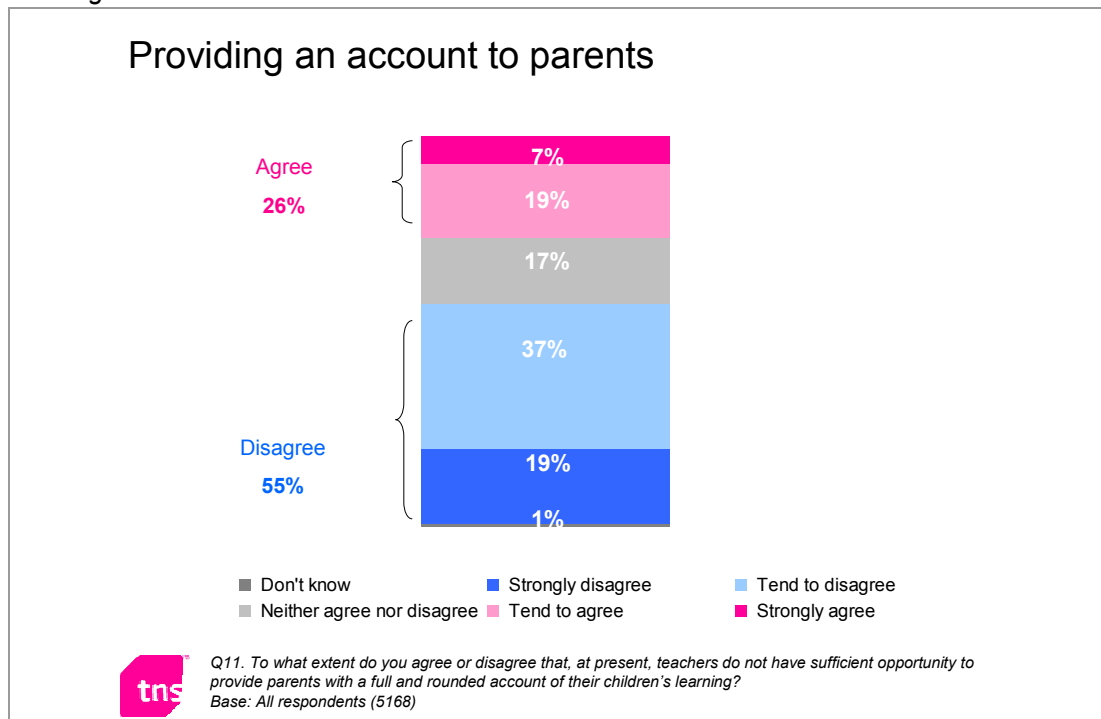


4.4 Providing an account to parents

Providing an account to parents

A quarter of those surveyed think that teachers do not currently have sufficient opportunity to provide parents with a full and rounded account of their children’s learning (26%), although over half disagree with this statement (55%).

Figure 23



Differences by Key Stage and School Phase

Teachers in KS3 (31%), KS4 (32%) and Post 16 (33%) are more likely to agree that at present teachers do not have sufficient opportunity to provide parents with a full account of their children’s learning, compared with 23% of Foundation Stage teachers, 21% of KS1 teachers and 23% of KS2 teachers. Likewise, more secondary school teachers (31%) agree than primary school teachers that they do not have sufficient opportunity (20%).

Correspondingly, Foundation Stage, KS1 and KS2 teachers (all 59%) are more likely to disagree with this statement, as are 63% of primary school teachers.

Differences by Length of Service and Age

Teachers who have been in post for fewer than five years are more likely to agree that teachers do not have sufficient opportunity to provide parents with a full and

rounded account of their children's learning (33%), which is consistent with a higher level of agreement among those aged under twenty-five years (40%).

Those who have been in post for twenty years or more are more likely to disagree with the statement (60%), which is reflected in a higher proportion of teachers aged forty-five plus disagreeing (59%)

Differences by how accountable teachers feel for engaging with parents

Teachers who currently do not feel accountable for engaging with parents are more likely to agree that teachers do not have sufficient opportunity to provide parents with a full and rounded account of their children's learning (35% compared with 25% of those who feel accountable), while those who do currently feel accountable for engaging with parents are more likely to disagree with this statement (58% compared with 40% of those who do not feel accountable).

Differences by engaging with parents as a future focus of accountability

Teachers who think that engaging with parents should be given more importance in the future are more likely to agree that teachers do not have sufficient opportunity at present to provide a full account to parents (43% compared with 26% overall), while more teachers who say it should be given the same importance as now are more likely to disagree (61% compared with 55% overall).

Differences by Socio-Economic / Linguistic Challenge

Teachers working in schools with the highest level of socio-economic/linguistic challenge are more likely to say that teachers do not currently have sufficient opportunity to provide parents with a full and rounded account of their children's learning (quartile 4: 32% compared with 24% of teachers in quartiles 1, 2 and 3).

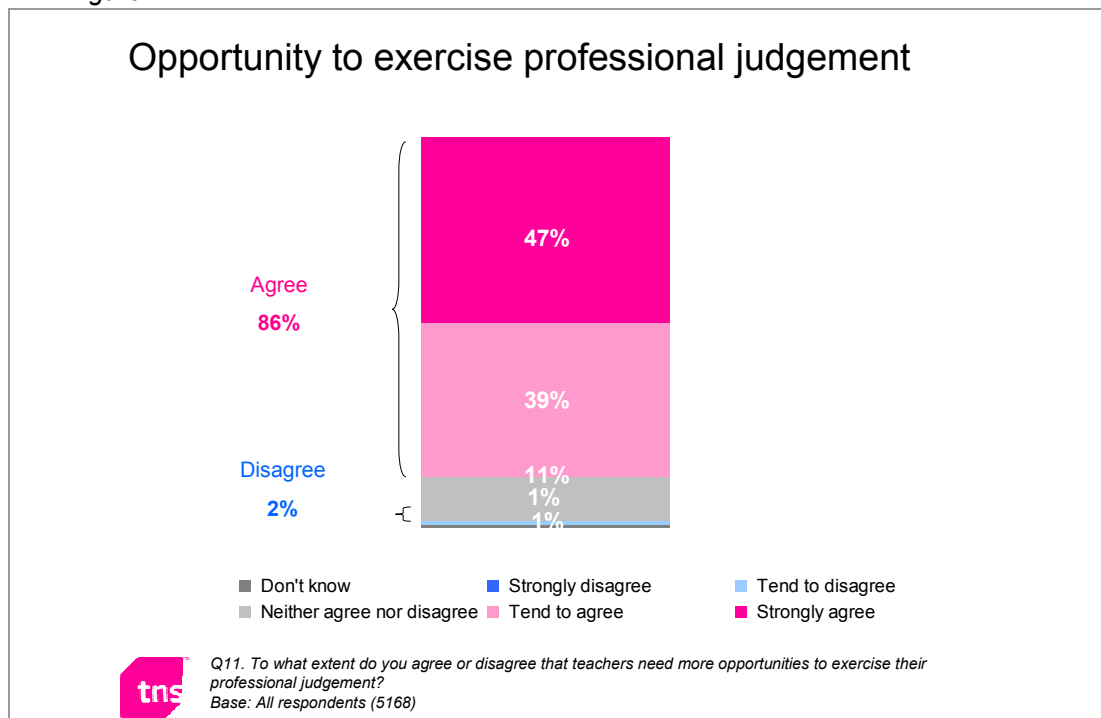
Differences by Academic / SEN Challenge

Teachers working in schools with the lowest levels of academic / SEN Challenge are significantly less likely to say that teachers do not currently have sufficient opportunity to provide parents with a full and rounded account of their children's learning (quartile 1: 21% compared with quartile 2: 26%, quartile 3: 28% and quartile 4: 30%).

4.5 Opportunity to exercise professional judgement

The majority of teachers agree they need more opportunities to exercise their professional judgement (86%), with half strongly agreeing on this measure (47%). Agreement is high among all groups of teachers, although slightly higher among Foundation Stage (88%), KS1 (87%) and KS2 (88%) teachers than KS3 (84%), KS4 (84%) and Post 16 (83%) teachers; therefore higher among primary school teachers (89%) than secondary school teachers (85%) too.

Figure 24



5. Professional learning and development

If a requirement for teachers to demonstrate the currency of their professional knowledge and practice were introduced, it would require an ongoing commitment to continuing professional development by both teachers and their schools and employers. To explore teachers' current experiences of CPD, the survey included a suite of questions to understand the types of professional development activities they are engaged in, the perceived impact of this on their practice and pupils' learning, and their reactions to the idea of evidencing their professional development in order to continue teaching.

5.1 Engagement in CPD activities

Engagement in CPD activities

Nearly all teachers have engaged in some form of continuing professional development in the last twelve months (94%)⁶, but the extent to which teachers participate in CPD activities varies; with 14% having been highly active⁷ in the last twelve months and 6% not having experienced any professional development activities in the same period.

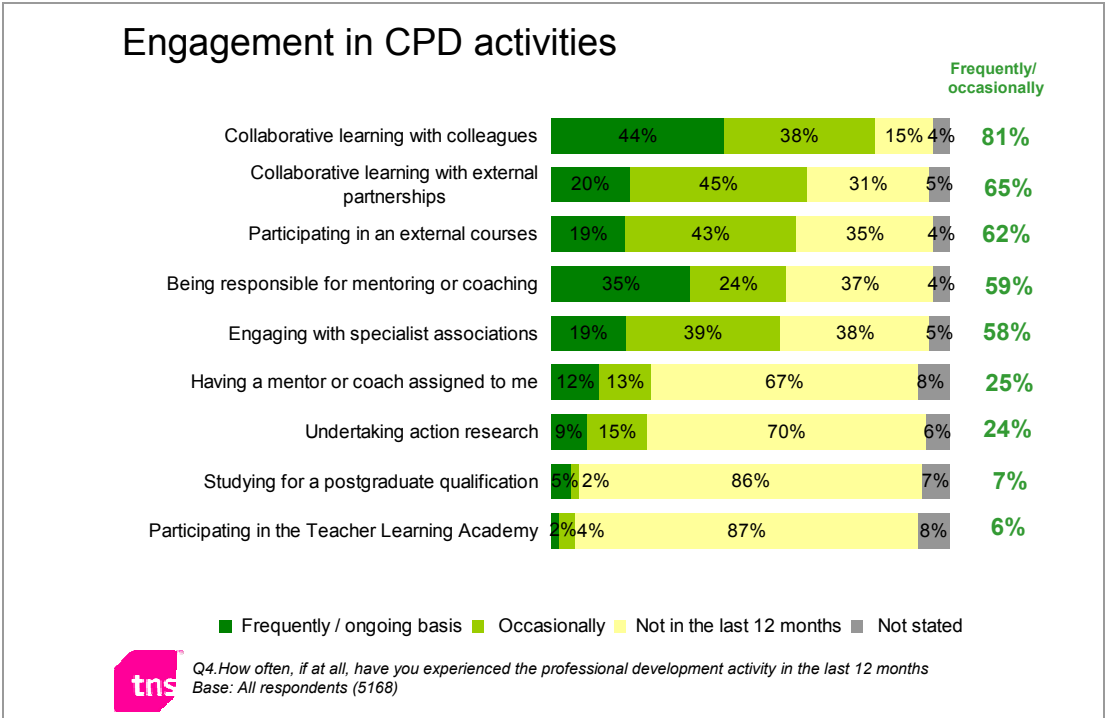
The most common form of CPD activity undertaken by teachers over the last year is "collaborative learning with colleagues in my school"; four in five teachers have experienced this at least occasionally (81%), with half saying they engage in this activity frequently (44%). Two-thirds have experienced "collaborative learning with external partnerships/networks" (65%), although this tends to be more of an occasional activity (45%) than a frequent activity (20%). This is followed by "participating in an external course" (62%), "being responsible for mentoring or coaching someone" (59%), with a third saying they experience this activity frequently (35%) and "engaging with subject or specialist association" (58%).

Few have undertaken a postgraduate qualification (7%), and six per cent of teachers say they have participated in the Teacher Learning Academy over the last year, reflecting the relatively recent launch of the TLA.

⁶ Teachers who have undertaken at least one of the nine professional development activities asked about at Q4 in the last twelve months.

⁷ Teachers highly active are classed as those who have undertaken at least four of the nine CPD activities at Q4 frequently or on an ongoing basis in the last twelve months.

Figure 25



Differences by Key Stage (frequently and occasionally)

KS3, KS4 and Post 16 teachers tend to engage in more CPD activities than those from Foundation Stage to KS2, this is with the exception of “collaborative learning with external partnerships/networks” (67% Foundation to KS2 compared with 62% KS3 to Post 16).

KS3 to Post 16 teachers are more likely to engage in five out of the nine activities, these are detailed below:

- Collaborative learning with colleagues in my school – 79% Foundation to KS2 compared with 83% KS3 to Post 16
- Participating in an external course – 60% Foundation to KS2 compared with 64% KS3 to Post 16
- Being responsible for mentoring or coaching someone – 57% Foundation to KS2 compared with 65% KS3 to Post 16
- Having a mentor or coach assigned to me – 21% Foundation to KS2 compared with 28% KS3 to Post 16
- Participating in the Teacher Learning Academy – 4% Foundation to KS2 compared with 8% KS3 to Post 16.

However Foundation Stage, KS1 and KS2 teachers are more likely to engage in collaborative learning with external partnerships/networks (67% compared with 62% KS3 to Post 16).

Differences by School Phase (frequently and occasionally)

There are also some differences by school phase. Primary school teachers are more likely to be engaged in collaborative learning with external partnerships/networks (73% compared with 62% secondary) and engaging with subject or specialist associations (63% compared with 59% secondary).

Secondary school teachers are more likely to be responsible for mentoring or coaching someone (66% compared with 61% primary), having a mentor or coach assigned to them (29% compared with 24%) and to have participated in the Teacher Learning Academy (8% compared with 4%).

There are similar levels of engagement in the four remaining CPD activities between primary and secondary school teachers: collaborative learning with colleagues in my school, participating in an external course(s), undertaking action research and studying for a postgraduate qualification.

Differences by Working Status (frequently and occasionally)

Full-time teachers are more likely to engage in CPD than part-time teachers, with significantly more full-time teachers saying they have experienced each of the nine professional development activities in the last twelve months:

- Collaborative learning with colleagues in my school – 87% full-time compared with 67% part-time
- Collaborative learning with external partnerships/networks – 72% full-time compared with 47% part-time
- Participating in an external course – 69% full-time compared with 43% part-time
- Being responsible for mentoring or coaching someone – 68% full-time compared with 36% part-time
- Engaging with subject or specialist associations – 64% full-time compared with 42% part-time

- Having a mentor or coach assigned to me – 30% full-time compared with 11% part-time
- Undertaking action research – 29% full-time compared with 12% part-time
- Studying for a postgraduate qualification – 8% full-time compared with 3% part-time
- Participating in the Teacher Learning Academy – 7% full-time compared with 2% part-time.

Differences by Role (frequently and occasionally)

Teachers who are more senior report greater involvement in CPD activity than others; this is particularly true of head teachers, assistant/deputy head teachers and also advanced skills teachers. Their engagement in CPD activities over the last twelve months is higher across seven of the nine activities, namely:

- Collaborative learning with colleagues in my school – 93% among head, assistant head & advanced skills teachers, compared with 79% among other teachers
- Collaborative learning with external partnerships/networks – 89% among head, assistant head & advanced skills teachers, compared with 60% among other teachers
- Participating in an external course – 78% among head, assistant head & advanced skills teachers, compared with 59% among other teachers
- Being responsible for mentoring or coaching someone – 93% among head, assistant head & advanced skills teachers, compared with 53% among other teachers
- Engaging with subject or specialist associations – 69% among head, assistant head & advanced skills teachers, compared with 56% among other teachers
- Having a mentor or coach assigned to me – 29% among head and assistant head teachers, compared with 24% among other teachers
- Undertaking action research – 43% among head, assistant head & advanced skills teachers, compared with 21% among other teachers.

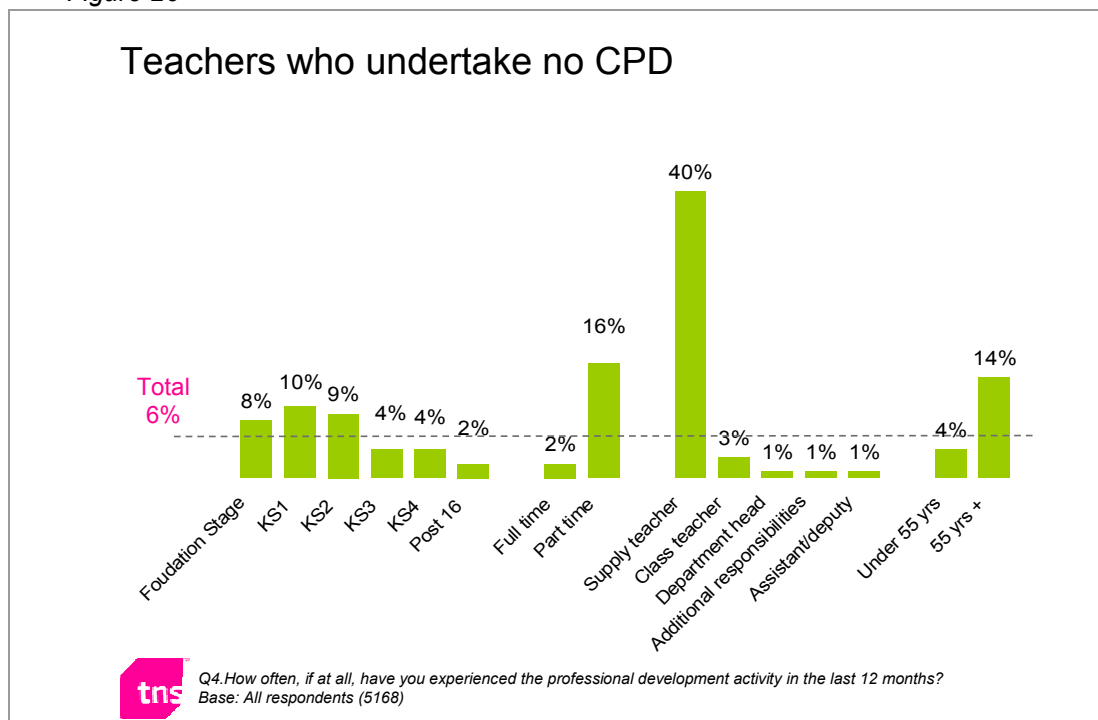
There are also some other differences by role, with heads of department being more involved with collaborative learning with external partnerships/networks (70% compared with 65% overall), participation in external courses (71% compared with

62% overall) and mentoring or coaching others (79% compared with 59% overall), and classroom teachers being more likely to have a mentor or coach assigned to them (30% compared with 25% overall).

Supply teachers participate very little in CPD activity, ranging from 1% participating in the Teacher Learning Academy to 38% being involved in collaborative learning with colleagues in their school.

Furthermore, 40% of supply teachers have not undertaken any CPD in the last twelve months, compared with 6% of teachers overall; that is 41% of local authority supply teachers and 38% of agency supply teachers. A higher proportion of teachers aged fifty-five years and over have also not undertaken any CPD (14%).

Figure 26



Differences by Age (frequently & occasionally)

Younger teachers aged up to thirty-four years are more involved in CPD activity than teachers aged thirty-five years or more, with significant differences being evident on six of the nine measures. These are highlighted in the following chart.

Figure 27

CPD ACTIVITY BY AGE

	Total (5,168) %	Under 35 (1,472) %	35 plus (3,696) %
Collaborative learning with colleagues in my school	81	88	78
Engaging with subject or specialist associations	58	64	55
Having a mentor or coach assigned to me	25	44	17
Undertaking action research	24	27	23
Studying for a postgraduate qualification	7	11	5
Participating in the Teacher Learning Academy	6	9	4

Base: 5,168

Differences by Length of Service (frequently & occasionally)

Reflecting the findings by age, those who have been teaching for fewer than five years are also more involved in CPD activity than other teachers, as shown in Figure 28.

Figure 28

	CPD ACTIVITY BY LENGTH OF SERVICE			
	<5 yrs (1,145) %	5-9 yrs (863) %	10-19 yrs (1,181) %	20 yrs + (1,979) %
Collaborative learning with colleagues in my school	86	86	80	77
Collaborative learning with external partnerships/networks	68	68	67	60
Participating in an external course	68	63	64	56
Having a mentor or coach assigned to me	52	26	19	12
Studying for a postgraduate qualification	12	9	7	3
Participating in the Teacher Learning Academy	9	6	4	4

Base: 5,168

Differences by Socio-Economic / Linguistic Challenge

The only difference found by the measures of challenge variables is that teachers from schools with the highest level of socio-economic/linguistic challenge are more likely to have a mentor or coach assigned to them (quartile 4: 30% compared with quartile 1: 24%, quartile 2: 25% and quartile 3: 26%).

5.2 Access to and time for CPD

Access to CPD

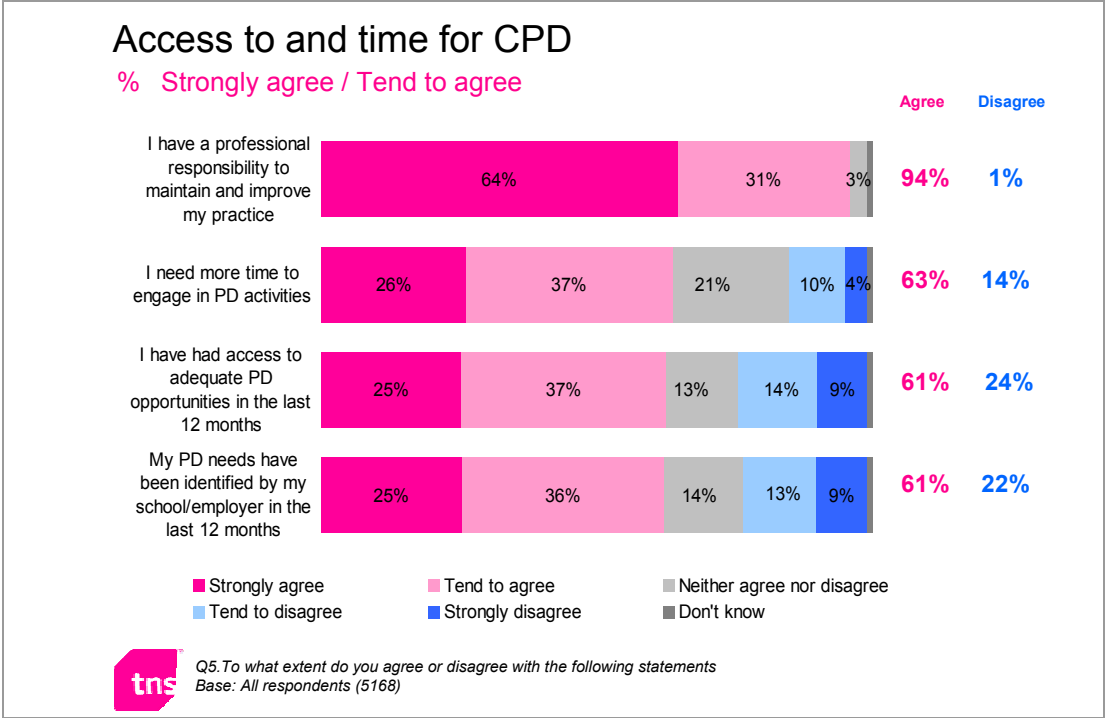
Teachers were given four statements about access to and time for CPD and were asked the extent they agree with each. Nearly all teachers agree that they have a professional responsibility to maintain and improve their practice (94%), with nearly two-thirds agreeing strongly (64%). Though three in five feel they need more time to engage in professional development activities (63%).

Three in five teachers say they have had access to adequate professional development opportunities (61%) and have had their professional development needs identified (61%) over the last twelve months, but there is still a notable minority that say they have not (24% and 22% respectively). Those teachers who have not are more likely to be KS3, KS4 and Post 16 (27% and 26%) and supply teachers (40% and 38%).

There are some differences in opinion on the statements relating to access to and time for CPD depending on teachers' views towards the effectiveness of accountability processes. Teachers who agree that performance management is an effective way of holding teachers to account for the quality of their teaching are more likely to say their professional development needs have been identified by their school/employer in the last twelve months (71%), compared with 48% of teachers who disagree that performance management is effective.

Additionally, teachers who agree that school self-evaluation is a useful tool for improvement as well as for accountability are more likely to say their professional development needs have been identified by their school/employer in the last twelve months (66%), compared with 37% of teachers who do not think school self-evaluation is a useful tool.

Figure 29



Differences by Key Stage

KS3 (71%), KS4 (71%) and Post 16 (70%) teachers are more likely to agree that they need more time to engage in professional development activities than others (56%) while Foundation Stage teachers are more likely to say they have had access to adequate professional development (67%) and have had their needs identified (65%) over the last twelve months.

Differences by School Phase

Secondary school teachers are considerably more likely to say they need more time to engage in professional development activities than primary school teachers (73% compared with 58%), while primary school teachers are more likely to agree both that their professional development needs have been identified (70% compared with 59%) and that they have had access to adequate professional development opportunities (69% compared with 59%) in the last twelve months.

Differences by Working Status

Agreement is significantly higher across all four statements among full-time teachers compared with part-time teachers:

- I have a professional responsibility to maintain and improve my practice – 96% full-time compared with 90% part-time.

- I need more time to engage in professional development activities – 66% full-time compared with 55% part-time.
- I have had access to adequate professional development opportunities in the last twelve months – 67% full-time compared with 46% part-time.
- My professional development needs have been identified by my school/employer in the last twelve months – 68% full-time compared with 44% part-time.

Differences by Role

There are some noticeable differences by role on each of the four statements, taking each in turn:

- I have a professional responsibility to maintain and improve my practice – significantly fewer supply teachers agree with this statement (78%) compared to the general sample (94%), while 99% of assistant and deputy head teachers agree.
- I need more time to engage in professional development activities – more heads of department (70%), class/subject teachers (68%) and teachers with additional responsibilities (68%) say they need more time, while fewer head teachers (52%), assistant and deputy heads (49%) and supply teachers (44%) say so.
- I have had access to adequate professional development opportunities in the last twelve months – a higher proportion of head teachers (86%) and assistant/deputy heads (83%) agree with this statement. Supply teachers (40%) were more likely to disagree with this statement than teachers in general (24%).
- My professional development needs have been identified by my school/employer in the last twelve months – again a higher proportion of assistant/deputy heads (81%) and head teachers (70%) agree with this statement; these results reflect the findings that senior teachers are more likely to be engaged in CPD activity (Section 5.1). But considerably fewer supply teachers say their professional development needs have been identified (20%, local authority supply 19% and agency 20%).

Differences by Age

There are lower levels of agreement across all four statements by teachers aged fifty-five plus (I have a professional responsibility to maintain & improve my practice (90% compared with 94% overall), I need more time to engage in professional development (47% compared with 63% overall), I have had access to adequate professional development (58% compared with 61% overall) and my professional development needs have been identified (52% compared with 61% overall)).

Younger teachers aged under twenty-five years are more likely to agree that their professional development needs have been identified (83% compared with 61% overall) and that they have had access to adequate professional development opportunities (73% compared with 61% overall) in the last twelve months. But twenty-five to thirty-four years olds are more likely to say they need more time to engage in professional development (72% compared with 63% overall).

Differences by Length of Service

Reflecting the results by age group, those who have been teaching for fewer than five years are more likely to say that their professional development needs have been identified (70% compared with 61% overall) and that they have had access to adequate professional development opportunities (67% compared with 61% overall) in the last twelve months.

Differences by Academic / SEN Challenge

Teachers working in schools with a higher level of academic / SEN Challenge are more likely to agree that they need more time to engage in professional development activities (quartile 3: 68% and quartile 4: 67% compared with quartile 1: 62%), while teachers from schools with a lower level of challenge are more likely to agree that they have had access to adequate professional development opportunities (quartile 1: 67% compared with 61% overall) and have had their professional development needs identified in the last twelve months (quartile 1: 67% compared with 61% overall).

5.3 Impact and evaluation of CPD

Impact of CPD

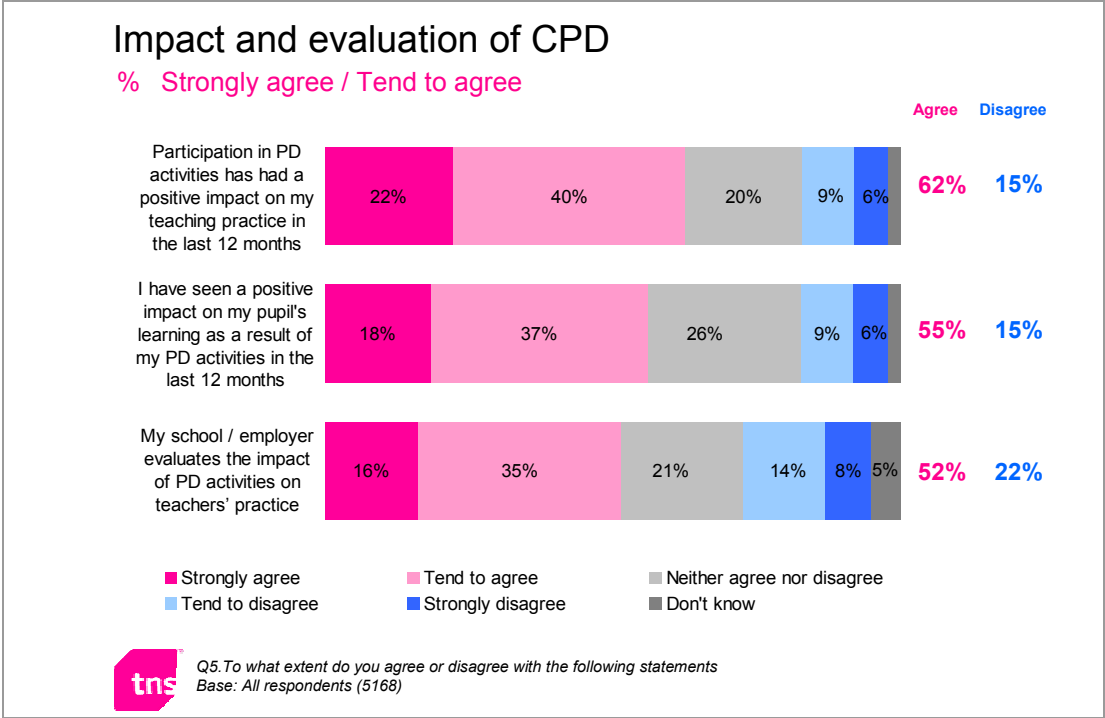
Looking at the impact of CPD on teaching, three in five teachers agree that participation in professional development has had a positive impact on their teaching practice over the past year (62%), just over half have seen a positive impact resulting from their professional development on their pupils (55%) and half say that their school/employer evaluates the impact of professional development on teachers' practice (52%). However it should be noted that there is a level of indecision on these measures, particularly for "I have seen a positive impact on my pupils' learning as a result of my professional learning and development activities in the last twelve months" (26% neither agree nor disagree).

Teachers who agree that performance management is effective in holding teachers to account for the quality of their teaching are more likely to say they have seen a positive impact resulting from their professional development on their pupils (67%), whereas those who disagree it is effective are more likely to say they have not (25%).

Also, teachers who agree that school self-evaluation is a useful tool for improvement as well as accountability are more likely to say they have seen a positive impact resulting from their professional development on their pupils (61%), compared with 37% of teachers who think it is not.

Additionally, those who agree that performance management and school self-evaluation are useful accountability processes are more likely to say their school/employer evaluates the impact of professional development on teachers' practice (64% and 57% respectively), whereas those who disagree that these methods are useful are more likely to say their school/employer does not (34% and 49%).

Figure 30



Differences by Level of Engagement in CPD

Agreement with these statements on the impact of CPD is higher among teachers with a higher level of CPD involvement. Nine in ten of those most engaged⁸ with CPD agree that participation in professional development has had a positive impact on their teaching practice (89% compared with 62% overall), 84% have seen a positive impact from their professional development on their pupils (55% overall) and three-quarters say their school evaluates the impact of professional development on teachers' practice (75% compared with 52% overall).

Differences by Key Stage

Teachers in Foundation Stage, KS1 and KS2 are more likely to agree with the three CPD impact statements than those in KS3, KS4 and Post 16.

- Participation in professional learning and development activities has had a positive impact on my teaching practice in the last twelve months – 64% Foundation Stage to KS2 compared with 58% KS3 to Post 16

⁸ Teachers most engaged with CPD are classed as those who have undertaken at least four of the nine CPD activities at Q4 frequently or on an ongoing basis in the last twelve months.

- I have seen a positive impact on my pupils' learning as a result of my professional learning and development activities in the last twelve months – 59% Foundation Stage to KS2 compared with 51% KS3 to Post 16
- My school/employer evaluates the impact of professional learning and development activities on teachers' practice – 55% Foundation Stage to KS2 compared with 48% KS3 to Post 16.

Differences by School Phase

Correspondingly, primary school teachers are more likely to agree with all three impact statements than secondary school teachers, as outlined below.

- Participation in professional learning and development activities has had a positive impact on my teaching practice in the last twelve months – 71% Primary School compared with 58% Secondary School
- I have seen a positive impact on my pupils' learning as a result of my professional learning and development activities in the last twelve months – 65% Primary School compared with 51% Secondary School
- My school/employer evaluates the impact of professional learning and development activities on teachers' practice – 58% Primary School compared with 48% Secondary School.

Differences by Working Status

Mirroring the results for the statements about access to and time for CPD, agreement is significantly higher among full-time teachers compared with part-time teachers:

- Participation in professional learning and development activities has had a positive impact on my teaching practice in the last twelve months – 67% full-time compared with 48% part-time.
- I have seen a positive impact on my pupils' learning as a result of my professional learning and development activities in the last twelve months – 61% full-time compared with 41% part-time.
- My school/employer evaluates the impact of professional learning and development activities on teachers' practice – 55% full-time compared with 44% part-time.

Differences by Role

Reflecting their higher level of CPD activity, senior (assistant/deputy heads and head teachers) and advanced skills teachers are most likely to agree that CPD has a positive impact on their teaching, as shown in Figure 30.

Figure 31

	IMPACT OF CPD		
	Total	Advanced Skills	Assistant / deputy & head
	(5168) %	(55)* %	(714) %
Participation in professional learning & development activities has had a positive impact on my teaching practice in the last 12 months	62	78	77
I have seen a positive impact on my pupils' learning as a result of my professional learning and development activities in the last 12 months	55	84	71
My school/employer evaluates the impact of professional learning and development activities on teachers' practice	52	67	73

Base: 5,168

* Please note a small base, although these results are shown as significant when tested

Differences by Age and Length of Service

Young teachers aged under twenty-five and those who have taught for fewer than five years are more likely to agree that participation in professional learning and development has had a positive impact on their teaching (76% and 71% respectively) and that they have seen a positive impact resulting from their professional development on their pupils (71% and 64% respectively).

Differences by Academic / SEN Challenge

Teachers working in schools with a lower level of academic/SEN challenge are more likely to agree that participation in professional learning and development has had a positive impact on their teaching (quartile 1: 68% compared with 62% overall) and their pupils (quartile 1: 62% compared with 55% overall) in the last twelve months.

5.4 Accountability for professional development

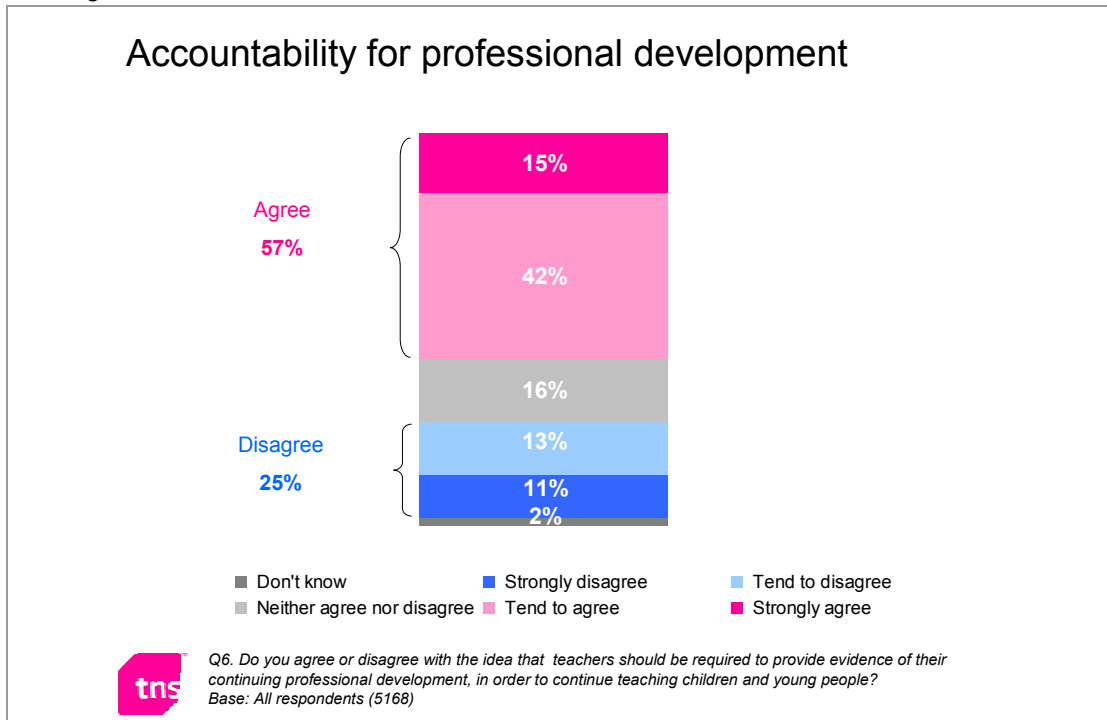
Survey respondents were asked whether they agree or disagree with the principle of teachers being required to demonstrate the currency of their professional knowledge and practice through a form of re-registration or revalidation in order to continue practising:

Q6. Some professionals, such as lawyers and nurses, are required to demonstrate regularly that their knowledge and skills are developing. This is to reassure the public about the quality of service delivered by these professions.

Do you agree or disagree with the idea that teachers should be required to provide evidence of their continuing professional development, in order to continue teaching children and young people?

More than half of the teachers surveyed agree that they should be required to provide evidence of their continuing professional development, in order to continue teaching children and young people (57%), with 15% saying they strongly agree and 42% saying they tend to agree. However a quarter of teachers disagree (25%), while 16% neither agree nor disagree.

Figure 32



Opinions on accountability for professional development are held quite uniformly across all groups of teachers, regardless of school phase, key stage, length of

service and so on. This is with the exception of teacher role. Senior teachers are significantly more likely to say teachers should be required to provide evidence of CPD (80% head teachers and 69% assistant/deputy heads compared with 57% overall).

There are also some significant differences when looking at teachers' involvement in and attitudes towards professional development and accountability:

- 71% of those who are highly active in professional development activities⁹ agree that they should be required to provide evidence of their continuing professional development, compared with 55% who are active and 47% who have not undertaken any professional development activities in the last twelve months.

Agreement is also higher among:

- Teachers who have had access to adequate professional development in the last twelve months (60% compared with 54% of those who have not)
- Teachers who have had their professional development needs identified in the last twelve months (60% compared with 55%)
- Teachers who currently feel accountable for improving their professional knowledge and practice (58% compared with 53%)
- Teachers who think they have seen a positive impact on their pupils' learning as a result of their professional learning and development (62% compared with 51%)
- Teachers who feel participation in professional learning and development activities has had a positive impact on their teaching practice in the last twelve months (61%)
- Teachers who believe accountability is important to maintain public confidence in standards of teaching (59% compared with 39%)
- Teachers who say performance management is an effective way of holding teachers to account for the quality of their teaching (67% compared with 46%), and
- Teachers who believe they have a professional responsibility to maintain and improve their practice (59% compared with 40%).

⁹ Teachers highly active are classed as those who have undertaken at least four of the nine CPD activities at Q4 frequently or on an ongoing basis in the last twelve months, while those who are active have undertaken fewer than four of the nine activities.

APPENDIX A
TECHNICAL APPENDIX



GTC Survey of Teachers 2009

Technical Appendix

JN:190202

September 2009



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1. Methodology

1.1 Overview

The survey was conducted by means of a self-completion methodology either via a postal or web questionnaire. A sample of 12,500 teachers was selected at random from the GTC Register of 551,000 teachers. Teachers were eligible for the survey if they were defined as:

- Fully registered with the GTC and required to register
- Listed as in service
- Aged 65 and under, and
- Not retired (or who are retired but have a date of last employment in the current academic year).

Where email addresses were available on the database, teachers were invited to complete the web survey. Teachers without an email address were sent a paper version of the questionnaire.

The following sections outline each stage of the survey process in further detail.

1.2 Questionnaire development

Historically, the aim of the Survey of Teachers has been to provide the GTC and a wide range of other policy-makers with information about teachers' views and experiences on a range of issues relating to education policy and practice.

Previous surveys have included a mixture of 'trend' questions and new topic questions. As responses to the trend questions have been fairly static, it was decided to monitor these aspects on a less frequent basis, and so they were not included in the 2009 survey.

The 2009 survey had a specific focus, on policy and practice issues related to elements of the GTC's Professionalism programme of work; specifically the *accountability* and *active registration* strands.

Many areas of the questionnaire were therefore developed for the first time in 2009 and it was decided that cognitive interviewing should be used to aid its development.

Prior to pre-testing, a first draft of the questionnaire was developed by the GTC, in collaboration with TNS-BMRB. To maximise the response on the questionnaire, it was no more than eight A4 pages in length. Ten cognitive interviews were carried out with teachers, who were recruited on the basis of quotas to ensure a mix across gender, type of school, experience of teaching and year/subject taught. The respondent profile is shown below:

Figure 1

	School	Subject/year	Experience/level	Gender
Interview 1	Primary	4	3 yrs	Female
Interview 2	Primary	1	7 yrs	Female
Interview 3	Primary	2	3 yrs	Female
Interview 4	Primary	3	10 years/ Deputy Head	Female
Interview 5	Primary	All	16 yrs/ Deputy Head	Male
Interview 6	Secondary	Geography	4 yrs/ Head of Year	Male
Interview 7	Secondary	Art	6 yrs/Head of Dept	Female
Interview 8	Secondary	History	7 yrs	Male
Interview 9	Secondary	D&T	15 Yrs/ Head of Department	Male
Interview 10	Secondary	Science	2 yrs	Female

During pre-testing, teachers were asked to complete the questionnaire and the researchers undertaking each interview observed and noted any areas of difficulty. The length of time taken to complete the questionnaire was taken and following completion teachers were taken through each section in more detail, to identify any areas of difficulty and/or their thoughts on answering. Teachers were also specifically asked about certain key terms used within the questionnaire, to check their understanding. These included professional learning and development, accountability and the statements used to explore these.

The interviews were conducted during January 2009, either in home or at school. An incentive was offered to each person who took part in the cognitive tests, recognising that interviews could last up to 60 minutes.

Following the pre-testing, the teachers' comments were taken on board and some amendments were made to the final questionnaire. The final questionnaire (eight

pages in length) included thirteen closed questions covering teaching role, professional learning and development, accountability, accountability processes and two diversity monitoring questions. One open question was included to capture any additional comments from teachers on the topics covered in the questionnaire. A copy of the questionnaire is provided in Appendix B of the main report.

1.3 Survey administration

Dillman's 'Tailored Design Method' (Dillman, 2000) was followed for the survey methodology¹⁰. The main principles involve:

- Multiple contact with non-respondents (reminders and top-up telephone interviewing)
- Varying the format of reminders to maximise the opportunity to appeal to potential respondents
- Varying the tone of the reminders to increase the emphasis on the importance of the survey and the value that would be gained by the completion of the questionnaire.

In order to maximise the response rate in the most cost-effective way, the proposed approach to teachers varied according to whether email addresses were available.

For those teachers with an email address, the sequences of contacts were:

- Pre-notification email
- Invitation email with an embedded personalised link to the questionnaire
- Two reminder emails (to non-responders)
- Postal mailing pack with hard copy of questionnaire (to non-responders).

For teachers without an email address on the database, the sequences of contacts were:

- Pre-notification letter
- Postal questionnaire with covering letter
- Thank you/reminder postcard
- Postal questionnaire reminder with covering letter (to non-responders).

¹⁰ Dillman D.A.(2000) *Mail and Internet Surveys: The Tailored Design Method*. John Wiley & Sons.

The pre-notification letter/email and questionnaire cover letter/email came from the Chair of the GTC and explained the purpose of the research to teachers.

As a final reminder stage, non-respondents in both groups were contacted by telephone, if a telephone number was available on the register.

1.4 The fieldwork period

The data was collected between 23 February and 30 April 2009. The key dates for each survey stage are shown in the table below.

Figure 2

<i>Week commencing</i>	<i>Email sample</i>	<i>Postal sample</i>
9 Feb	Pre-notification email	
16 Feb	Invitation email	Pre-notification letter
23 Feb	Reminder email + link	First questionnaire mailing
2 Mar		Thank you/reminder postcard
9 Mar	Questionnaire mailing	
16 Mar	Reminder email + link	Reminder mailing
6 Apr	Telephone chase	Telephone chase
13 Apr	Telephone chase	Telephone chase
20 Apr	Telephone chase	Telephone chase
30 Apr	Survey close	Survey close

1.5 Sample size and response rate

Overall 41% of the teachers contacted, either online or by post, responded to the survey. Previous response rates on the Survey of Teachers were 25% in 2007, 37% in 2006 and 44% in 2004.

Figure 3

	RESPONSE RATE		
	Email sample	Postal sample	Overall
Total sample	4,279	8,221	12,500
No valid address or email	-	35	35
Returned by CAWI	893	102	995
Returned by post	827	3346	4173
Total returned	1,720	3448	5168
Response rate (%)	40%	42%	41%

The following table shows the overall responses at each of the key survey stages, as outlined in Section 1.4. This information is only available for the combined general survey sample and the boost sample of teachers from black or minority ethnic groups (there is a separate report on the results of the boost sample of black or minority ethnic teachers).

Figure 4

<i>Date</i>	<i>Survey stage</i>	<i>CAWI response</i>	<i>Postal response</i>	<i>Overall response</i>
9 Feb	Pre-notification email	0	0	0
16 Feb	Invitation email / Pre-notification letter	0	0	0
23 Feb	Reminder email + link / First questionnaire mailing	274	326	600
2 Mar	Thank you & reminder postcard	434	1,374	1,808
9 Mar	Email sample questionnaire mailing	468	2,014	2,482
16 Mar	Reminder email + link / Postal sample reminder mailing	868	2,479	3,347
6 Apr	Telephone chase	969	3,740	4,709
13 Apr	Telephone chase	996	3,875	4,871
20 Apr	Telephone chase	1,022	4,144	5,166
30 Apr	Survey close	1,134	4,406	5,540
4 May	Final returns	1,134	4,455	5,589

1.6 Sample profile

The following table shows the sample profile of respondents. The Key Stage that teachers work in, their working status (full time / part time), ethnicity and disability were taken from the questionnaire, whereas teachers' gender, age and school phase were taken from the GTC register of teachers.

Figure 5

SAMPLE PROFILE OF RESPONDENTS

Male	1,115	22%
Female	4,053	78%
Under 25	180	3%
25-34	1,292	25%
35-44	1,223	24%
45-54	1,419	27%
55+	1,054	20%
White	4,782	93%
BME	247	5%
Disabled	72	1%
Not disabled	4,783	93%
Foundation Stage	973	19%
KS1	1,320	26%
KS2	1,840	36%
KS3	2,259	44%
KS4	2,206	43%
Post 16	1,238	24%
Full time	3,717	72%
Part time	1,404	27%
Primary	2,204	43%
Secondary	2,103	41%
Other	861	17%

Base: 5,168

The profile of respondents was compared against the GTC register on gender, age and school phase, to see how representative it is and to assess whether weighting should be applied. On the positive side, applying weighting reduces the *bias* in the survey estimates. But on the negative side, it will reduce the *precision* in the estimates, by increasing the standard errors and hence the confidence intervals. If there has been significant differential non-response by different sub-groups, we usually would apply weighting to correct the profile of the responding sample to match the issued sample, so as to reduce the bias in the survey estimates.

As can be seen in the following table, the survey sample is a good representation of teachers, although there is a slightly smaller proportion of teachers aged between twenty-five to thirty-four years (-4). It was concluded that as the differences between the survey responses and the GTC register of teachers are small, weighting of the data is not necessary.

Figure 6

RESPONDENTS' PROFILE COMPARED (%)

	GTC database	Survey responses	Difference
Male	25	22	-3
Female	75	78	+3
Under 25	4	3	-1
25-34	29	25	-4
35-44	25	24	-1
45-54	25	27	+2
55+	17	20	+3
Primary	43	43	-
Secondary	41	41	-
Other	16	17	-1

Base: 5,168

2. Analysis

2.1 Statistical testing

In our reporting of the results we have tested for statistical significance to ensure that the differences highlighted are *real* differences and not differences that might be observed because we have only surveyed a sample, rather than the whole population. For the purposes of this report, we have commented on any differences that are found to be significant at the 95% confidence level (i.e. there is only a 5% likelihood that the difference could have occurred by chance). Where no reference is made to differences, this is because they are not statistically significant. This is particularly relevant when comparing small sub-groups within the sample, where a much bigger difference would need to be observed.

2.2 Measures of challenge

Two measures of challenge variables were created using data from the DCSF database. These variables were used to indicate levels of social, linguistic and academic challenge in teachers' schools. The data which was extracted to build these variables were:

- percentage of pupils known to be eligible for free school meals
- percentage of pupils whose first language is known or believed to be other than English
- percentage of pupils with special needs with statements, plus percentage of pupils with special needs without statements, and
- percentage of pupils in school who achieve the expected levels in national tests.

The percentage of pupils in schools who achieve the expected levels in national tests is constructed as follows:

- **Key Stage 2:** average of percentage of pupils achieving level 4 or above in English, percentage of pupils achieving level 4 or above in mathematics, and percentage of pupils achieving level 4 or above in science
- **Key Stage 4:** percentage of pupils achieving level 2 threshold.

From these variables, the two measures of challenge created were:

- measure of social / linguistic challenge, influenced by the percentage of pupils known to be eligible for free school meals and the percentage of pupils whose first language is known or believed to be other than English, and
- measure of academic / SEN challenge, influenced by the percentage of pupils with special needs with statements, plus the percentage of pupils with special needs without statements, and the percentage of pupils in school who achieve the expected levels in national tests.

Where data on key stage results were not available for all schools (in particular for small primary schools), an average (mean) value was estimated. Factor analysis (principal components analysis with 'varimax' rotation) was used to create the two measures of challenge for primary and secondary schools. These measures were then standardised to have a mean of 100 and standard deviation of 5. A score below 100 indicated lower than average challenge, a score above 100 indicated higher than average challenge. For each measure, primary and secondary schools were divided into four quartiles, ranging from lower to higher scores on each of the measures.

The measures of challenges variables are included in the data tables and are reported on where significant differences are evident.

APPENDIX B
THE QUESTIONNAIRE