

General Teaching Council for England
2nd National Annual Survey of Teacher Attitudes
July 2005



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for England**

Motivation

Teachers are enthusiastic about staying in the classroom to develop their careers, and eight out of ten teachers say that making a difference to pupils' lives is what motivates and rewards them.

Government initiatives

ICT in schools (60%) and changes to the inspection framework (53%) were the initiatives considered to be effective. This is a change from last year's findings, which named national strategies as the initiative teachers most felt made a difference. Performance tables (5%) and academies (3%) were felt to be least effective.

Succession planning

Succession planning will be a real challenge, with only 7% of teachers considering headship. The numbers of teachers due for retirement or unsure about remaining in the profession mean that active measures to aid retention will continue to be a priority. However, a quarter of teachers do envisage taking on some management responsibilities in the next five years, so there is a viable platform for encouraging teachers to aspire to leadership and management roles.

CPD

Teachers highlighted high quality CPD provision from their local education authority as vital. 91 per cent said such provision is essential if CPD is to become an integral part of the teaching profession.

Universal access to continuing professional development (CPD) is still to be achieved. While 77% of teachers say their CPD needs have been met in part or in full over the last year (the same figure as in 2004), 20% felt their CPD needs had not been met at all. Almost half of the teachers asked (49%) said they do not consider their school's budget for supply cover is adequate to meet CPD needs. Very few teachers have had experience of being supported by a mentor or coach in the last year (28%) and as these are important components of the Excellent Teacher Scheme, opportunities need to be expanded rapidly. Primary teachers and women teachers are more likely to have access to collaborative development opportunities than their male and secondary colleagues.

PPA

Over a third of teachers report that Planning, Preparation and Assessment (PPA) time is already in place in their schools. Teachers intend to use PPA time collaboratively, opening up the prospect that PPA time will play a positive role in teachers' CPD.

Personalised learning

Most teachers report that their school encourages the types of professional practice that will support the development of personalised learning such as encouraging the use of evidence to identify pupil progress (90%) and encouraging the accommodation of individual learning needs (82%). Time for teachers to plan differentiated lessons, highlighted by 97% of teachers, was seen as the most important factor in the successful introduction of personalised learning.

Assessment and accountability

Information about prior attainment (86%) and teacher assessment of progress within key stages (83%) were reported to be most useful for assessing pupils' progress and teaching the curriculum. Performance tables (11%) were seen as least useful to support pupil learning.