

GTC Survey 2006

Segmentation by Gender

1. Introduction

In 2006, the Institute for Policy Studies in Education (IPSE) at London Metropolitan University carried out a nationally representative, independent survey of teachers for the General Teaching Council for England (GTC). This was the third consecutive annual survey of teachers that has been commissioned by the GTC.

A twelve-page questionnaire was sent to a sample of 10,000 teachers taken from the GTC registration database. The questionnaires were sent out in the second week of January and teachers were asked to complete and return them by the middle of March. They could complete a comparable online version if they so wished. A response rate of 37 per cent was achieved and this sample was found to be representative of the population of active teachers on the GTC registration database.

The questionnaire contained 20 questions grouped into five topics. The topics were:

- Teachers' Careers
- Teaching and Learning
- Continuing Professional Development
- Equality
- National Initiatives

The survey was completed by the end of July. Copies of the full report and its appendices are available in downloadable PDF format on the GTC website.

This paper is one of a series of papers reporting on the outcomes of a segment of the sample of teachers that was surveyed.

The number in brackets refers to the question number in the questionnaire.

2. Teachers' Careers

2.1 How respondents see their teaching career developing in the next five years.

Chi-squared tests show that female teachers are significantly less likely to indicate that they see their career development in terms of becoming a head teacher in the next five years. They are significantly more likely to indicate that they envisage taking a career break or changing the hours they work. The proportions are given in Table 1.

Table 1: How respondent see their teaching careers developing in the next five years. (Question 2)

I anticipate that I will...	Per cent of male teachers indicating 'highly likely' or 'likely' n=741	Per cent of female teachers indicating 'highly likely' or 'likely' n=2902	
move into a leadership / management post other than headship	25	23	male>female
retire	22	18	
move into employment outside teaching	10	8	
become a head teacher	8	3	
move to teach in another country or in the independent sector	8	6	
gain Excellent Teacher status	7	5	
continue to develop in the role identified in Question 1	66	71	female>male
change hours worked	10	20	
take a career break	3	11	
become a supply teacher	4	6	
move to work in another education sector	8	8	male=female
become an Advanced Skills Teacher	5	5	
move from supply to permanent teaching	2	2	

2.2 Factors that have enhanced career development.

Table 2 shows the proportions of teachers that indicated particular factors that have enhanced their career development to date. None of the differences between men and women are statistically significant.

Table 2: The factors that have enhanced respondents' career development to date (Question 3a, open question)

	Per cent of male teachers indicating this factor n=741	Per cent of female teachers indicating this factor n=2902
professional experience	41	49
qualifications and CPD	34	36

personal factors	16	16
professional encouragement	13	13
career structure	2	3
availability of opportunities	2	2
luck	2	2
other factors	2	1
nothing	3	1
no response	27	25

Percentages will not sum to 100 because this is an open question and respondents could have given more than one factor.

2.3 Factors that have limited career development.

Table 3 shows the proportions of teachers that indicated particular factors that have had a limiting effect upon their career development to date.

The greatest gender difference is that far more women cited personal factors as having limited their careers. However this difference does not show as significant on a chi-squared test. This may be because the difference is to do with family circumstance as well as gender.

Table 3: The factors that have limited respondents' career development to date (Question 3b, open question)

	Per cent of male teachers indicating this factor n=741	Per cent of female teachers indicating this factor n=2902
personal factors	16	30
poor experience	37	33
lack or limited qualifications and CPD	12	12
career structure	10	10
lack of professional encouragement	8	7
nature of teaching in current school	6	3
limited opportunities available	2	3
lack of experience	2	1
other factors	3	1
nothing	3	2
no response	32	27

Percentages will not sum to 100 because this is an open question and respondents could have given more than one factor.

3. Continuing Professional Development (CPD)

3.1 Accessing continuing professional development.

Respondents were asked to indicate the types of CPD activities that they had accessed during the previous twelve months.

Table 4 shows the proportions of teachers that have accessed CPD activities frequently or occasionally in the last twelve months according to gender. Overall, women tend to have accessed slightly more types of CPD than men.

Table 4: The frequency that teachers have experienced different types of the following professional development activities in the last 12 months? (Question 7a Respondents indicating 'frequently' or 'occasionally')

	Per cent of male teachers indicating 'frequently' or 'occasionally' n=741	Per cent of female teachers indicating 'frequently' or 'occasionally' n=2902	
taking an active part in school self-evaluation processes	84	80	male>female
observing colleagues teach	80	68	
participating in external courses	79	75	
being a mentor or coach	60	54	
being supported by a mentor or coach	42	35	
undertaking classroom or school based research	28	26	
courses in school held on INSET days	89	90	female>male
collaborative learning with other colleagues in my school	76	81	
development / learning done individually (e.g. by reading)	75	79	
engage with subject or specialist associations	57	60	
collaborative learning within a network of schools	55	59	
participating in collaborative enquiry (e.g. school or cluster-based project investigating particular aspects of teaching and learning)	48	50	
training with professionals from other sectors (e.g. in relation to <i>Every Child Matters</i>)	40	42	
being observed by colleagues	83	83	male=female

taking a secondment and/or a sabbatical	2	2	
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Table 5 shows the proportions of teachers that have accessed CPD activities according to gender on a frequent basis. For some types of CPD activities there are clear gender differences. Men are much more likely to have been a mentor or coach, to have taken an active part in school self-evaluation processes, to have observed colleagues teach and to have been supported by a mentor or coach. Women are more likely to have participated in collaborative learning with other colleagues in their school, engaged with a subject or specialist association, to have developed their learning individually out of school and to have attended courses in school held on INSET days.

Table 5: The frequency that teachers have experienced different types of the following professional development activities in the last 12 months? (Question 7a Respondents indicating 'frequently')

	Per cent of male teachers indicating 'frequently' n=741	Per cent of female teachers indicating 'frequently' n=2902	
taking an active part in school self-evaluation processes	47	41	male>female
observing colleagues teach	39	27	
being a mentor or coach	35	29	
being observed by colleagues	29	28	
being supported by a mentor or coach	15	11	
undertaking classroom or school based research	11	9	
courses in school held on INSET days	43	46	female>male
collaborative learning with other colleagues in my school	27	36	
development / learning done individually (e.g. by reading)	30	33	
engage with subject or specialist associations	14	16	

collaborative learning within a network of schools	16	16	male=female
participating in external courses	24	24	
participating in collaborative enquiry (e.g. school or cluster-based project investigating particular aspects of teaching and learning)	14	14	
training with professionals from other sectors (e.g. in relation to <i>Every Child Matters</i>)	11	11	
taking a secondment and/or a sabbatical	1	1	

3.2 Whether CPD needs have been met in the last 12 months.

Teachers were asked if their CPD needs had been met in the last twelve months. Overall, female teachers are more likely to report that their professional development needs have been met. The proportions are given in Table 6. The differences are not statistically significant. However, when gender and phase are combined they do become significant. See Table 7.

Table 6: Whether professional development needs have been met in the last 12 months. (Question 7b)

	Per cent of male teachers indicating n=741	Per cent of female teachers indicating n=2902
Yes, fully	21	25
Yes, to some extent	59	55
'Yes, fully' or 'yes, to some extent'	(80)	(80)
No	19	18

Table 7: Whether professional development needs have been met in the last 12 months. (Question 7b – responses by gender and phase)

	Per cent of primary male teachers indicating	Per cent of primary female teachers indicating	Per cent of secondary male teachers indicating	Per cent of secondary female teachers indicating
Yes, fully	24	30	20	18
Yes, to some extent	58	55	60	60
'Yes, fully' or 'yes, to some extent'	(82)	(85)	(80)	(78)
No	16	13	19	20

>99% confidence level

3.3 CPD needs in the next 12 months.

Teachers were asked to indicate their CPD needs for the next twelve months. The proportions of teachers indicating a need for particular CPD activities according to gender are given in Table 8.

With regard to topics within the area of teaching and learning, regression analysis shows that male teachers are less likely to indicate a training need for supporting pupils' literacy and numeracy, for teaching pupils with English as an additional language and for meeting the needs of ethnic minority pupils. Male teachers were more likely to indicate a training need for all topics within the areas of pupils' development and behaviour and also leadership management and team working,

Table 8: Teachers' CPD needs in the next 12 months according to gender (Question 8 'I will need this' responses)

CPD in ...	Per cent of male teachers indicating 'I will need this' n=741	Per cent of female teachers indicating 'I will need this' n=2902	
Teaching and learning			
Addressing underachievement in groups of pupils	48	45	male>female
Assessment for Learning (AfL)	45	42	
Personalised Learning	39	35	
Other aspects of teaching and learning	25	26	
Using information and communications (ICT) in teaching	53	59	female>male
Strengthening and /or updating skills and knowledge in curriculum subject areas	46	52	
Teaching pupils with special educational needs	37	48	
Teaching gifted and talented pupils	43	45	
Target-setting for individual pupils	37	38	
Supporting pupils' literacy	26	31	
Supporting pupils' numeracy	23	27	
Teaching citizenship	23	24	
Teaching pupils with English as an additional language	13	19	
Meeting the needs of minority ethnic pupils	13	17	

Pupils' development and behaviour		
Raising pupils' aspirations	47	41
Promoting social and emotional development in pupils	38	36
Behaviour management	38	35
Leadership, management and team working		
School self-evaluation	36	27
Working with and/or managing support staff	35	30
Other leadership training	32	24
Working with other professionals in school	31	25
Training for headship	12	5

3.4 Statements about CPD

Teachers were asked to indicate their level of agreement with a series of statements about the ethos and operationalisation of CPD in their specific contexts.

Overall, regression analysis shows that female teachers are more positive about their CPD and it also shows a significant difference in that female teachers are more likely to indicate that they want more opportunities to observe lessons, to be observed and to work with other schools. The details are given in Table 9.

Table 9: The statements about CPD with which, teachers agree. (Question 10)

	Per cent of male teachers indicating 'strongly agree' or 'agree' n=741	Per cent of female teachers indicating 'strongly agree' or 'agree' n=2902	
I have initiated some of my professional development activity	82	79	male>female
I am sometimes released from my teaching timetable for CPD	63	57	
In my school, the budget for supply cover is adequate for teachers' CPD needs	35	28	

CPD is highly valued in my school	64	65	female>male
My school is a professional learning community	60	62	
The courses I have attended outside the school are generally of high quality	51	62	
I would like to work (more) with other schools as part of my CPD	55	59	
I would like (more) opportunities to observe lessons as part of my CPD	48	59	
In my school, I am offered CPD following evaluation of my professional development needs	49	51	
In my school, senior staff identify courses relevant to the needs of the school and decide which staff should attend	45	46	
There is a wide range of professional development opportunities in my local area	32	35	male=female
I would like (more) opportunities to be observed teaching as part of my CPD	26	26	

4. Equality

4.1 Priorities for addressing equality in relation to pupils

Teachers were asked to indicate three aspects of equality to which GTC should be giving priority. Table 10 shows the proportions of responses with regard to equality in relation to pupils.

Regression analysis and chi-squared tests show that significantly more female teachers are likely to choose disability.

Table 10: The aspects of equality that teachers think are currently the most important for the GTC to focus on.

(Question 11a equality in relation to pupils)

	Per cent of male teachers indicating this aspect n=741	Per cent of female teachers indicating this aspect n=2902	
age	14	13	male>female
sexual orientation	11	9	
race / ethnicity	52	55	female>male
gender	51	52	
disability	35	44	
religion / belief	24	25	male=female
social class	56	56	

4.2 Priorities for addressing equality in relation to teacher employment

Table 11 shows the proportions of responses with regard to equality in relation to teacher employment. Chi-squared tests showed that significantly more female teachers chose gender. Just one aspect, social class, was chosen by proportionately more men than women.

Table 11: The three aspects of equality that teachers think are currently the most important for the GTC to focus on.
(Question 11b equality in relation to teacher employment)

	Per cent of male teachers indicating this aspect n=741	Per cent of female teachers indicating this aspect n=2902	
social class	20	17	male>female
age	59	60	female>male
gender	44	53	
race / ethnicity	38	41	
disability	28	29	
religion / belief	15	16	
sexual orientation	12	11	

4.3 Training to address equality

Teachers were asked to indicate the training that they have received with regards to equality. The details are given in Table 12. None of the differences are significant.

Table 12: Whether respondents have participated in training to address aspects of equality. (Question 12a)

	Per cent of male teachers indicating 'yes' n=741	Per cent of female teachers indicating 'yes' n=2902	
age	7	6	male>female
disability	28	31	female>male
gender	29	30	
race / ethnicity	28	28	
religion / belief	14	17	male=female
social class	9	9	
sexual orientation	6	6	

4.4 Understanding implications for classroom practice.

Teachers were asked to indicate their level of understanding of the implications of equality issues for classroom practice. The proportions are given in Table 13.

With the exception of sexual orientation, higher proportions of women indicated an understanding of the implications for classroom practice.

Table 13: Whether respondents understand the implications for classroom practice (12a – ‘yes’ responses)

	Per cent of male teachers indicating ‘yes’ n=741	Per cent of female teachers indicating ‘yes’ n=2902	
gender	50	57	female>male
disability	43	50	
race / ethnicity	42	47	
religion / belief	34	42	
social class	35	42	
age	34	40	male=female
sexual orientation	25	25	

4.5 Equality policies

Respondents were asked to indicate whether aspects of equality are addressed through policies in their schools. The proportions of teachers indicating that equality in relation to pupils is addressed in their school are given in Table 14. There are no significant differences.

Table 14: Whether aspects of equality are addressed in respondents’ schools through policies relating to pupils and adult-pupil interactions. (Question 12c ‘yes’ responses)

	Per cent of male teachers indicating ‘yes’ n=741	Per cent of female teachers indicating ‘yes’ n=2902	
gender	59	58	male>female
sexual orientation	23	21	
disability	60	64	female>male
religion / belief	52	58	
social class	28	31	
age	27	30	male=female
race / ethnicity	64	64	

There were substantial minorities of teachers who indicated that they are not sure whether such policies exist in their schools. The figures are given in Table 15. However, the gender differences are not significant.

Table 15: Whether aspects of equality are addressed in respondents' schools through policies relating to pupils and adult-pupil interactions. (Question 12c 'not sure' responses)

	Per cent of male teachers indicating 'not sure' n=741	Per cent of female teachers indicating 'not sure' n=2902	
religion / belief	32	28	male>female
disability	26	24	
race / ethnicity	25	24	
sexual orientation	45	50	female>male
age	44	47	
social class	42	46	
gender	26	28	

Teachers were asked whether aspects of equality with regard to teacher employment are addressed through policies in their schools. Table 16 gives the details. In all except one aspect, social class, higher proportions of males indicated yes. However, none of the differences are not significant.

Table 16: Whether aspects of equality are addressed in respondents' schools through policies relating to staff employment. (Question 12d 'yes' responses)

	Per cent of male teachers indicating 'yes' n=741	Per cent of female teachers indicating 'yes' n=2902	
race / ethnicity	53	45	male>female
gender	50	41	
disability	48	41	
religion / belief	46	42	
age	34	31	
sexual orientation	31	26	
social class	28	28	male=female

Substantial minorities of teachers were not sure whether policies existed in their schools in relation to equality for teacher employment. In every aspect, higher proportions of female teachers indicate that they were not sure. However, the differences are not significant. The proportions are given in Table 17.

Table 17: Whether aspects of equality are addressed in respondents' schools through policies relating to staff employment.
 (Question 12d 'not sure' responses)

	Per cent of male teachers indicating 'not sure' n=741	Per cent of female teachers indicating 'not sure' n=2902	
sexual orientation	50	57	female>male
social class	50	56	
age	46	53	
disability	39	46	
gender	35	45	
religion / belief	39	45	
race / ethnicity	34	43	

5. National Initiatives

5.1 Influence over teaching and learning.

Regression analysis indicates that female teachers were more likely to choose more options.

5.2 Whether teachers have opportunities to innovate.

No significant gender differences.

5.3 Use of Professional Standards Framework

No significant gender differences.

5.4 Government initiatives that are helping teachers to make a difference.

Regression analysis shows that female teachers are more likely to pick a greater number of government initiatives as helping teachers to make a difference in improving education in England.

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