



National Foundation for Educational Research

Survey of Teachers 2010

Support to improve teaching practice

Findings from Black and Minority Ethnic teachers

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Executive summary

In 2010 the annual survey of teachers, conducted on behalf of the General Teaching Council for England (GTC), explored teachers' experiences of the different forms of support they receive to help them maintain and develop their teaching practice. Teachers were asked for their views on the following:

- their participation in Continuing Professional Development (CPD)
- their involvement in activities to improve teaching practice
- use of observation and feedback
- use of research
- performance management, and
- the professional standards.

In addition to gathering the views of a nationally representative sample of teachers¹, drawn from the GTC's Register of Teachers, the survey also captured the views of an additional booster sample of teachers defining themselves as being from a Black or Minority Ethnic (BME) background. The survey was conducted by the National Foundation for Educational Research (NFER).

The final response figures for the BME booster sample were 350 responses (26 per cent of the 1350 teachers contacted). The 188 respondents from the main sample who defined themselves as BME were also included in the reporting of the BME booster sample in the report, giving a total of 538 BME teachers' responses. Although it was possible to sample a range of ethnic backgrounds, it was not possible to check if the BME booster sample was representative of the BME teaching population in England in terms of ethnic sub-groups, or indeed other characteristics, because the ethnicity data is not complete on the GTC Register of Teachers.

¹ Reported separately: Poet, H., Rudd, P., and Kelly, J. (October 2010). *Survey of Teachers 2010: Support to improve teaching practice* (GTC Research Report). Slough: NFER.

Key findings

Professional development and learning

More than nine in ten BME teachers were classed as ‘active’ or ‘very active’ participants of professional development activities. BME teachers had experienced a range of different professional development activities over the last 12 months, and within this, collaborative or peer-to-peer work was the most common.

Overall, BME teachers were positive about professional development, with around two-thirds reporting that they had seen a positive impact on their teaching practice, and a similar proportion reporting positive impact on their pupils’ learning, as a result of participation in such activities. The majority of BME teachers felt they had a responsibility to improve their practice. Almost all BME respondents said that teachers should have an entitlement to time and support for their professional development, which reflected the finding that some BME teachers felt that time and access were barriers to professional development work.

Statistical modelling was carried out to explore the relationships between teacher views about professional development and learning activities in relation to practice improvement, and the background characteristics of the teachers. The results of the modelling (reported fully in the main report) showed that while a number of variables (such as age, gender and role) had a significant effect on teacher views about professional development, there was no significant difference in terms of ethnicity.

Using research

The survey asked how teachers used research to inform their teaching practice: these questions covered both teachers conducting their own research and using research conducted by others. Around three-quarters of BME teachers said that they would like to do some of their own research, either by themselves or with colleagues, however fewer than two-fifths of BME teachers said that they had undertaken their own research within the previous 12 months. Thus it appears that many BME teachers would like to be more involved in research than they currently are. Barriers to involvement in research were related to time and opportunity. Furthermore some BME teachers felt that schools could do more to encourage teachers to undertake their own research or enquiry.

The statistical modelling showed that ethnicity had a significant effect on teacher attitudes to research, with BME teachers more likely to hold a positive view of the role of research in improving their practice than their White colleagues.

Performance management

BME teachers were relatively positive about how the performance management process helped them to improve their teaching practice. More than half of BME respondents agreed that the performance management process helped them to identify areas in their practice where they needed support. Similarly, slightly more than half of

the BME sample felt that the performance management process provided an opportunity for dialogue about teaching and pedagogy. However there was a noticeable group of between a fifth to a quarter of respondents who were unsure about various aspects of performance management, and for whom it appeared that the potential benefits of performance management in terms of improving their practice were not clear.

The statistical modelling showed that ethnicity was one of a number of significant variables; BME teachers were more likely to have a positive attitude towards the performance management process as a way of improving their practice than teachers from White ethnic backgrounds.

Professional standards

The professional standards framework was introduced by the Training and Development Agency for Schools (TDA) in 2007. The aim was to provide a framework which teachers could refer to when considering their professional development, for example to consider gaps or strengths in their practice. Most BME teachers reported a good understanding of the professional standards, however only around a half of the BME sample said they had actually used the standards to identify areas for improvement in their teaching.

Ethnicity was a significant variable in the statistical model exploring teacher attitudes towards the professional standards; BME teachers were more likely to have a positive attitude towards the professional standards and the role of the framework in practice improvement than White teachers.

Views on different approaches to improving standards

A number of questions included in the survey sought to obtain an overview of how teachers felt about the usefulness of different approaches to practice improvement. Almost all BME teachers found self reflection useful in terms of practice improvement. Observation and feedback were also valued by many BME teachers, and statistical modelling showed that ethnicity was again a significant variable; BME teachers were more likely to have a positive attitude towards observation and feedback compared to White teachers. Several other approaches were rated as being useful by around three-quarters of BME teachers, including reviewing practice as part of school self-evaluation, using teacher assessment data, working towards performance management objectives and conducting their own research.

Conclusions

The GTC Annual Survey of Teachers 2010 explored the key drivers for improving teaching for a sample of 538 teachers from Black and Minority Ethnic (BME) groups.

Most teachers from BME backgrounds had experienced at least some professional development activities within the previous 12 months, and this encompassed a range of different approaches including attendance on courses, using research and coaching and mentoring. The level of activity reflected the finding that almost all BME teachers felt that they had a professional responsibility to maintain and improve their teaching.

There was a general pattern of BME teachers being 'open' to a variety of approaches to improving their teaching, and in some cases being more positive about particular approaches than their colleagues in White ethnic groups. Statistical modelling revealed that BME teachers were more positive towards observation and feedback, and to doing research, than their colleagues in White ethnic groups. It also revealed that BME teachers were more positive towards performance management and the professional standards, than teachers in White ethnic groups. The modelling showed that a number of other characteristics also had a significant effect, and, as such the reasons might not be related solely to a teacher's ethnic background.

Ethnicity is just one factor here, and it is not always the most important factor in terms of influencing attitudes towards improving teaching. Indeed, in some respects, other factors, such as the extent of experience of professional development activities, gender and school phase can be more important in shaping attitudes. This serves to remind us that it is important to provide a 'mix' of learning and development opportunities, so as to support teachers (from all backgrounds) with a range of experiences, strengths, areas for development, and personal contexts.

1. Introduction

Background and aims

The General Teaching Council for England (the GTC), the independent professional body for teaching in England, has commissioned six annual surveys of teachers since 2004 exploring a range of issues affecting teachers and the teaching profession. The survey, in addition to giving registered teachers a voice, is essential to informing the policy advice that the GTC provides. The 2010 survey was conducted by the National Foundation for Educational Research (NFER).

The key aim of this year's survey was to gather the views of a representative sample of teachers on issues affecting current and future teaching practice and policy. The survey explored teachers' experiences of the different forms of support they receive to help them maintain and develop their practice. Teachers were asked about participation in Continuing Professional Development (CPD) and its impact; use of and engagement in research; sources of feedback; the professional standards framework; and support to meet performance management objectives.

More specifically, the objectives of the 2010 teacher survey were to:

- gather the views of a representative sample of registered teachers in England in relation to the development of teaching practice and the support available
- provide detailed analysis and interpretation of the data in an accessible report aimed at practitioners and policy makers
- provide an additional report on the sample of registered teachers of Black and minority ethnic backgrounds (BME).

Each year the survey has been sent to an additional booster sample of teachers defining themselves as being from a Black or Minority Ethnic (BME) group in order to ensure that views from these groups of teachers have been collected and to facilitate statistically meaningful analysis of results by ethnicity. It was decided that a booster sample would also be drawn for the 2010 survey of teachers, alongside the main sample, and the focus of this report is on the findings from this BME booster sample. This report summarises the responses from the sample of BME teachers. The findings related to the main sample are outlined in a separate report².

Reliable research into the perspectives of BME teachers is relatively scarce and, historically, the number of BME teachers who have participated in the GTC's surveys has been small. For reasons given below, the GTC Register does not contain information on the ethnicity of all teachers. The aim of using the BME booster sample

² Poet, H., Rudd, P., and Kelly, J. (October 2010). *Survey of Teachers 2010: Support to improve teaching practice* (GTC Research Report). Slough: NFER.

was to further gain and examine the views of teachers of BME groups. The same questionnaire, and therefore the same questions, were used for both the main sample and the BME sample. The views of the two samples have been reported in a similar way, with BME respondents from the main sample having also been included in the sample used for this report.

Methodology

Sampling

The BME Booster sample was drawn after the main sample was drawn. The key difference with the drawing of the BME booster sample was that ethnicity was included as one of the criteria during selection of the sample. Ethnicity was not included as a criterion in the main sample because information about ethnicity on the GTC Register of teachers is not complete for all teachers. The GTC inherited the Register from the Department for Education in 2000 and, since 2002, has collected ethnicity information about teachers. The GTC Register currently contains ethnicity data for 52 per cent of the 567,000 teachers registered. Before 2002, teachers were not required to provide this information; therefore, data on ethnicity is principally available for more-recently qualified teachers.

Teachers were considered eligible to take part in the survey if they were:

- fully registered with the GTC
- 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.

Teachers were excluded from the BME sample pool if they had been drawn in the main sample, or if they had specified as their ethnicity; White British, White Irish, White other, or not stated. Teachers were also marked for exclusion if they had been involved in the 2009 survey, had been involved in other research within the last 12 months, or had requested that they were not to be contacted. The criteria used to select the sample of teachers were as follows:

- ethnicity
- gender
- phase of education
- type of school
- age group
- Government Office Region (GOR).

Response rates

The final response figures for the BME booster sample were 350 responses (26 per cent of the 1350 teachers contacted). Of these 137 responses were gained online (39 per cent), and 213 responses were gained from paper questionnaire completions (61 per cent). The 188 respondents from the main sample who defined themselves as BME have also been included in the reporting of the BME booster sample in this report, thereby providing a total of 538 BME teachers' responses.

Although we could stratify the sample by ethnic sub-groups to sample a range of ethnic backgrounds, we could not then check if the BME booster sample was representative of the BME teaching population in England in terms of ethnic sub-groups, because the ethnicity data is not complete on the Register of Teachers. As mentioned above, it only became compulsory to provide ethnicity recently, and the sample seems to reflect this because it appears to be skewed towards the more recent registrations and the younger age bands, as shown in Table 1.1.

Table 1.1 Profile of the BME respondents (n=538)

		Achieved sample
Gender	Male	22%
	Female	78%
Total		100%
Phase	Primary	37%
	Secondary	46%
	N/A	16%
Total		100%
Age Range	Under 25	7%
	25-29	21%
	30-34	16%
	35-39	17%
	40-44	13%
	45-49	12%
	50-54	7%
	55-59	5%
60-65	1%	
Total		100%
School Type	Community	53%
	Foundation	14%
	Voluntary Aided	14%
	Voluntary Controlled	2%
	Special	2%
	Pupil Referral Unit	1%
	Sixth Form Centres	0%
	Supply Teachers	13%
	LA Nursery School	1%
Total		100%
GOR	Not known	9%
	North East	1%
	North West/Merseyside	5%
	Yorkshire & The Humber	6%
	East Midlands	6%
	West Midlands	11%
	Eastern	8%
	London	41%
	South East	10%
South West	2%	
Total		100%
Length of Service	Less than 5 years	52%
	5 to 9 years	23%
	10 to 19 years	16%
	20 to 29 years	6%
	30 plus years	2%
Total		100%

Questionnaire development

The 2010 survey focused on support for improving practice by exploring the following topics:

- participation in Continuing Professional Development (CPD)
- activities to improve teaching practice
- use of observation and feedback
- use of research
- performance management, and
- the professional standards.

The questionnaire was designed by NFER researchers in close consultation with the GTC's Research and Policy staff. Following this, piloting was carried out, with minor amendments made in light of comments received from the pilot.

Three questions from the previous years' survey of teachers, asking teachers about their specific roles, were repeated in the 2010 questionnaire to enable the drawing of comparisons. A further two questions, focusing on professional development were also repeated, with small adjustments made to a few of the statements within the questions. The questionnaire was made available to respondents both online and on paper.

The administration of the survey was based on the five-stage method for survey administration recommended by Don Dillman³. Sampled teachers were sent information about the survey in advance of the questionnaire itself. When the questionnaire was sent to the sample, teachers with e-mail addresses received an electronic invitation to complete the questionnaire online in the first instance. All teachers without e-mail addresses were sent paper copies of the questionnaire along with information on how teachers could complete the questionnaire online if they preferred. Two weeks after the despatch of questionnaires, reminder postcards were sent to all teachers within the sample, carefully omitting those who had already requested to be withdrawn from the study. Six weeks after the initial despatch, all non-responding teachers were sent paper copies of the questionnaire, accompanied by details of how to complete the survey online. Telephone reminding was carried out for the teachers with telephone numbers listed towards the end of the survey period, along with a reminder e-mail to all non-responding teachers with e-mail addresses. The survey period was between March and May 2010.

³ Dillman, D. 2007. *Mail and Internet Surveys: The Tailored Design Method*. 2nd Edition, 2007 Update. Hoboken, NJ: John Wiley.

Analysis

Analysis of the survey was carried out by the NFER's team of qualified statisticians along with the research team. The basic analysis of the survey data involved simple frequencies⁴.

Due to the overlap of some BME respondents in the BME sample and the main sample (see the Response rates section above); it is not possible to make direct comparisons between the BME responses and the results reported in the main sample report. Consequently, in order for comparisons to be made by ethnicity, more sophisticated methods of analysis were employed as described below.

As part of the work on the 2010 survey of teachers, factor analysis and regression modelling were carried out in order to ensure that the findings were thoroughly robust. The factor analysis and regression were carried out on all of the respondents in both the main sample and the booster (BME) sample (see Appendices B and C for more details⁵). Through including the BME booster respondents in this regression we were able to make the estimation of an association between BME and any relevant outcome more assured. Regression models are reported fully in the report about all types of teachers (the main sample report) but for reference a summary of all of the significant variables in each regression can also be found in Appendix D of this report. Any associations between ethnicity and outcome (or the absence of such an association) are highlighted in this report, however such associations should be considered in the context of the full model, and not in isolation.

⁴ Percentages within this report have been rounded up to the closest integer. The results are presented in full in Appendix A with the percentage response to each question displayed in tables. The percentages shown in the tables have been rounded to the nearest whole number. Due to rounding, the percentages may not sum to 100. Where figures have been presented in the text, they are based on those shown in the tables and consequently are also rounded values.

⁵ For a full list of the variables included in the factor analysis please see Appendix B, and for the variables included in the regression models, please see Appendix C.

2. Professional Development and Learning

Key findings

- ninety-two per cent of BME teachers were identified as ‘active’ or ‘very active’ participants in professional development activities
- collaborative learning activities were the most common type of professional development activities BME teachers had been involved in over the last 12 months
- ninety-two per cent of BME teachers agreed that they had a professional responsibility to maintain and improve their practice
- almost all BME teachers (95 per cent) agreed that ‘teachers should have an entitlement to time and support for their professional development’ – perhaps reinforced by the finding that almost three-quarters of BME teachers (73 per cent) felt they needed more time to engage in professional development activities
- in the statistical modelling, no difference was found between the attitudes of teachers of BME and White ethnicity in relation to the contribution of professional development and learning activities towards practice improvement
- around two-thirds of BME teachers had seen a positive impact as a result of their professional learning and development activities.

Levels of participation in Continuing Professional Development activities

We asked respondents to indicate how often in the past 12 months they had experienced a range of professional development activities. Nine activities were provided and by combining the percentages of BME respondents who indicated that they had experienced the activity either frequently or occasionally, we were able to devise an indicative list of the most prevalent professional activities:

- collaborative learning with colleagues in my school (76 per cent)
- collaborative learning with external partnerships/networks (57 per cent)
- engaging with subject or specialist associations (53 per cent)
- participating in an external course(s) (52 per cent)
- being assigned to mentor or coach someone (46 per cent).

As shown above, more than three-quarters of BME teachers said that they had experienced collaborative learning with school colleagues in the past 12 months, with 39 per cent who said that this had been on a frequently/ongoing basis. Further to this, 57 per cent said that they had experienced collaborative learning with external partnerships/networks. These findings point to collaboration being a key element of

professional development participation for most BME teachers. As identified in the main sample report, this latter factor may be in part due to the increased development of school partnership working over the past decade.

Over half of BME teachers had experienced professional development opportunities in relation to 'external' groups; collaborative learning with external partnerships/networks (57 per cent); engaging with subject or specialist associations (53 per cent); and participating in an external course(s) (52 per cent). This demonstrates that there is a good amount of external support for teachers to assist them in their professional development, and crucially that this external support is being recognised and utilised. Although 37 per cent of BME teachers had a mentor or coach assigned to them, 55 per cent said that they had not had a mentor or coach assigned to them within the last 12 months. A number of reasons could be suggested for this, such as many teachers only perhaps being assigned a mentor or coach during the early stages of their career, or in light of promotion/changes in position.

Using the responses to this question, it was also possible to identify teachers who could be described as 'inactive', 'active' or 'very active' in terms of taking part in professional development activities. Eighty-one per cent of BME teachers were identified as 'active', by which they partook in at least one activity occasionally, yet experienced fewer than four activities frequently or on an ongoing basis. A further 11 per cent were identified as 'very active', yet this balanced against eight per cent who, at the other end of the spectrum, selected 'not in the last 12 months' to all activities listed. Although only one in nine BME teachers were 'very active', this could relate to different types of activities being pursued – for example some of the approaches listed are more time intensive than others (for example a Masters compared with a collaborative learning exercise with colleagues).

In addition to their level of participation in professional development and learning activities, teachers were also asked about their access to and experience of such activities over the previous 12 months. The survey defined professional development activities not only as course, but also coaching and mentoring, collaborative working and undertaking action research.

Overall, most teachers in the BME booster sample (92 per cent) agreed that they had a professional responsibility to maintain and improve their practice. BME teachers clearly felt that it is important for them to take the lead in maintaining and improving their own teaching practice. Against this, however, almost all BME teachers (95 per cent) agreed that they should have an entitlement to time and support for their professional development. Thus BME teachers believe it is important that they are provided with the time, support and opportunity to enable them to keep their commitment to maintaining and improving their teaching.

Although most BME teachers clearly felt a responsibility to maintain and improve their practice, a sizable group of BME teachers also felt there were barriers to participation in professional development and learning activities. In particular, almost

three-quarters (73 per cent) of BME teachers felt that they need more time to engage in professional development activities. Furthermore, only 53 per cent of BME teachers agreed that their professional development needs had been identified by their employer in the last 12 months, and even fewer (42 per cent), said that they had had access to adequate professional development opportunities in the last 12 months. Consequently while BME teachers appeared to have a positive attitude towards professional development, time and access to such activities were seen as barriers by some BME teachers.

Further analysis was carried out on the entire dataset which involved combining the main sample and the BME booster sample. Factor analysis and regression were carried out to explore if there were differences in teacher characteristics and their views on professional development and learning. One of the variables that fed into this model was that of ethnicity (respondents were grouped into BME and White according to how they answered the ethnicity question in the questionnaire) – for the full list of variables included in the model please see Appendix C. Although a number of other factors were found to have an effect of teacher attitudes about professional development and learning (see Figure D.1 in Appendix D), ethnicity was not a significant variable in this model, indicating that there was no difference between the BME and White respondents' attitudes towards the role of professional development and learning in relation to practice improvement.

The impact of professional development

Overall, around two-thirds of BME teachers felt that professional learning and development activities had resulted in a positive impact in the classroom. Seventy per cent of BME teachers agreed that participation in professional learning and development activities had had a positive impact on their teaching practice in the last 12 months. This was further supported with 65 per cent of BME teachers stating that they had seen a positive impact on their pupils' learning as a result of their professional learning and development activities in the last 12 months. It appears that BME teachers had recognised the positive impact that professional learning and development had had on their teaching practice, and in turn, many had seen a positive impact on their pupils' learning as a result. Although many BME teachers said they had seen a positive impact as a result of their CPD, only 49 per cent felt that their school or employer evaluated the impact of professional learning and development activities on teachers' practice. Indeed, almost one in five BME teachers disagreed that evaluation of CPD was occurring. This could be an issue of awareness, and where evaluation is occurring schools and employers (such as Local Authorities) might wish to make the outcomes of such evaluations known to teachers.

3. Using Research

Key findings

- almost two-fifths of BME teachers (38 per cent) had undertaken their own research in the previous 12 months
- the survey evidence also indicates that motivation among the BME booster sample to conduct their own research is strong, with around three-quarters of BME respondents agreeing or strongly agreeing that they would like to do research on their own (74 per cent) or in collaboration with others (75 per cent)
- at the same time, it seems that there is scope for some schools to build upon this enthusiasm and to develop more of an active 'research culture': only around a fifth of the BME sample (22 per cent) indicated that their school actively encouraged them to undertake their own enquiry
- inevitably, limitations of time were also a barrier to conducting research on teaching: more than half of BME teachers said that they did not have time to conduct their own research (54 per cent) and 41 per cent said that they did not have time to use research findings
- the statistical modelling revealed that ethnicity had a significant effect on attitudes to research, with BME teachers more likely to have a positive attitude towards the role of research in practice improvement than their colleagues in White ethnic groups.

BME teachers' views on using research

The survey asked how BME teachers used 'research' to inform their teaching practice: these questions covered both teachers' own research and the use of research conducted by others.

Almost two in five BME teachers (38 per cent) strongly agreed or agreed with the statement 'In the last 12 months I have undertaken my own research and enquiry to improve my practice'. Although it is encouraging to see that some BME teachers are developing and conducting their own enquiry, it appears that there is scope for more to get involved. It is possible that some felt limited by the absence of an active research culture in schools, because only one in four BME teachers agreed that their school encouraged them to use research findings to improve their practice (24 per cent). Furthermore, only around a fifth of BME teachers indicated that their school encouraged them to undertake their own enquiry (22 per cent).

A lack of confidence in terms of possessing research skills was not an issue for the 50 per cent of BME respondents who agreed with the statement 'I feel confident in my research skills to conduct my own enquiry'. In addition, more than half of BME teachers said they knew where they could find research to help them inform their

teaching (56 per cent). A similar proportion reported that they had been able to understand and use the research they had found (50 per cent). Confidence to conduct and use research was therefore present in around half of the BME respondent group, however there remains a notable group who did not feel that they had the confidence to be involved in research: for example 14 per cent actively disagreed that they felt confident in their research skills and a further 28 per cent neither agreed nor disagreed with that statement.

Although confidence levels were mixed, motivation to conduct and use research did not appear to be a particular barrier. Nearly three-quarters of BME teachers (74 per cent) agreed or strongly agreed that: 'I would like more opportunities to do my own research to improve my teaching'. Similarly, three-quarters of BME respondents (75 per cent) agreed or strongly agreed that 'I would like more opportunities to collaborate with other colleagues on a piece of research'. This does suggest, however, that there are not as many opportunities to get involved in research to improve their practice as BME teachers would like. Increased opportunities might also contribute to higher levels of confidence, as long as the opportunities are accompanied by support to develop research skills.

Another barrier to teacher involvement in research was time. More than half of BME teachers said that they did not have time to conduct their own research (54 per cent) and almost as many (41 per cent) said that they did not have time to use research findings. Time is always an issue for teaching staff; however schools may wish to consider ways of providing some time and opportunities for staff that are interested in improving their teaching using this approach, particularly if the research can be applied more widely in the school.

Aside from time and opportunity, a lack of active encouragement by their school to use research was an issue for some BME teachers. For example a slightly higher proportion of BME teachers disagreed (29 per cent) than agreed (24 per cent) that their school encouraged them to use research findings to improve their practice. When asked if their school encouraged them to undertake their own enquiry, the difference was even more noticeable; 40 per cent disagreed while only 22 per cent agreed. Similarly, only 20 per cent of BME teachers said that they had frequent opportunities (at least termly) to discuss relevant research findings with their colleagues. This suggests that use of research has not been integrated into the ethos of improving teaching practice in some schools. While this cannot be taken as active discouragement by schools, it does point to a lack of a research culture within many schools.

In addition to looking at teachers' responses to each statement presented in the questionnaire, additional analysis was conducted in order to explore the relationship between teachers' characteristics and their attitudes towards the role of research in improving their teaching practice. This analysis was carried out on the combined datasets from the main sample and the BME booster sample, and as such applies to all

teacher types, not only those of BME background (see Figure D.3 in Appendix D for the full results of the model).

Ethnicity had a significant effect, with BME teachers more likely to have a positive attitude towards the role of research than their White colleagues. This must be considered in the context of the rest of the regression model, in which a number of other variables also had a significant effect: however it suggests that BME teachers may have had a more positive experience of using research to improve their teaching than their White colleagues.

The reasons for this more positive attitude towards conducting research on the part of teachers from BME ethnic backgrounds cannot be identified or explored here, but there seems to be a strong desire for professional development on the part of some BME teachers. Teachers appeared to want to be involved in research to improve their teaching, and many felt confident in their skills to conduct research. However, as with to the main sample findings, the barriers consisted of a combination of a lack of time, opportunity and, to some extent, a lack of encouragement from schools, as discussed above.

4. Performance Management

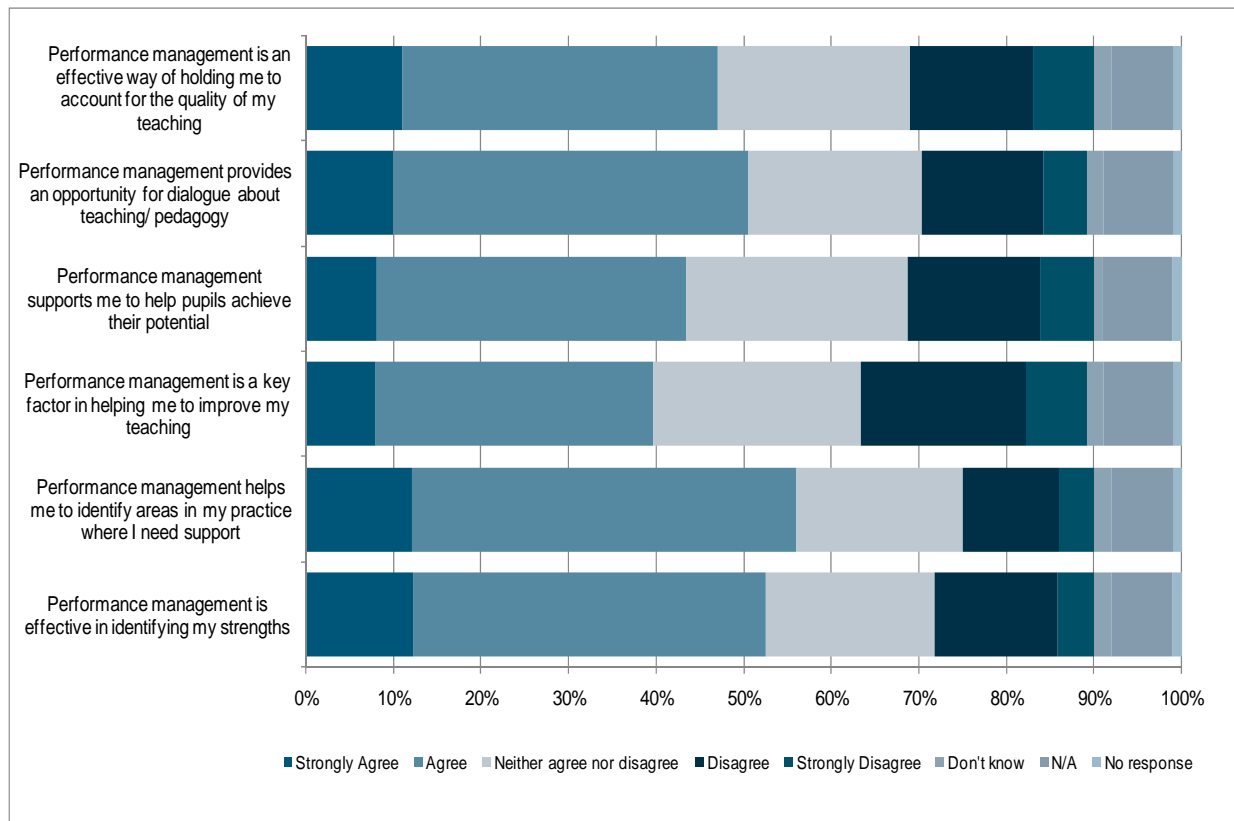
Key findings

- teachers in the BME sample were relatively positive about performance management processes in terms of these processes contributing to improving their teaching: for example, 56 per cent agreed or strongly agreed that performance management helped them to identify areas in their practice where they needed support
- just over half of BME respondents (51 per cent) felt that the performance management process provided an opportunity for dialogue about teaching and pedagogy
- despite a generally positive outlook on the impact of performance management, there remained a proportion of the BME sample, around a fifth to a quarter, who were unsure about various aspects of performance management, suggesting that the potential benefits of the process in terms of improving their practice were not clear to them
- around a quarter of BME teachers did not feel that they had the support (24 per cent) or access to relevant CPD (28 per cent) they needed to meet their performance management objectives.
- ethnicity was a significant variable in the statistical model: teachers of BME backgrounds were more likely to feel positively about how the performance management process could support them to improve their practice than their White colleagues.

BME teachers' views on the role of performance management

Overall, respondents in the BME booster sample were relatively positive about the performance process and how it could support them to improve their practice. Six statements about performance management (all taking a positive view about performance management) were presented to respondents, and around half of the BME respondents agreed or strongly agreed with each statement, as shown in Figure 4.1 below.

Figure 4.1 BME teacher views about performance management in relation to improving their teaching practice



More than half of BME respondents (52 per cent) agreed or strongly agreed that performance management was ‘effective in identifying my strengths’, and fewer than one in five BME respondents (18 per cent) actively disagreed with this statement. Furthermore, 56 per cent of the BME respondents agreed to some extent that performance management helped them to identify areas in their practice where they needed support. Just over half of BME teachers (51 per cent) agreed that the performance management process provided an opportunity to talk about teaching and pedagogy. This indicates that for these teachers performance management was not seen as a one-way system, but rather it provided opportunities for individual teachers to discuss different approaches.

Almost half of the BME booster sample agreed with the following statements:

- ‘Performance management is an effective way of holding me to account for the quality of my teaching’ (47 per cent)
- ‘Performance management supports me to help pupils achieve their potential’ (43 per cent)
- ‘Performance management is a key factor in helping me to improve my teaching’ (40 per cent).

The performance management process therefore seems to be a positive factor in terms of practice improvement for around half of the BME booster sample. However, as

illustrated in Figure 4.1 around a fifth of BME teachers disagreed with the statements about performance management, and in particular more than a quarter of BME teachers (26 per cent) disagreed with the statement 'Performance management is a key factor in helping me to improve my teaching'. It is also worth stressing that between about a fifth (19 per cent) and a quarter (25 per cent) of BME respondents were unsure about various aspects of performance management, as indicated by selecting the neither agree nor disagree category in response to this set of statements. This suggests that there is a small, but noticeable core of BME teachers for whom the benefits of the performance management process - in terms of maintaining and improving their practice - were not clear.

Further analysis was carried out to explore any differences in teacher characteristics in teacher attitudes towards the role of performance management in improving teaching practice. The factor analysis and regression modelling were carried out using all teachers from the main sample and the booster BME sample and as a result are applicable to all teachers. The results of the regression can be found in Table D.4 (see Appendix D), and are discussed in full in the main report. Although overall the BME group appeared to have mixed views about performance management as discussed above, teachers of BME ethnic backgrounds were significantly more likely to feel positively about the role of the performance management process than their White colleagues.

The mixed views about the role of performance management described above are interesting when considered in light of BME teachers' views about how they are supported in the performance management process. For example, less than half of BME teachers surveyed agreed that they had the support they needed (44 per cent) and access to relevant CPD activities (41 per cent) to meet their performance management objectives. Indeed, almost three in ten (28 per cent) disagreed that they had access to relevant CPD activities to help them meet their objectives and almost as many (24 per cent) said that they had not been given enough support to meet their performance management objectives.

This could either be an issue related to the support and access provided to teachers, or it could be that objectives are being agreed that are not achievable for them. In each case, senior managers within schools need to be aware that there is a gap which is preventing some teachers from achieving the objectives set as part of performance management. These findings highlight the importance of making the performance management process accessible to all teachers. Those who oversee performance management, at a school level or at a broader policy level, could perhaps do more to let *all* teachers know what the purposes of performance management are and how these processes could assist *all* teachers in improving their teaching. It is not only an issue of awareness however – teacher views about performance management are likely to be influenced by the experience they have had, so it is important that both teachers being evaluated and their line managers approach the review process aiming to use it to their best advantage and are trained to do so.

5. Professional Standards

Key findings

- on the whole, BME teachers had a good awareness of the professional standards for teachers: 83 per cent of BME respondents strongly agreed or agreed that they had a good understanding of the standards and 71 per cent felt that the professional standards provided a good definition of teacher competence
- furthermore, around half of the BME sample (50 per cent) had actually used the standards to identify the areas in their teaching that could be improved; and a similar proportion (49 per cent) agreed or strongly agreed that their use of the professional standards had already helped them to improve their teaching
- opinions were divided on whether the professional standards, in practice, actually make a difference to the way that BME respondents teach, suggesting some variation in perceived levels of impact on individuals' day-to-day teaching
- as with performance management, there appeared to be a core group of the BME sample who were unsure about how the professional standards could assist them in improving their teaching, suggesting that there is some scope for improving information sharing on the role of the standards for teachers
- results from the statistical modelling indicated that teachers from BME backgrounds were more likely to have a positive view of the professional standards framework and its role in improving teaching practice compared with teachers from White ethnic groups.

BME teachers' views on the role of the professional standards framework

The survey also explored BME teachers' views on the professional standards framework, and if and how these standards influenced their approaches to improving their teaching practice (see Figure 5.1 below).

More than eight in ten respondents from the BME booster sample (83 per cent) strongly agreed or agreed that they had a good understanding of the professional standards for teachers. More than seven in ten BME respondents (71 per cent) felt that the professional standards provided a good definition of teacher competence. This suggests that the professional standards framework is something that is referred to at least occasionally by BME teachers.

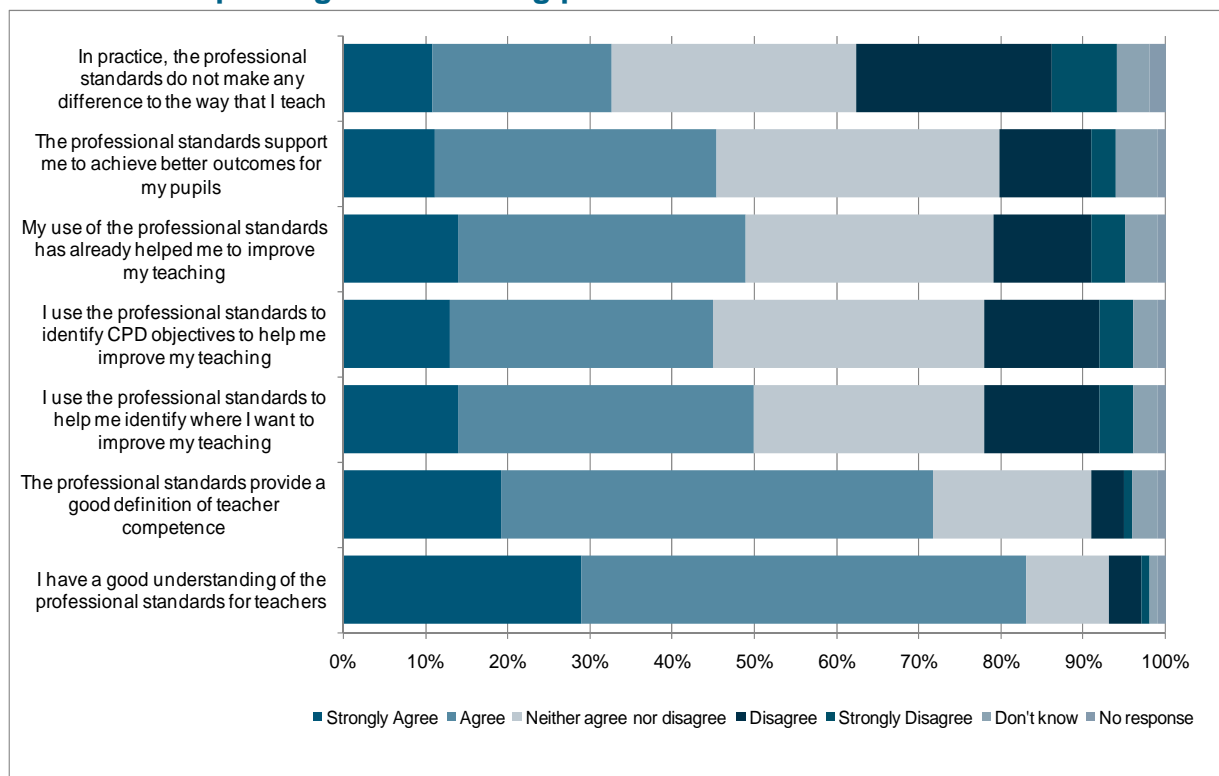
Although these findings suggest that many BME teachers are aware of the professional standards, it appears that fewer actually use the standards to help them identify ways to improve their practice. For example, only half of BME teachers said that they used the professional standards to identify where they wanted to improve their teaching (50 per cent). Furthermore, less than half of the BME sample said that

they used the professional standards to identify CPD objectives to help them to improve their teaching (45 per cent).

Perhaps most telling of all was that there was no consensus in response to the statement ‘In practice the professional standards do not make any difference to the way that I teach’. Around a third of BME teachers agreed (33 per cent), disagreed (32 per cent) and ‘neither agreed nor disagreed’ (30 per cent) with this statement, indicating that the professional standards have had a bigger impact on some BME teachers’ day-to-day working practices than others.

In terms of seeing results from their use of the professional standards, just under half (49 per cent) of the BME respondents agreed or strongly agreed that their use of the professional standards had already helped them to improve their teaching. A similar proportion of the BME booster sample (45 per cent) felt that the professional standards supported them to achieve better outcomes for their pupils.

Figure 5.1 BME teacher views about the professional standards in relation to improving their teaching practice



It is important to note that, as with the responses to the questions about the performance management process, a core group of BME teachers appeared to be unsure about how the professional standards helped them in maintaining and improving their teaching. As illustrated in Figure 5.1, around three in ten BME teachers said that they ‘neither agreed nor disagreed’ with the following statements:

- ‘The professional standards support me to achieve better outcomes for my pupils’ (34 per cent)

- ‘I use the professional standards to identify CPD objectives to help me improve my teaching’ (33 per cent)
- ‘My use of the professional standards has already helped me to improve my teaching’ (30 per cent)
- ‘In practice, the professional standards do not make any difference to the way that I teach’ (30 per cent)
- ‘I use the professional standards to help me identify where I want to improve my teaching’ (28 per cent).

It appears that the benefits of the professional standards framework and how they can support teachers are not clear to all BME teachers, and some further promotion of the way they can be used as part of practice improvement could be considered by policy makers. Another approach to consider is further integration of the professional standards in the performance management process of teachers at all levels within schools. Alternatively, further investigation into why some teachers do not view the professional standards positively could be considered – is it because they have limited experience of using them, or has using them not resulted in positive outcomes?

Additional analysis was carried out to find out if there were differences in teacher characteristics in terms of teacher attitudes towards how the professional standards could support them to improve their teaching. This involved factor analysis and regression modelling, both of which were carried out on the complete dataset consisting of the main sample and the BME booster sample. Consequently the results of the model apply to all teacher types and not only teachers of BME background. The full result of the regression analysis can be found in Table D.5 (see Appendix D).

Of interest here is that one of the significant variables in the regression was ethnicity. Teachers from BME ethnic backgrounds were more likely to have a positive view of the professional standards framework and its role in improving teaching practice compared with teachers from White ethnic groups. The difference in attitudes by ethnicity must be considered in the context of the complete model (see Appendix D), but this finding might prompt senior leaders and policy makers to promote the use and the benefits of the professional standards to all teachers.

6. Views on different approaches to improving practice

Key findings

- almost all BME teachers found self reflection useful in terms of practice improvement (98 per cent)
- observation and feedback were reported to be useful by more than four out of five BME teachers: 83 per cent said that they found observing their peers' teaching very or fairly useful and the same percentage found being observed by their peers very or fairly useful: a similarly high proportion found receiving feedback from pupils very or fairly useful (82 per cent)
- findings from the statistical modelling indicated that teachers from BME backgrounds were more likely to have a positive view about the usefulness of observation and feedback, compared with teachers from White backgrounds
- school-led and external sources to support improvements in teaching were also popular, and there was a general pattern of BME teachers being 'open' to a variety of approaches to improving their teaching: this reminds us of the importance of providing a 'mix' of professional development opportunities so as to support teachers with different learning and development needs
- BME teachers were positive about conducting their own research as a means to improving their teaching: 69 per cent felt that this approach was very or fairly useful.

One of the aims of the survey was to explore any differences in teacher views towards the usefulness of different approaches to practice improvement.

Overall, almost all teachers from BME backgrounds said that reflecting on their own practice was a very or fairly useful approach to improving their practice (98 per cent). Just one per cent said that reflecting on their own practice was not very useful, and one per cent said that they did not have any experience of this (as illustrated in Figure 6.1).

Overall, BME teachers were positive about using observation and feedback to improve their teaching, illustrated by the proportions of BME teachers who found the following approaches very or quite useful (also see Figure 6.1):

- observing their peers' teaching (83 per cent)
- peers observing their teaching and giving them feedback (83 per cent)
- feedback from pupils (82 per cent)
- feedback from parents (63 per cent)

- observation and feedback related to external inspection / school improvement processes (56 per cent)
- discussions about teaching with an LA advisor or School Improvement Partner (SIP) (47 per cent).

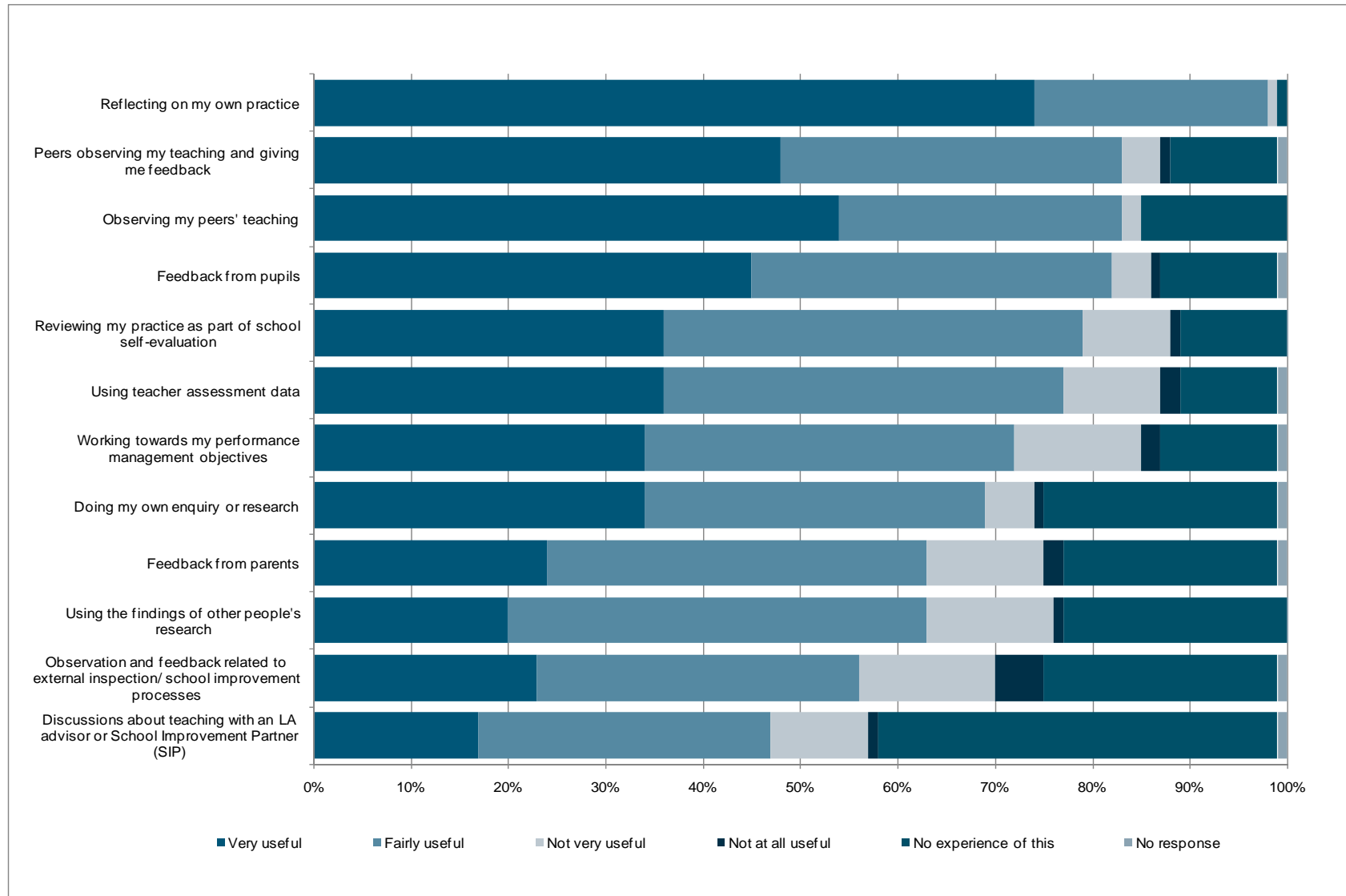
Around half of the BME booster sample found feedback from external inspection processes useful (56 per cent), and discussions with LA advisors or School Improvement Partners (SIPs) useful (47 per cent). Compared to the views about peer observation, the results indicate that more BME teachers valued support from inside their school rather than external feedback, though the latter clearly has a role too.

The findings presented above are reinforced by the fact that, in response to an open question, almost half of BME teachers identified observation (both in terms of being observed and observing their peers) as one of the main factors that supported them in maintaining and improving their teaching quality (49 per cent). It should be noted, however, that 15 per cent of BME teachers said they had no experience of observing their peers' teaching, and 11 per cent said that they had no experience of peers observing their teaching and giving them feedback.

As shown above, and in the main report, the results of the survey indicated that observation and feedback were valued by teachers, and so additional analysis was carried out to explore differences in teacher characteristics in relation to their attitudes towards the usefulness of observation and feedback as approaches to practice improvement. The analysis, which involved factor analysis and regression (see Appendices B and C) used all responding teachers from the main sample and the BME booster sample and consequently the results of the regression apply to all teachers, not only those of BME backgrounds. The complete results from the regression can be found in Table D.2 (see Appendix D).

One of the significant variables in the model was ethnicity. Teachers from BME backgrounds were more likely to have a positive view about the usefulness of observation and feedback to improve their teaching, compared with teachers from White backgrounds. It is not clear, because the survey questions did not explore the reasons behind these findings, why BME teachers should be more positive about the usefulness of various forms of observation and feedback for improving their practice than their White colleagues.

Figure 6.1 BME teacher ratings of usefulness of different approaches to practice improvement



Other approaches that BME teachers found useful included:

- reviewing their practice as part of school self evaluation (79 per cent)
- using teacher assessment data (77 per cent)
- working towards their performance management objectives (72 per cent)
- doing their own enquiry or research (69 per cent).

The mixture between self-led and school-level approaches to practice improvement suggests that BME teachers are open to a variety of approaches to improving their teaching. It is important to remember that different approaches to practice improvement suit different people and different learning needs. Consequently, where possible, schools may wish to consider providing teachers with opportunities to find the approach that best suits their needs.

Chapter 3 highlighted the generally positive views of using research held by BME teachers. When teachers were asked about the *usefulness* of research, a slightly higher proportion of BME teachers said that they found doing their own research useful than said they found using the findings of other people's research useful (69 per cent compared with 63 per cent). While only six per cent of BME teachers said that doing their own enquiry or research was not useful, 14 per cent felt that using research by other people was not useful. It appears the personal experience of conducting the research themselves adds something to the process. In light of the positive views that BME teachers have about the usefulness of research, school senior leaders may wish to consider ways to provide more opportunities for their staff to become involved in research – for example almost one in four BME teachers said that they had no experience of doing their own research (24 per cent) or of using other people's research (23 per cent). Furthermore, as outlined in Chapter 3, around three-quarters of BME teachers indicated that they would like more opportunities to do research, either by themselves or with colleagues.

Overall, self-led factors and observation and feedback were generally found useful by most of the BME sample. Indeed, when asked an open question about the main factors that supported them in maintaining and improving their teaching quality, the four most commonly mentioned factors related to the findings described above:

- almost half of BME teachers mentioned observation (49 per cent)
- two in five BME teachers mentioned courses and mentoring (39 per cent)
- a similar proportion mentioned working with colleagues (38 per cent)
- and a quarter specified self-led factors (24 per cent).

It is worth re-emphasising at this point that the BME sample and main sample (reported separately) are not directly comparable because of the overlap of respondents. However the regression models described earlier in this report did allow a direct comparison of teacher views by ethnicity. They showed that BME respondents were more likely to have a positive view than their White colleagues in relation to observation and feedback, using research, performance management and the professional standards (also see Appendix D).

7. Conclusions

The GTC Annual Survey of Teachers 2010 explored the key drivers for improving teaching for a sample of 538 teachers from Black and Minority Ethnic (BME) groups. Here we summarise the main findings from the report.

1. Most BME teachers were 'active' or 'very active' participants of professional learning and development activities and this reflected the finding that almost all BME teachers felt that they had a professional responsibility to maintain and improve their teaching. Many had experienced collaborative learning activities with colleagues both internally and outside of their school.
2. BME teachers have made use of a wide range of approaches for improving their practice, but were found to be particularly positive about using observation and feedback to improve their teaching: 83 per cent had found it useful or very useful to observe their peers; and 83 per cent had found it useful or very useful to be observed by their peers. Almost as many found feedback from pupils useful (82 per cent).
3. A similar finding was established in relation to BME teachers using research - especially their own research - to improve their teaching practice: nearly two in five of BME teachers had undertaken their own research in the previous 12 months; and around three-quarters of BME respondents agreed or strongly agreed that they would like to do research on their own or in collaboration with others.
4. It is perhaps worth emphasising that there was a general pattern of BME teachers being 'open' to a variety of approaches to improving their teaching, and in some cases being more positive about particular approaches than their colleagues in White ethnic groups. Statistical modelling revealed that BME teachers were more positive towards observation and feedback, and to doing research, than their colleagues in White ethnic groups. It should be noted that other teacher characteristics also had a significant effect on teacher attitudes towards observation and to the use of research (see Appendix D).
5. Statistical modelling revealed that BME teachers were more positive towards performance management and the professional standards, than teachers in White ethnic groups. It is not possible to explain the reasons behind these differences, but the modelling showed that a number of other characteristics also had a significant effect, and, as such the reasons might not be related solely to a teacher's ethnic background.
6. As noted in the previous point, ethnicity is just one factor here, and it is not always the most important factor in terms of influencing attitudes towards improving teaching. Indeed, in some respects, other factors, such as the extent of experience of professional development activities, gender and school phase can be more important in shaping attitudes. This serves to remind us that it is important to provide a 'mix' of learning and development opportunities, so as to support teachers (from all backgrounds) with a range of experiences, strengths, areas for development, and personal contexts.

Appendix A GTC Survey of Teachers 2010 BME sample – frequencies

Table Q1

Current professional role	%
Local authority supply teacher	1
Agency supply teacher	10
Class or subject teacher	47
Teacher with additional responsibilities	22
Head of Department, year or key stage	10
Advanced skills teacher	1
Assistant Head	1
Deputy Head	2
Headteacher	1
Local authority advisory teacher	0
Other	3
No response	1
N =	538

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q1 – Other specified roles

Current professional role	%
Specialist Support teacher	47
Senior Teacher	12
Educational Support/Advisor	6
Teaching assistant/HLTA	6
Teacher in charge of specific provision	6
Private/home tutor	6
Other	12
More than one role specified	6
Total	17

Due to rounding, percentages may not sum to 100.

A filter question: all those who answered 'Other' to Q1.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q2

Current working status	%
Full time	79
Part time	19
No response	2
N =	538

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q3

Key stages worked in	%
Early Years Foundation Stage	17
Key Stage 1	22
Key Stage 2	28
Key Stage 3	49
Key Stage 4	51
Post16/Key Stage 5	22
No response	0
N =	538

More than one answer could be given so percentages may sum to more than 100.

A total of 537 respondents answered at least one item in this question.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q4

Professional development activities experienced in last 12 months	Frequently/ ongoing basis	Occasionally	Not in the last 12 months		Total
	%	%	%	No response %	
Being assigned to mentor or coach someone	24	22	46	7	100
Having a mentor or coach assigned to me	19	18	55	8	100
Collaborative learning with colleagues in my school	39	37	19	5	100
Collaborative learning with external partnerships/ networks	14	43	38	6	100
Engaging with subject or specialist associations	17	36	42	5	100
Participating in the Teacher Learning Academy	3	7	80	10	100
Studying for a postgraduate qualification (e.g. Masters)	9	4	78	9	100
Participating in an external course(s)	15	37	42	6	100
Undertaking action research (e.g. a school-based enquiry project)	8	14	69	9	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 535 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table level of activity (Q4)

Q4. Professional development activities	%
Not active	8
Active	81
Very active	11
Total	538

Due to rounding, percentages may not sum to 100.

Not active: respondent ticked 'not in the last 12 months' to all activities in Q4

Active: respondent ticked at least one activity as 'occasionally' but fewer than 4 'frequently' in Q4

Very active: respondent ticked 'frequently' for 4 or more activities listed in Q4

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q5

Professional development	Strongly Agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly Disagree %	Don't know %	N/A %	No response %	Total %
My professional development needs have been identified by my school/employer in the last 12 months	14	39	15	15	10	2	5	0	100
I need more time to engage in professional development activities	28	45	14	7	1	1	4	0	100
I have had access to adequate professional development opportunities in the last 12 months	11	31	18	21	13	0	4	1	100
Teachers should have an entitlement to time and support for their professional development	67	28	1	1	0	0	1	1	100
I have a professional responsibility to maintain and improve my practice	59	33	3	1	0	0	2	1	100
N = 538									

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 538 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q6

Professional development	Strongly Agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly Disagree %	Don't know %	N/A %	No response %	Total %
Participation in professional learning and development activities has had a positive impact on my teaching practice in the last 12 months	25	45	15	4	2	2	7	0	100
I have seen a positive impact on my pupils' learning as a result of my professional and learning and development activities in the last 12 months	19	46	21	4	1	2	7	0	100
My school/employer evaluates the impact of professional learning and development activities on teachers' practice	14	35	20	14	4	7	5	0	100
N = 538									

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 538 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q7

Usefulness of ways to improve teaching	Very useful	Fairly useful	Not very useful	Not at all useful	No experience of this	No response	Total
							%
Reflecting on my own practice	74	24	1	0	1	0	100
Reviewing my practice as part of school self-evaluation	36	43	9	1	11	1	100
Working towards my performance management objectives	34	38	13	2	12	1	100
Doing my own enquiry or research	34	35	5	1	24	1	100
Using the findings of other people's research	20	43	13	1	23	1	100
Using teacher assessment data	36	41	10	2	10	1	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 537 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q8

Usefulness of observation and feedback to improve teaching	Very useful %	Fairly useful %	Not very useful %	Not at all useful %	No experience of this %	No response %	Total %
Observing my peers' teaching	54	29	2	0	15	0	100
Peers observing my teaching and giving me feedback	48	35	4	1	11	1	100
Discussions about teaching with an LA advisor or School Improvement Partner (SIP)	17	30	10	1	41	0	100
Observation and feedback related to external inspection/ school improvement processes	23	33	14	5	24	1	100
Feedback from pupils	45	37	4	1	12	1	100
Feedback from parents	24	39	12	2	22	1	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 537 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q9

Use of research by other people	Strongly	Neither		Strongly	Don't	No	Total	
	Agree	Agree	agree nor disagree	Disagree	Disagree	know		response
	%	%	%	%	%	%	%	
I know where I can find relevant research that may help to inform my teaching	13	43	22	10	3	7	1	100
The research I have found I have been able to understand and use	11	39	29	6	2	13	1	100
My school encourages me to use research findings to improve my practice	7	17	35	19	10	11	1	100
I have frequent opportunities (at least termly) to discuss relevant research findings with my colleagues	6	14	23	25	24	8	1	100
I do not have time to use research findings	16	25	28	18	6	6	1	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 536 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q10

Conducting research and enquiry to develop teaching	Strongly	Neither		Strongly	Don't	No	Total	
	Agree	Agree	agree nor disagree	Disagree	know	response		
	%	%	%	%	%	%		
In the last 12 months, I have undertaken my own research and enquiry to improve my practice	13	25	14	25	17	6	1	100
My school encourages me to undertake my own enquiry	5	17	29	25	15	9	1	100
I do not have time to conduct my own research	23	31	21	16	5	3	1	100
I feel confident in my research skills to conduct my own enquiry	14	36	28	10	4	6	2	100
I would like more opportunities to do my own research to improve my teaching	27	47	17	4	2	2	1	100
I would like more opportunities to collaborate with colleagues on a piece of research	30	45	16	3	2	3	1	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 535 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q11

Performance management	Strongly	Neither		Strongly	Don't	N/A	No	Total	
	Agree	Agree	agree nor disagree	Disagree	know		response		
	%	%	%	%	%	%	%	%	
The evidence used in my performance management provides a fair picture of my performance	12	40	18	12	6	2	9	1	100
I have been given the support I need to meet my performance management objectives	10	34	20	15	9	2	9	1	100
I have access to relevant CPD activities to help meet my objectives	9	32	19	19	9	3	7	1	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 535 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q12

Performance management	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know	N/A	No response	Total
	%	%	%	%	%	%	%	%	%
Performance management is effective in identifying my strengths	12	40	19	14	4	2	7	1	100
Performance management helps me to identify areas in my practice where I need support	12	44	19	11	4	2	7	1	100
Performance management is a key factor in helping me to improve my teaching	8	32	24	19	7	2	8	1	100
Performance management supports me to help pupils achieve their potential	8	35	25	15	6	1	8	1	100
Performance management provides an opportunity for dialogue about teaching/ pedagogy	10	41	20	14	5	2	8	1	100
Performance management is an effective way of holding me to account for the quality of my teaching	11	36	22	14	7	2	7	1	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 535 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q13

The professional standards framework	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know	No response	Total
	%	%	%	%	%	%	%	%
I have a good understanding of the professional standards for teachers	29	54	10	4	1	1	1	100
The professional standards provide a good definition of teacher competence	19	52	19	4	1	3	1	100
I use the professional standards to help me identify where I want to improve my teaching	14	36	28	14	4	3	1	100
I use the professional standards to identify CPD objectives to help me improve my teaching	13	32	33	14	4	3	1	100
My use of the professional standards has already helped me to improve my teaching	14	35	30	12	4	4	1	100
The professional standards support me to achieve better outcomes for my pupils	11	34	34	11	3	5	1	100
In practice, the professional standards do not make any difference to the way that I teach	11	22	30	24	8	4	2	100

N = 538

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 534 respondents gave at least one response to these questions.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q14

The main factors that support teachers in maintaining and improving teaching quality	%
Observation (of teacher and by teacher)	49
Courses/training/mentoring	39
Collaboration with others	38
Self led factors	24
External resources/groups	14
Use of assessment information	14
Resources/funding	13
Supportive department/SMT	13
Research	12
Effective planning/preparation	10
Pupils motivate me	9
School level motivator	6
Performance management/ review	5
Negative-things that do not support improving teaching/that get in the way	4
Initiatives/programmes	2
Other	14
No response	14
Total =	538

More than one answer could be put forward so percentages may sum to more than 100.

A total of 461 respondents gave at least one response to this question.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q15

Ethnic/cultural background	%
Black/Black British Caribbean	10
Black/Black British African	14
Other Black/Black British background	1
Asian/Asian British Indian	30
Asian/Asian British Pakistani	10
Asian/Asian British Bangladeshi	5
Other Asian/Asian British background	4
Chinese/Chinese British	3
Mixed White and Black Caribbean	3
Mixed White and Black African	1
Mixed White and Asian	6
Other mixed background	4
Any other background	4
Prefer not to say	3
more than one box ticked	0
No response	0
N =	538

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Table Q16

Self defined as disabled in line with DDA?	%
Yes	3
No	93
Prefer not to say	3
No response	1
N =	538

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, booster (BME) sample.

Appendix B Factor analysis

Factor analysis is a statistical technique for identifying patterns in responses. In the present work, it was used to identify groups of questions which have been answered in a related way. The ‘factors’ (otherwise known as groups of related questions) which were identified as a result were then used as the outcomes, or dependent variables in further analysis (regression modelling – see Appendix C). Factor analysis was done on the questions that provided an indication about teacher attitudes towards things that could influence teaching practice. Using factors as the outcomes for the models, rather than individual questions, is often preferable because the factor provides a better indicator of attitude towards that aspect, because it takes into account their attitude towards a number of different facets related to that item of focus.

Factor Analysis can be done in a number of ways. We decided to restrict the number of factors to four and carried out the Factor Analysis using the Oblimin rotation; we chose an oblique solution as this allows the resulting factors to be correlated. Reliability analysis was run after completing the factor analysis and the questions that went into the factors were reviewed to check for sense. The factors that resulted at this stage were performance management, professional standards, professional learning and development and research. All of these factors resulted in an alpha greater than .7; we then constructed another factor to look at the usefulness of observation and feedback which had an alpha of .68.

The results of the factor analysis are summarised in Tables B1a and B1b. Factors are listed along the top and their constituent questions below. Before the factor analysis was carried out, the responses to negative statements were re-coded so that the scale was consistent with the other statements.

Table B1a: Factors

Performance management	Professional standards	Professional learning and development
Reviewing my practice as part of school self-evaluation	I have a good understanding of the professional standards for teachers	Being assigned to mentor or coach someone
Working towards my performance management objectives	The professional standards provide a good definition of teacher competence	Having a mentor or coach assigned to me
Observation and feedback related to external inspection/ school improvement processes	I use the professional standards to help me identify where I want to improve my teaching	Collaborative learning with colleagues in my school

Table B1a: Factors (continued)

Performance management	Professional standards	Professional learning and development
The evidence used in my performance management provides a fair picture of my performance	I use the professional standards to identify CPD objectives to help me improve my teaching	Collaborative learning with external partnerships/networks
I have been given the support I need to meet my performance management objectives	My use of the professional standards has already helped me to improve my teaching	Engaging with subject or specialist associations
I have access to relevant CPD activities to help meet my objectives	The professional standards support me to achieve better outcomes for my pupils	Participating in an external course(s)
Performance management is effective in identifying my strengths	In practice, the professional standards do not make any difference to the way that I teach	Undertaking action research (e.g. a school-based enquiry project)
Performance management helps me to identify areas in my practice where I need support		My professional development needs have been identified by my school/employer in the last 12 months
Performance management is a key factor in helping me to improve my teaching		I have had access to adequate professional development opportunities in the last 12 months
Performance management supports me to help pupils achieve their potential		I have a professional responsibility to maintain and improve my practice
Performance management provides an opportunity for dialogue about teaching/pedagogy		Participation in professional learning and development activities has had a positive impact on my teaching practice in the last 12 months
Performance management is an effective way of holding me to account for the quality of my teaching		I have seen a positive impact on my pupils' learning as a result of my professional and learning and development activities in the last 12 months
		My school/employer evaluates the impact of professional learning and development activities on teachers' practice

Table B1b: Factors

Research	Observation and feedback
Doing my own enquiry or research	Observing my peers' teaching
Using the findings of other people's research	Peers observing my teaching and giving me feedback
I know where I can find relevant research that may help to inform my teaching	Discussions about teaching with an LA advisor or School Improvement Partner (SIP)
The research I have found I have been able to understand and use	Observation and feedback related to external inspection/ school improvement processes
My school encourages me to use research findings to improve my practice	Feedback from pupils
I have frequent opportunities (at least termly) to discuss relevant research findings with my colleagues	Feedback from parents
I do not have time to use research findings	
In the last 12 months, I have undertaken my own research and enquiry to improve my practice	
My school encourages me to undertake my own enquiry	
I do not have time to conduct my own research	
I feel confident in my research skills to conduct my own enquiry	

Appendix C Regression models

Regression modelling was carried out in this report in order to provide a more robust analysis of how teacher characteristics interact with attitudes towards six areas that potentially have an impact on teaching practice.

Regression analysis was used instead of cross-tabs because it allows us to check whether apparent relationships between variables are altered by considering other information (because we can control for other variables). We can be more confident in the findings because the relationships present already take account of a number of other variables.

The BME booster sample respondents have been included along with the main sample respondents for the factor analysis and regression.

All of the models used in this report are of continuous outcome variables; the factors described in Tables B1a and B1b were scaled so that they could take any value from 0 to 10.

Question 4 of the survey was converted into a continuous variable to provide an indication of the level of professional development activities teachers were involved in. This was done because continuous variables are much more powerful than dichotomous (for example whether they were 'active' or not – see 'Table level of activity (Q4)' in Appendix A).

Table C.1 lists the variables used in the five models presented in this report. All of the variables listed went into all of the models apart from the continuous measure of '*Level of activity in professional development activities*' which did not go into the professional learning model due to colinearity issues⁶.

The findings of the models are shown in Appendix D. Any significant relationships as seen from the models are associations and do not necessarily imply a causal relationship.

⁶ Some variables that make up the professional learning and development factor were also used to construct the 'Level of activity in professional development activities' measure.

Table C1: Variables included in the models

Variable Name:	Type of variable
Supply Teachers	Dichotomous
Teacher with Additional Responsibilities	Dichotomous
Head of Department	Dichotomous
Other teacher role	Dichotomous
Senior Teacher	Dichotomous
part time	Dichotomous
Middle school	Dichotomous
Secondary school	Dichotomous
Disabled (self defined)	Dichotomous
male	Dichotomous
economically challenged	Dichotomous
academically challenged	Dichotomous
% of EAL students(2008)	Continuous
% SEN students (2008)	Continuous
BME (self defined)	Dichotomous
Ethnicity - Prefer not to say	Dichotomous
age - between under 25 and 34	Dichotomous
age - between 50 and 65	Dichotomous
length of service - less than 5 years	Dichotomous
length of service - between 5 and 9 years	Dichotomous
length of service - between 20 and 29 years	Dichotomous
length of service - more than 30 years	Dichotomous
Level of activity in professional development activities	Continuous

Appendix D Findings of the regression models

Figure D.1 Differences in teacher characteristics in relation to views about whether professional development and learning activities help them to improve their teaching

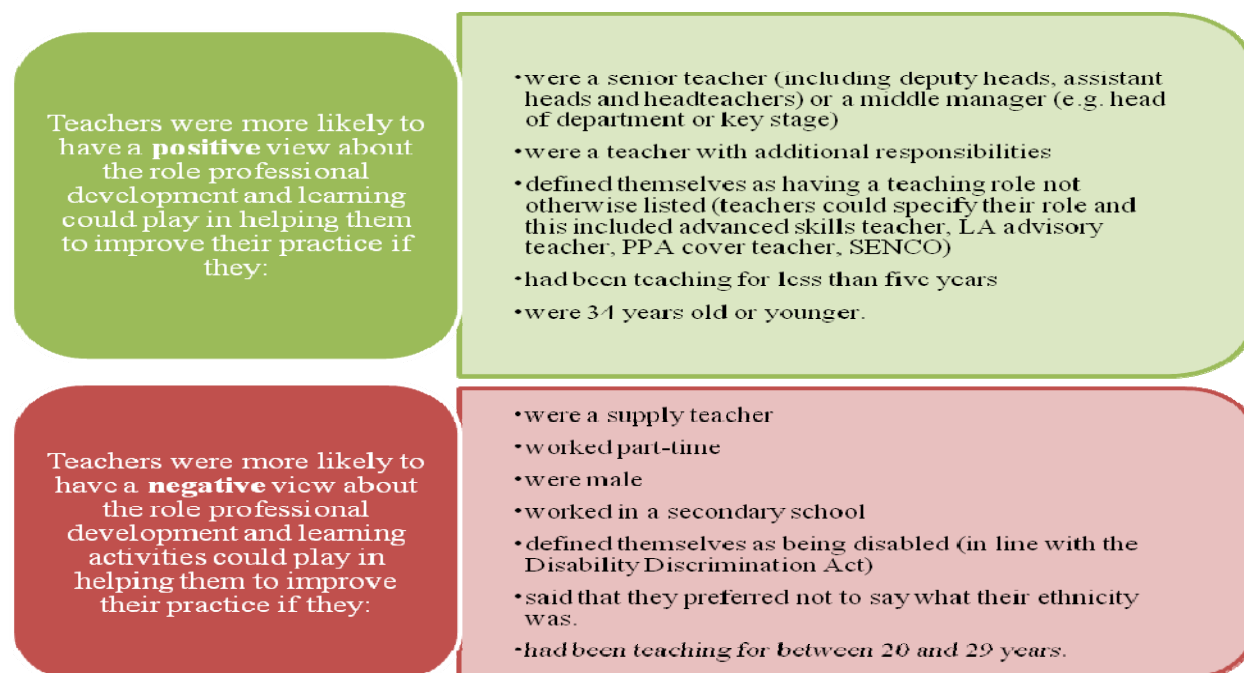


Figure D.2 Differences in teacher characteristics in relation to views about how observation and feedback supports them to improve their teaching

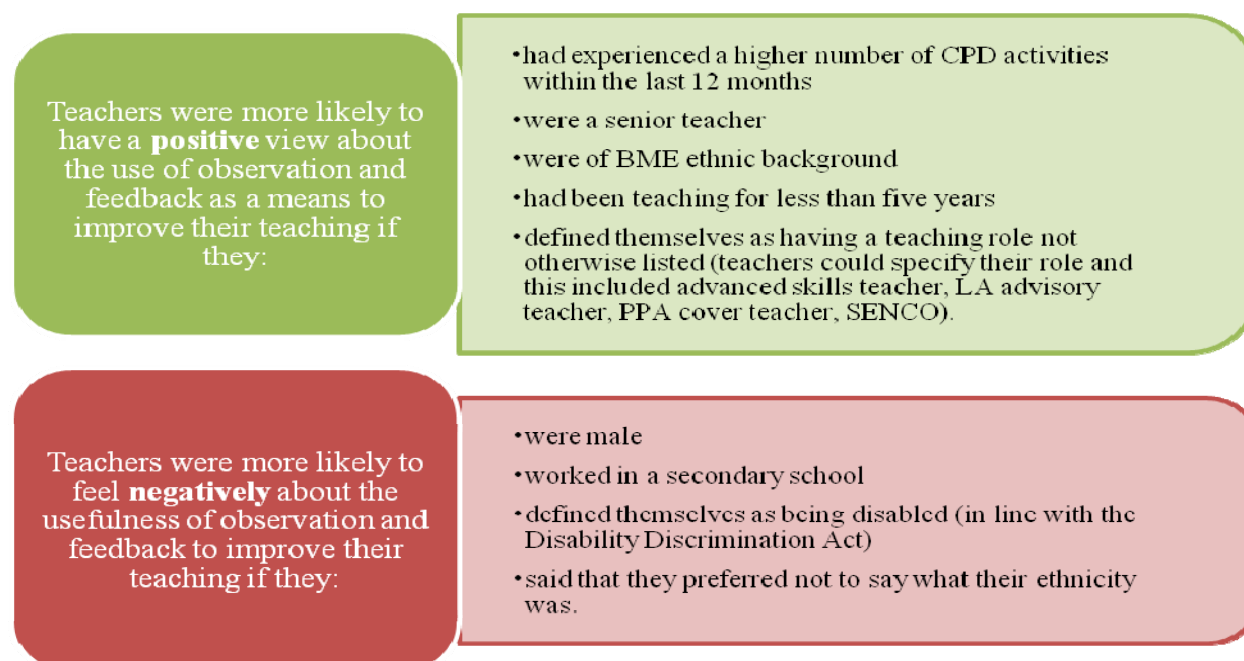


Figure D.3 Differences in teacher characteristics in relation to views about how using research supports them to improve their teaching

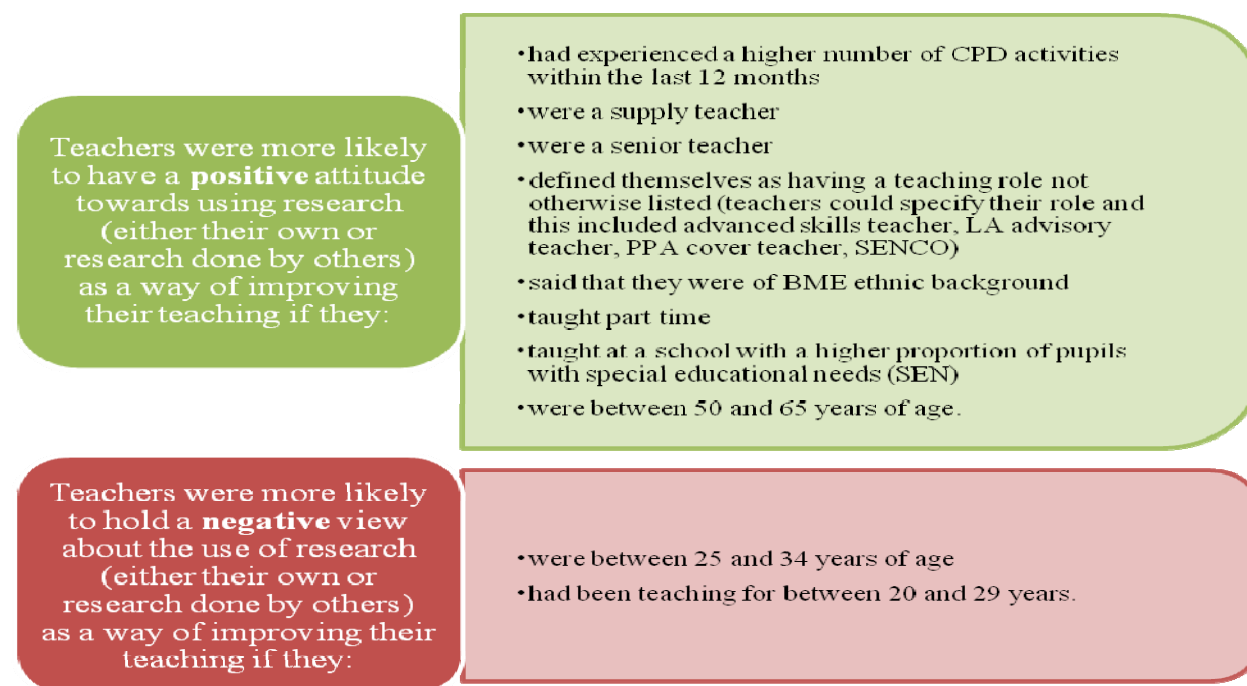


Figure D.4 Differences in teacher characteristics in relation to views about how the performance management process supports them to improve their teaching

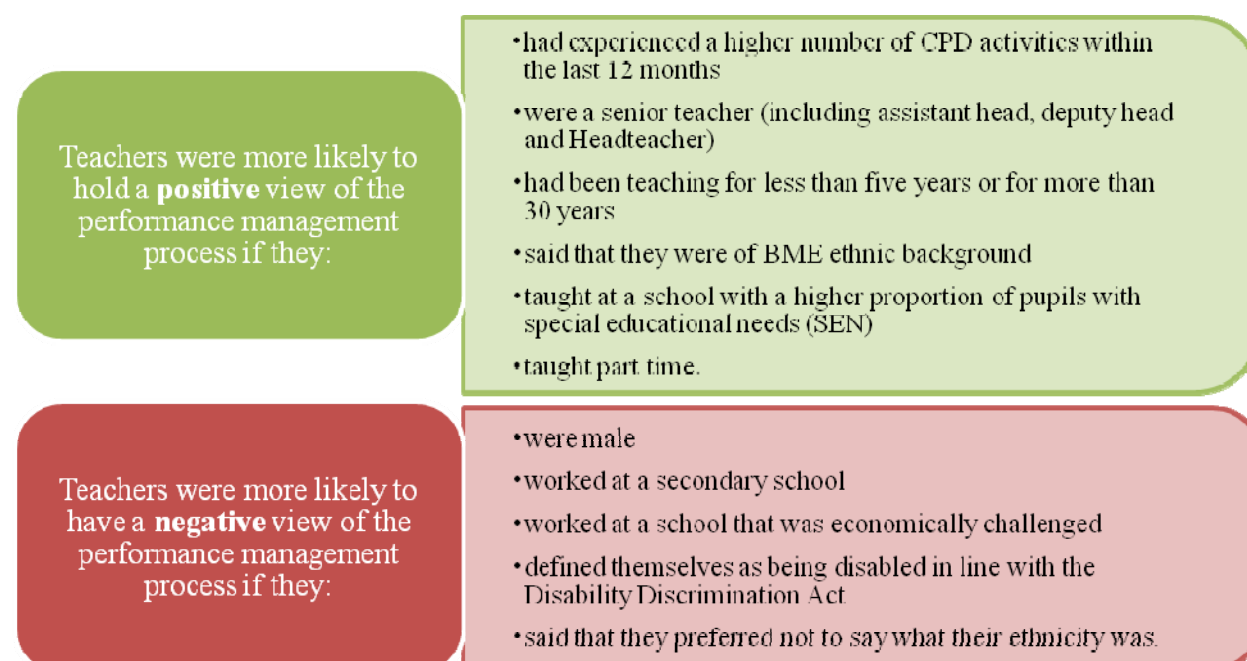


Figure D.5 Differences in teacher characteristics in relation to views about how the professional standards support them to improve their teaching

