



National Foundation for Educational Research

Survey of Teachers 2010

Support to improve teaching practice

Analysis by teacher role and experience

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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:

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

The survey gathered the views of a nationally representative sample of teachers, drawn from the GTC's Register of Teachers, and was conducted by the National Foundation for Educational Research (NFER). The final response figure for the main sample was 4,392, which was 33 per cent of the 13,500 teachers contacted. The report for the main sample was published in 2010 (Poet *et al.*, 2010a). This report contains additional analysis by role type and level of experience to further explore the findings that emerged in the main report. The data was analysed using cross-tabulations with significance testing, analysis of variance (ANOVA) and regression analysis.

Three groups of interest were agreed for this additional piece of analysis:

- senior teachers (headteachers, deputy headteachers and assistant headteachers)
- teachers at an early stage of their career (teachers in any role except headteacher, deputy headteacher or assistant headteacher and with less than five years' service), and
- long service classroom teachers (class or subject teachers with ten years' service or more).

Key findings

Professional development and learning

Senior teachers were the group with the most positive attitude towards the role of professional development and learning in relation to practice improvement. They were significantly more positive than early careers teachers who were, in turn, significantly more positive than long service class teachers. Despite the difference in views, almost all teachers, in all three groups, agreed that they have a professional responsibility to maintain and improve their practice. A higher proportion of senior leaders and early career teachers agreed that these activities had a positive impact on their teaching and on pupils' learning than long service classroom teachers.

Senior teachers were more active in terms of their level of participation in Continuing Professional Development (CPD) activities than the other two groups of teachers. Only one per cent of senior teachers said that they had not experienced any professional development over the previous 12 months, compared to three per cent of early career classroom teachers and eight per cent of long service class teachers.

Although there were different levels of participation within the groups, the types of activities experienced were similar. The most common CPD activities (from the options given) were collaborative learning with colleagues (both within their school and with external partners) and participation in external courses.

Using research

Senior teachers held significantly more positive views about the use of research in relation to improving their practice, compared with early careers teachers who in turn had a more positive view than their long service classroom teacher colleagues. More of the senior teacher group felt they were able to access and understand research than teachers in the other two groups. Furthermore, senior teachers were less likely to report that time and opportunity to discuss and use research findings were an issue than early career teachers and long service classroom teachers. Senior teachers were also more likely to feel that their school encouraged use of research and conducting research or enquiry than the other two groups. Confidence seemed to be a slightly different issue: senior teachers and early careers teachers were more likely to say they felt confident in their research skills than long service classroom teachers.

Performance management

Overall, attitudes towards how performance management supported practice improvement varied too: senior teachers held significantly more positive views about this than early careers teachers who had more positive views than long service classroom teachers. For example, compared to the other two groups, more senior teachers felt that performance management was an effective way of identifying their strengths, and that it supported them to help pupils achieve their potential. Furthermore, fewer long service classroom teachers and early career teachers agreed that they had access to relevant CPD activities to help meet performance management objectives than senior teachers.

The 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 that teachers could refer to when considering their professional development, for example to consider gaps or strengths in their practice. Responses to the survey showed that there were variations in the level of understanding of the professional standards held by the three groups: higher proportions of senior teachers and early career teachers felt they had a good understanding of the professional standards than long service teachers. This pattern was reflected in the responses to

most of the questions about the professional standards: early career teachers and senior teachers had similar views towards the professional standards and both groups found the standards significantly more useful in terms of practice improvement than long service classroom teachers.

Views on difference approaches to improving teaching

Responses showed that in most cases a higher proportion of senior teachers reported finding the listed methods for improving teaching useful than teachers at an early stage in their career and long service classroom teachers. That said, almost all teachers in each of the three groups found self reflection ‘useful’ or ‘very useful’ for improving their teaching practice. In fact, this form of CPD was felt to be useful by far more teachers than any of the other approaches.

As a group, senior teachers tended to be more positive about more ‘formal’ activities such as reviewing practice as part of school self evaluation processes, or discussions with the School Improvement Partner or the local authority advisor than early career teachers and long service classroom teachers.

Observation and feedback was generally viewed as one of the more useful approaches to improving teaching, although there were, once again, differences in the views across the three groups. Senior teachers were more likely to rate observation and feedback overall as useful, compared with early careers teachers, who were in turn more likely to rate it as useful compared to the long service classroom teachers.

Conclusions

A clear pattern emerged in terms of the differences of views across the three groups of interest. Almost without exception, senior teachers were more positive about approaches to improving their practice compared to early careers teachers who were, in turn more positive than long service classroom teachers. This pattern was still true when background variables such as gender and school phase were taken into account, indicating that differences in views were related to the roles and experience of teachers, rather than other factors.

It is likely that in part, the differences relate to the requirements and expectations of the roles. Teachers new to the profession are perhaps more likely to be enthusiastic and are often in receipt of more support to improve their teaching, while senior teachers are often in positions with line management responsibility which could lead to better awareness of a wider variety of ways to develop as a teacher.

Early career teachers and long service classroom teachers were more likely than senior teachers to identify barriers to participating in professional development activities in terms of time, access and opportunity. This is likely to be related in part to their higher levels of class contact time, but the differences between these two groups (early career and long service teachers) suggest that this is not the full story. For example, long service classroom teachers were less positive than early career

teachers about the role of professional development and learning activities and using research to improve their teaching. Differences could be related to a combination of varying levels of enthusiasm, energy, confidence or preferences for particular approaches.

Despite the differences between the groups, it is important to note that almost all teachers, in all three groups, agreed that they had a professional responsibility to improve their practice. Teachers *want* to be able to improve, and it is important that they are given the opportunity and encouragement to develop their practice, regardless of role and level of experience. For some roles, this might require a more concerted effort on the part of both the individual teacher and their school to make practice improvement, in all its forms, part of teachers' day-to-day work.

1. Introduction

1.1 Background

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 survey of teachers 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, and
- provide an additional report on the sample of registered teachers of Black and minority ethnic backgrounds (BME).

The report for the main sample (Poet *et al.*, 2010a) and the BME sample (Poet *et al.*, 2010b) were both published in December 2010.

The GTC asked the NFER to conduct some additional analysis by role type to further explore the findings that emerged in the main report. Consequently, the GTC and NFER agreed on three distinct groups of teachers whose responses we would look at in this report. The roles of interest were:

- senior leaders
- teachers at an early stage of their career, and
- long service classroom teachers.

1.3 Methodology

Sampling

NFER drew a sample of teachers from the GTC's Register of 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 required¹, such as community or voluntary aided schools, and
- aged 65 and under.

Teachers were excluded if they had been involved in the 2009 survey, had been involved in other GTC 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:

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

Response rates

The final response figure for the main sample was 4,392, which was 33 per cent of the 13,500 teachers contacted. Of this, 1075 responses were gained online (24 per cent), and 3317 responses were gained from paper responses (76 per cent). The sample was compared with the profile of the registered teacher population to check representativeness. Weighting was not deemed necessary due to the high number of responses achieved and the high level of similarity between the achieved sample and the population, in terms of the main stratifying variables (see Table 1.1).

¹ The following kinds of teacher must register with the GTC if they work in England: teachers in maintained (state) schools; teachers in pupil referral units (which teach children who have been excluded from other schools) and; teachers in non-maintained special schools (schools outside the state sector which teach children who have statements of special educational needs).

http://www.gtce.org.uk/gtc/what_the_gtc_does/register_of_teachers/

Table 1.1 Sample representativeness

		GTC Register of Teachers	Achieved sample
Gender	Male	25%	19%
	Female	75%	81%
Total		100%	100%
Phase	Primary	44%	47%
	Secondary	42%	37%
	N/A	14%	16%
Total		100%	100%
Age Range	Under 25	4%	4%
	25-29	15%	12%
	30-34	15%	13%
	35-39	13%	12%
	40-44	12%	12%
	45-49	11%	12%
	50-54	12%	14%
	55-59	13%	15%
	60-65	5%	6%
Total		100%	100%
School Type	Community	52%	50%
	Foundation	12%	12%
	Voluntary Aided	15%	15%
	Voluntary Controlled	6%	7%
	Special	3%	4%
	Pupil Referral Unit	1%	1%
	Sixth Form Centres	0%	0%
	Supply Teachers	10%	11%
	LA Nursery School	0%	0%
Total		100%	100%
GOR	Not known	4%	4%
	North East	5%	5%
	North West/Merseyside	14%	12%
	Yorkshire & The Humber	10%	10%
	East Midlands	8%	9%
	West Midlands	11%	11%
	Eastern	11%	12%
	London	13%	11%
	South East	15%	17%
	South West	10%	10%
Total		100%	100%
Length of Service	Less than 5 years	24%	21%
	5 to 9 years	19%	18%
	10 to 19 years	25%	23%
	20 to 29 years	12%	13%
	30 plus years	20%	24%
Total		100%	100%

Defining the groups of teachers by role

The purpose of this report is to provide the results of the 2010 survey of teachers analysed by teacher role. Respondents were grouped by role (which respondents specified in the survey) and by the length of service information held on the GTC Register of Teachers. The roles of interest were defined as shown in Table 1.2 below.

Table 1.2 Definitions of groups of teachers

Group of teachers (N)	Self defined role in response to survey	Length of service
senior leaders (N=541)	Headteacher, deputy head or assistant head	Any length of service
teachers at an early stage of their career (N=925)	Any, except headteacher, deputy head or assistant head	Less than 5 years (including newly qualified teachers – NQTs)
long service classroom teachers (N=671)	Class or subject teacher only	10 years or more

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 year's survey of teachers, asking about teachers' specific roles, working hours and the key stages they currently work in were repeated in the 2010 questionnaire to enable the drawing of comparisons and analysis of responses by these variables. A further two questions, focussing 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 Dillman (2007). 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.

Analysis

Analysis of the survey was carried out by the NFER's team of qualified statisticians along with the research team. The analysis of the survey data by role involved cross-tabulations with significance testing and analysis of variance (ANOVA) to compare the mean factor scores for each role. Regression analysis was used to ascertain whether the relationships seen would remain once background characteristics were accounted for. Where applicable, this report will make reference to these analyses, with greater detail included within Appendices A² and B. The crosstabs were based on the main sample alone. The BME booster sample respondents were included (along with the main sample respondents) for the ANOVAs and regression in order to remain consistent with the analysis in the main report.

Throughout the report only significant differences in the way that the three teacher profiles responded are reported.

The results for each question split by each of these roles are shown in Appendix A. The tables in Appendix A also contain a column for 'other' which is all of the teachers that did not fall into one of the three groups of interest. The 'other' group also includes 47 teachers that did not specify their role and who, consequently, could not be included in any of the groups. Due to the diversity of teacher roles within the 'other' group, the

² 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.

responses of this group are not discussed in the report, although they are included in Appendix A for reference.

2. Professional development and learning

Key findings:

- senior teachers were the most active of the three groups in terms of participation in professional development activities over the last 12 months. Early career teachers were more active than long service classroom teachers
- senior teachers had a significantly more positive attitude towards the role of professional development and learning in relation to practice improvement than early career teachers, who in turn had a significantly more positive attitude than long service classroom teachers
- over two thirds of early career teachers and long service classroom teachers felt that they needed more time to engage in professional development activities compared to just over half of senior teachers
- the most common activities experienced by all three groups were: collaborative learning with colleagues in school; collaborative learning with external partnerships; and participation in external courses
- early career teachers and senior teachers were more likely than long service classroom teachers to agree that participation in professional development activities had had a positive impact on their teaching and on pupils' learning.

Levels of participation in Continuing Professional Development activities

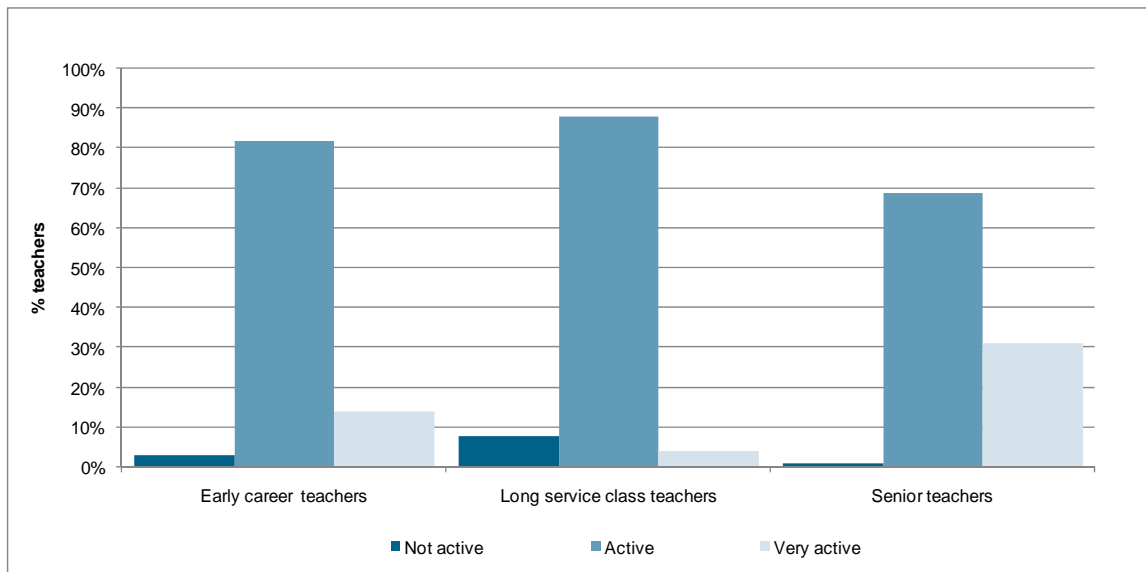
We asked respondents to indicate how often in the past 12 months they had experienced a range of Continuing Professional Development (CPD) activities. Nine activities were provided (see Tables Q4A to Q4I in Appendix A) and by combining the percentages of respondents who indicated that they had experienced the activity either frequently or occasionally, we were able to determine the most prevalent professional activities from this list for early career teachers, long service classroom teachers, and senior teachers.

In terms of overall level of participation, long service classroom teachers had experienced fewer activities in the last 12 months than their colleagues. Senior teachers and early career teachers had experienced all nine professional development activities more frequently than their long service classroom teacher counterparts. Crucially, for each activity, long service classroom teachers were the group most likely to state that they had *not* experienced it in the last 12 months.

Using the responses to the question about teachers' level of participation in CPD activities, it was also possible to identify those who could be described as 'inactive',

‘active’ or ‘very active’³ in terms of taking part in professional development activities for each group. As shown in Figure 2.1, the largest group of ‘very active’ teachers in CPD activities were the senior teachers, with 31 cent of this group identified as participating in four or more activities frequently or on an ongoing basis. The majority of long service classroom teachers, early career teachers and senior teachers were ‘active’.

Figure 2.1 Levels of participation in CPD activities over the last 12 months



Out of all of the professional development activities listed, the three most commonly experienced by all three groups over the last 12 months were:

- collaborative learning with colleagues in their school (experienced frequently or occasionally by 90 per cent of senior teachers, 86 per cent of early career teachers, and 77 per cent of long service classroom teachers)
- collaborative learning with external partnerships (experienced frequently or occasionally by 84 per cent of senior teachers, 65 per cent of early career teachers and 53 per cent of long service classroom teachers)
- participating in external course(s) (experienced frequently or occasionally by 81 per cent of senior teachers, 66 per cent of early career teachers and 47 per cent of long service classroom teachers).

Clearly, working collaboratively is widely used as a key resource in professional development. In response to an open question, almost half of each of the three groups

³ Teachers were ‘very active’ if they had been involved in at least four professional development activities on a ‘frequently or ongoing’ basis in the last 12 months. Teachers were ‘active’ if they had ticked at least one activity as ‘occasionally’ but fewer than four as ‘frequently/ongoing’. ‘Not active’ teachers had not experienced any form of professional development activity within the last 12 months.

specified 'collaboration with others' as one of the main factors that support them in maintaining and improving teaching quality. Interestingly, the highest response was from long service classroom teachers (49 per cent), with slightly lower proportions of senior teachers and early career teachers spontaneously identifying collaboration with others as a main factor to support their practice improvement (43 per cent of each group). This confirms that although long service classroom teachers might be less involved in 'formal' CPD such as courses, many use working collaboratively with others as a way of developing their practice within their school.

Almost all teachers in each of the three groups agreed that they had a professional responsibility to maintain and improve their practice (97 per cent of early career teachers, 95 per cent of long service classroom teachers, and 99 per cent of senior teachers). However there were mixed views in relation to whether schools had identified teachers' professional development needs in the past 12 months. A higher proportion of senior teachers agreed that their school identified their CPD needs (81 per cent agreed or strongly agreed) compared with long service classroom teachers (52 per cent) and early career teachers (66 per cent).

Access appeared to be a particular issue for long service classroom teachers; almost as many disagreed (36 per cent) as agreed (39 per cent) that they had had access to adequate professional development opportunities over the last 12 months. Compared to this, more than half of early career teachers (51 per cent) and three quarters of senior teachers (76 per cent) said they had had access to adequate CPD opportunities in the last 12 months.

Altogether, this suggests that whilst many teachers' needs are being identified within their schools, the opportunities to meet these professional development needs are not always accessible.

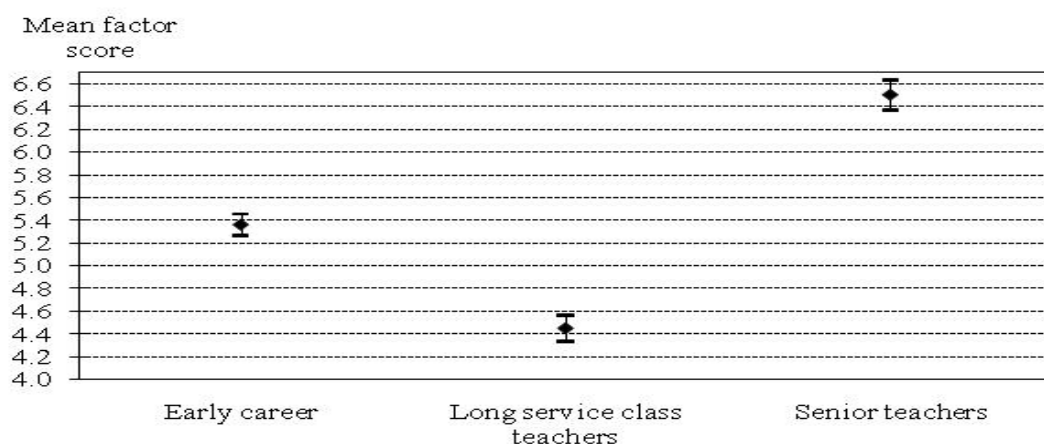
There was general agreement that teachers should have an entitlement to time and support for their professional development, with 96 per cent of both early career and long service classroom teachers, and 94 per cent of senior teachers agreeing with this. This could be related to the finding that around two thirds of early career teachers (69 per cent) and long service classroom teachers (66 per cent) felt that they needed more time to engage in professional development activities. Fewer senior teachers (54 per cent) stated that they needed more time to engage in these activities, indicating that many senior teachers feel that they already have sufficient time for CPD. This was reflected in the higher levels of participation of senior leaders, compared to their colleagues; for example, senior teachers reported a much greater experience of collaborative learning with external partnerships (84 per cent, compared with 65 per cent of early career teachers, and 53 per cent of long service classroom teachers). A similar finding emerged in relation to involvement with subject or specialist associations; 62 per cent of senior teachers had done this in the last 12 months compared to 59 per cent of early career teachers, and 44 per cent of long service classroom teachers. This is likely to be related to differences in

the nature of the types of role and associated responsibilities because early career and long service classroom teachers have a much higher contact time than senior teachers.

There was a difference in the roles' relative involvement in coaching and mentoring activities. More than four in five senior teachers (81 per cent) had been assigned to mentor or coach someone (81 per cent), but only a quarter of senior teachers (25 per cent) had had a mentor or coach assigned to them in last 12 months. In contrast, nearly half of early career teachers had a mentor or coach assigned to them (48 per cent) and almost as many (42 per cent) had taken on the mentoring role themselves within the last year. Although the experience of long service classroom teachers is extensive, only 36 per cent of them had been a mentor or coach to someone in the last year. Only ten per cent of long service classroom teachers had received the support of a mentor or coach.

Additional analysis was carried out using the professional development and learning factor constructed as part of the analysis for the main report (see Chapter 1 and Appendix B). An ANOVA was run to compare how useful the three roles viewed professional development and learning in relation to improving their teaching practice. As illustrated in Figure 2.2, senior leaders had significantly higher mean factor scores, indicating that they had a significantly more positive attitude towards the role of professional development in terms of practice improvement than early careers teachers, who in turn had a significantly more positive attitude towards professional development than long service classroom teachers. Regression analysis confirmed that the relationships identified by the ANOVA still existed even when background variables were taken into account.

Figure 2.2 Teacher attitudes towards professional development and learning in relation to practice improvement



The impact of professional development

Early career teachers and senior teachers were more likely than long service classroom teachers to agree that participation in professional development activities had had a

positive impact on both their teaching practice, and on their pupils' learning in the last 12 month. Only 59 per cent of long service classroom teachers believed that professional learning development activities had a positive impact on their teaching practice, compared to 75 per cent of early career teachers and 81 per cent of senior teachers. Similarly, only 52 per cent of long service classroom teachers had seen a positive impact on their pupils' learning as a result of their professional development and learning activities in the last 12 months, compared to 70 per cent of early career teachers and 73 per cent of senior teachers. Around a third of long service classroom teachers selected 'neither agree nor disagree' or stated 'not applicable' in response to the questions about impact. As discussed above, long service classroom teachers tended to have lower levels of participation in professional development activities, which could explain their less positive views towards the impact of such activities.

When asked if their school evaluates the impact of professional learning and development activities on teaching practice, 72 per cent of senior teachers responded that their school does do this, compared with 45 per cent of early career teachers, and 46 per cent of long service classroom teachers. This could perhaps be attributed to senior teachers being more involved in the process of evaluating professional and learning and development activities, resulting in better awareness of such activities.

3. Using research

Key findings:

- senior teachers had a significantly more positive attitude towards the use of research in relation to practice improvement than early career teachers, who in turn had a significantly more positive attitude than long service classroom teachers
- nearly half of early career and long service classroom teachers did not have the time to use research findings
- around half of early career teachers (45 per cent) and long service classroom teachers (50 per cent) did not feel that their school encouraged them to undertake their own enquiry
- more senior teachers felt that their schools encouraged them to both use research findings, and to undertake their own enquiries, compared to early career teachers and long service classroom teachers
- only 37 per cent of long service classroom teachers felt confident in their research skills to conduct their own enquiry, compared to 57 per cent of early career teachers and 61 per cent of senior teachers.

Teachers' views on using research

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

The senior teachers group was most positive about being able to access research. Eighty-two per cent of this group stated they knew where to find relevant research to inform their teaching. In comparison, 59 per cent of early career teachers and 50 per cent of long service classroom teachers reported that they knew where they could find research. However, in comparison to 70 per cent of senior teachers, only 49 per cent of early career teachers and 36 per cent of long service classroom teachers had felt able to understand and use this research.

Senior teachers had mixed views about whether they had frequent opportunities (at least once a term) to discuss relevant research findings with colleagues, with 36 per cent agreeing that they did and 35 per cent disagreeing. This is in comparison to a higher level of *disagreement* in the other two groups; around six in ten early career teachers (58 per cent) and long service classroom teachers (61 per cent) *did not* feel that they had frequent opportunities to discuss research findings with colleagues. Whilst we cannot be sure of the reasons behind this, senior teachers may have more opportunities to speak to their colleagues about research through networking.

Around six in ten early career teachers (57 per cent) and senior teachers (61 per cent) stated that they felt confident in their research skills to conduct their own enquiry. In contrast, only 37 per cent of long service classroom teachers felt this way. While many teachers are confident in undertaking their own research, far fewer are actually doing so, suggesting that there may be barriers to teachers carrying out their own research and enquiry. When presented with the statement: 'In the last 12 months, I have undertaken my own research and enquiry to improve my practice', relatively similar levels of early career teachers (37 per cent) and senior teachers (38 per cent) agreed. However, only 21 per cent of long service classroom teachers stated that they had undertaken their own research. As discussed above, fewer long service classroom teachers felt confident in their research skills, which may be a barrier in itself.

Time appeared to be a barrier to some early career teachers and long service classroom teachers using research findings by other people, with nearly half of these groups stating that they did not have time to use research findings (47 and 48 per cent respectively). In comparison, less than a third (29 per cent) of senior teachers stated that this was the case. Time was also a barrier to conducting their own research for many early career teachers (65 per cent) and long service classroom teachers (65 per cent). A lower proportion (49 per cent) of senior teachers stated that time was a barrier to them undertaking their own research.

Along with time, encouragement from schools to use findings from research by other people also appeared to be an issue for early career teachers and long service classroom teachers; only 20 per cent of early career and 16 per cent of long service classroom teachers agreed that their school encouraged them to use research findings to improve their practice. Senior teachers were more positive about this, with 49 per cent agreeing that their school encourages them to use research.

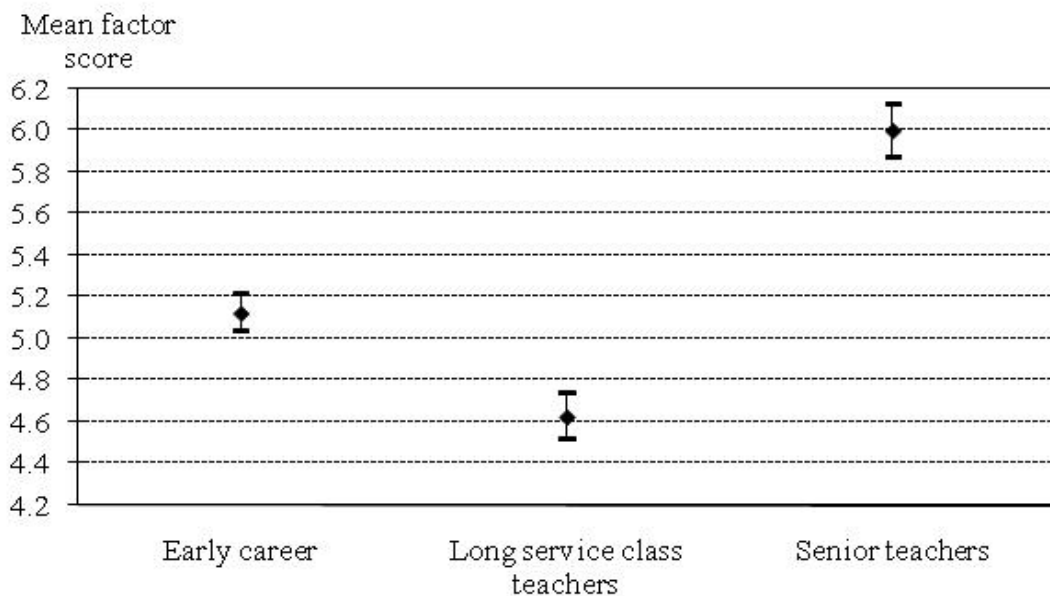
Teachers' perceptions of their school's encouragement to carry out research also seemed to vary according to the role of the respondent. More than four in ten senior teachers (44 per cent) stated that their school encouraged them to undertake their own enquiry. In contrast, only 20 per cent of early career teachers and 14 per cent of long service classroom teachers agreed that their school encouraged them to undertake their own research or enquiry; more importantly around half of early career teachers (45 per cent) and half of long service classroom teachers (50 per cent) actively disagreed that this was the case. Altogether it appears that there is a perceived lack of encouragement from schools, which might be contributing to the lower levels of early career and long service classroom teachers undertaking their own enquiry.

Although lack of confidence, time and encouragement from schools appeared to be barriers for some teachers, a healthy proportion of teachers in all groups wanted more opportunities to do their own research. A higher proportion of early career teachers (69 per cent) said that they wanted more opportunities to do their own research to improve

their teaching than did long service classroom teachers (52 per cent) and senior teachers (55 per cent). There was a slightly higher level of agreement from all groups in response to the statement 'I would like more opportunities to collaborate with colleagues on a piece of research', with 71 per cent of early career teachers, 59 per cent of long service career teachers and 65 per cent of senior teachers agreeing.

Additional analysis was carried out using the research and enquiry factor constructed as part of the analysis for the main report (see Chapter 1 and Appendix B). An ANOVA was run to compare how useful the three roles viewed research in relation to improving their teaching practice. As illustrated in Figure 3.1, senior leaders had significantly higher mean factor scores, indicating that they had a significantly more positive attitude in relation to the use of research in terms of practice improvement than early careers teachers, who in turn had a significantly more positive attitude towards research than long service classroom teachers. Regression analysis confirmed that the relationships identified by the ANOVA still existed even when background variables were taken into account.

Figure 3.1 Teacher attitudes towards the role of research in relation to practice improvement



4. Performance management

Key findings:

- senior teachers were the most positive group about how performance management helped them to improve their teaching, followed by early careers teachers and then long service classroom teachers
- access to CPD activities to help meet performance management objectives was more of an issue for long service class teachers and early careers teachers than for senior teachers
- more early career teachers (40 per cent) agreed that performance management was a key factor in helping them to improve their teaching than did senior teachers (35 per cent) and long service class teachers (24 per cent)
- sixty-three per cent of senior teachers stated that performance management provided an opportunity for dialogue about teaching/pedagogy, compared to 48 per cent of early career teachers and 44 per cent of long service class teachers.

Teachers' views on the role of performance management

Part of the survey focused on how teachers felt that the performance management process supported them to improve their teaching, both in terms of helping them to identify ways to improve and also in terms of the support and opportunity it provided. Respondents were asked about their extent of agreement or disagreement with a number of statements about performance management.

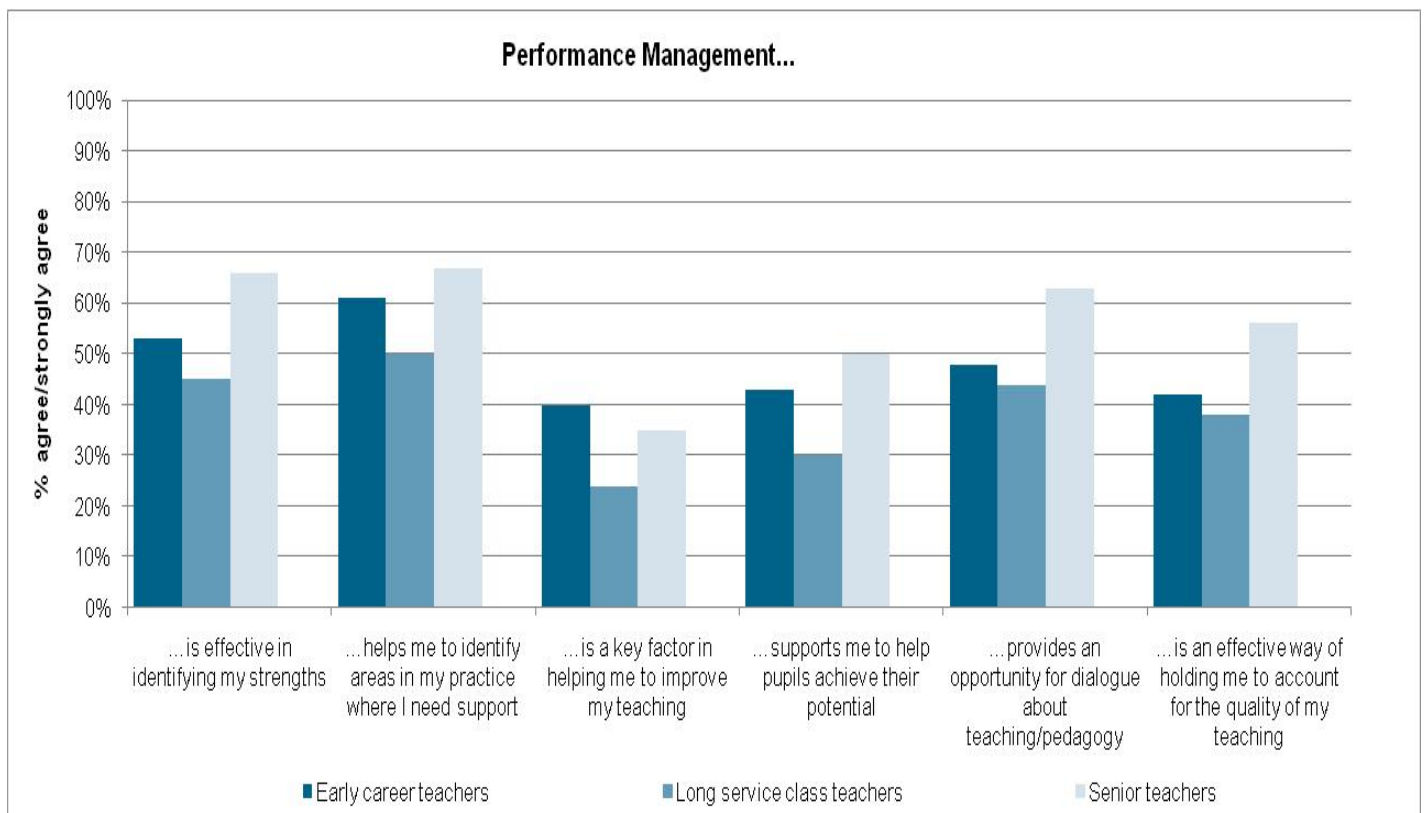
Senior teachers were the most positive group when asked about having their performance reviewed. Seventy-eight per cent of senior teachers agreed that the evidence used in their performance management provided a fair picture of their performance; 70 per cent said they had been given the support needed to meet their performance management objectives; and 77 per cent felt they had access to relevant CPD activities to help meet their objectives. The other two groups of teachers were less positive about performance management in terms of practice improvement:

- Fifty-four per cent of both early career teachers and long service class teachers agreed that the evidence used in their performance management provided a fair picture of their performance.
- Forty-six per cent of early career teachers and forty-two per cent of long service class teachers agreed that they had been given the support needed to meet their performance management objectives.
- Forty-four per cent of early career teachers stated that they had access to relevant CPD activities to help meet their objectives, yet only 37 per cent of long service class teachers stated this.

It appears that in the view of many early career teachers and long service classroom teachers, their experience of performance management had not directly supported them to improve their practice, (although it should be noted that, once again, early career teachers were more positive than long service classroom teachers).

When asked about their views on various aspects of performance management, in most cases senior teachers were more positive than early career teachers and long service classroom teachers, as shown in Figure 4.1. For example, 66 per cent of senior teachers agreed that ‘performance management is effective in identifying my strengths’, compared to 53 per cent of early career teachers and 45 per cent of long service class teachers. A similar pattern of responses was found for the statement ‘performance management supports me to help pupils achieve their potential’, with only 43 per cent of early career teachers and 30 per cent of long service class teachers agreeing with this, compared to 50 per cent of senior teachers. The only exception to this trend was in relation to the statement ‘performance management is a key factor in helping me to improve my teaching’; in response to this question the most positive group was the early career teachers (of whom 40 per cent agreed).

Figure 4.1 Teacher agreement on performance management in relation to improving their teaching practice

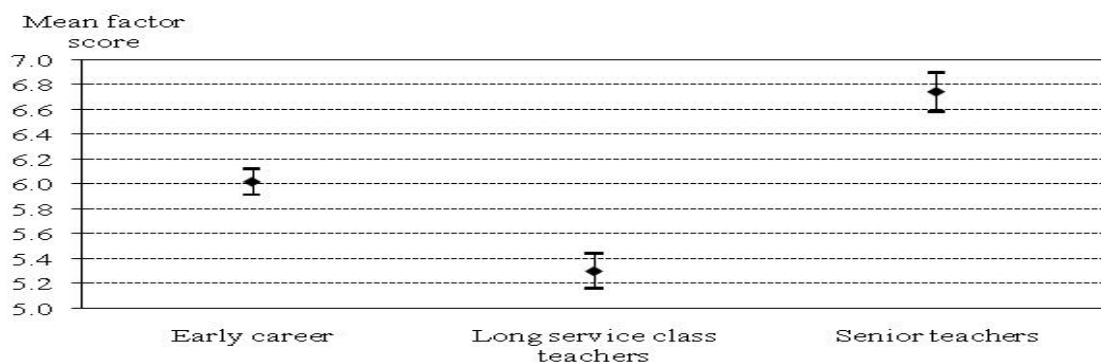


Senior teachers were also more positive when asked whether performance management provided an opportunity for dialogue about teaching/pedagogy, with nearly two thirds (63 per cent) agreeing with this, compared to only 48 per cent of early career teachers and 44 per cent of long service class teachers. This could be due to a variety of factors, but the variation in views may reflect the differing amount of time that teachers in the three groups felt that they have outside of contact time and teaching lessons to have discussions about teaching/pedagogy.

It should be noted that there was a considerable group of respondents who ‘neither agreed nor disagreed’ to all of the questions about performance management, and that this group was not confined to any one teacher group. The size of the group undecided in their views varied from around one in seven that ‘neither agreed nor disagreed’ with ‘performance management provides a fair picture of my performance’ and to ‘...provides a fair picture of my performance’ (for both statements: 14 per cent of early teachers, 17 per cent of long service classroom teachers and 10 per cent of senior teachers), to almost as many as one in three who ‘neither agreed nor disagreed’ with ‘performance management is a key factor in improving my teaching’ (23 per cent of early careers teacher, 26 per cent of long service classroom teachers and 31 per cent of senior teachers).

Additional analysis was carried out using the performance management factor constructed as part of the analysis for the main report (see Chapter 1 and Appendix B). An ANOVA was run to compare how useful the three roles viewed performance management in relation to improving their teaching practice. As illustrated in Figure 3.1, senior leaders had significantly higher mean factor scores indicating that they had a significantly more positive attitude towards the role of performance management in terms of practice improvement than early careers teachers, who in turn had a significantly more positive attitude towards performance management than long service classroom teachers. Regression analysis confirmed that the relationships identified by the ANOVA still existed even when background variables were taken into account.

Figure 4.2 Teacher attitudes towards performance management in relation to practice improvement



5. Professional standards

Key findings:

- early career teachers and senior teachers had similar views towards the professional standards and both groups found the standards significantly more useful in terms of practice improvement than long service classroom teachers
- there were varying levels of awareness of the professional standards between the three groups with 92 per cent of senior teachers, 86 per cent of early career teachers and 66 per cent of long service classroom teachers stating that they had a good understanding of the professional standards for teachers
- long service classroom teachers had used the professional standards the least and were the group who had seen the least impact from them.

Teachers' views on the role of the professional standards framework

The survey also provided an opportunity to explore teachers' views on the professional standards framework, and how and if these standards influenced their approaches to improving their teaching practice. As was the case with performance management, a number of statements were offered to respondents and they were asked about their extent of agreement or disagreement with these statements.

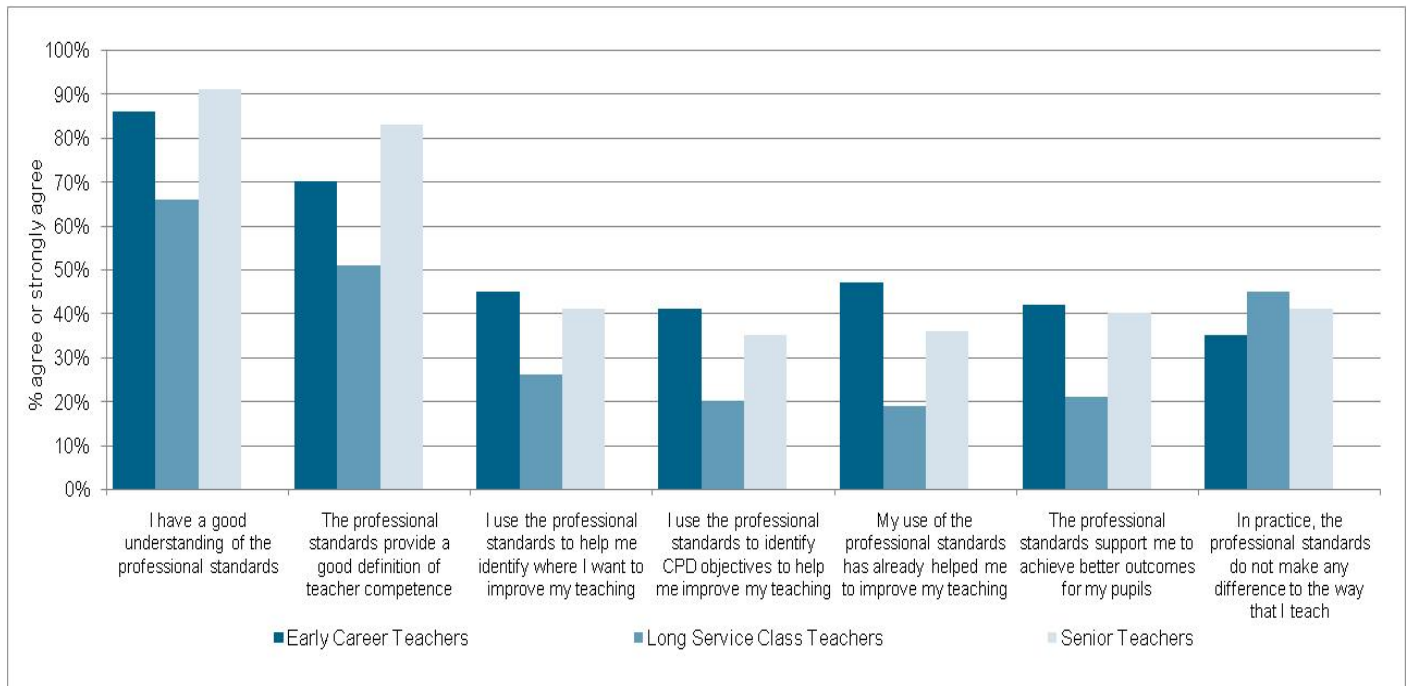
The professional standards were introduced by the Training and Development Agency for schools (TDA) in 2007. The aim of the professional standards framework is to provide a tool which teachers can refer to when considering their professional development, for example to consider gaps or strength in their practice. The framework provides a series of reference points which teachers at different stages of their career can use when thinking about improving their practice and career progression.

Across the three groups of teachers, the level of understanding of the professional standards for teachers varied. Higher proportions of senior teachers (92 per cent) and early career teachers (86 per cent) felt they had a good understanding of the professional standards than long service teachers (66 per cent). This pattern of responses was also seen in relation to views about whether the professional standards provided a good definition of teacher competence: 83 per cent of senior teachers and 70 per cent of early career teachers agreed that this was the case, compared to 51 per cent of long service class teachers. The difference in views by role is likely to be related to the differing experience and demands of the roles – newer teachers are likely to have covered the professional standards as part of initial teacher training and senior teachers through their work on the strategy and policy within schools.

As illustrated in Figure 5.1, whilst there was a relatively good understanding of the professional standards among all three groups, when teachers were asked about how the

professional standards helped them on a more practical level and of their usage, all three groups were less positive.

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

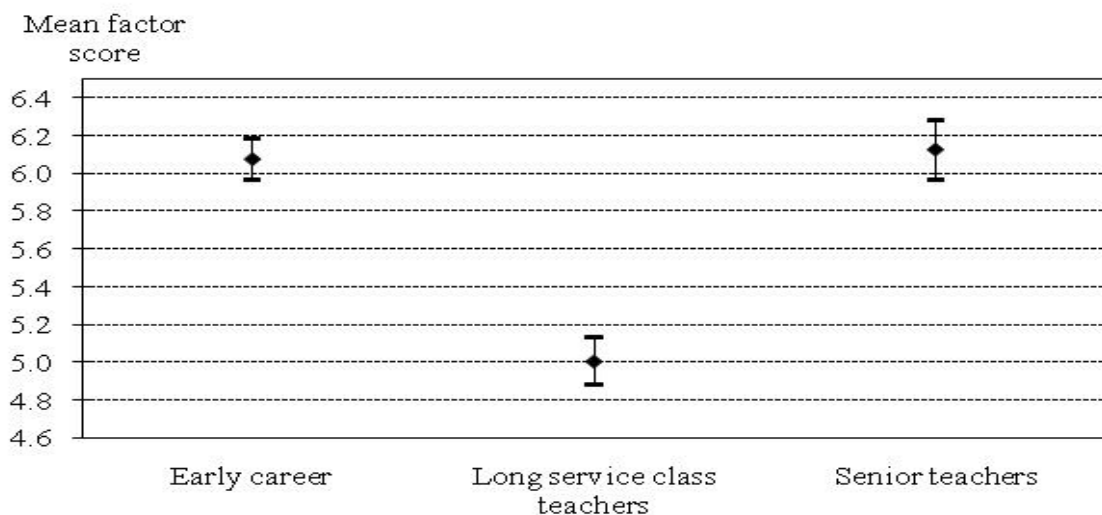


Fewer than half of each of the three groups agreed with positive statements relating to the professional standards supporting identification of areas for improvement and ways of acting upon them. Across all of these statements, early career teachers were slightly more positive than senior teachers, while long service classroom teachers were least positive:

- Forty-five per cent of early career teachers and 41 per cent of senior teachers stated that they used the professional standards to help them identify where they wanted to improve their teaching, compared to only 26 per cent of long service classroom teachers.
- Forty-one per cent of early career and 35 per cent of senior teachers stated that they used professional standards to identify CPD objectives to help them to improve their teaching, compared to only 20 per cent of long service classroom teachers.
- Forty-seven per cent of early teachers and 36 per cent of senior teachers agreed that using the professional standards had already helped them to improve their teaching but only 19 per cent of long service classroom teachers agreed with this.
- Forty-two per cent of early career teachers and 40 per cent of senior teachers agreed that ‘the professional standards support me to achieve better outcomes for my pupils’ compared to only 21 per cent of long service classroom teachers.

Additional analysis was carried out using the professional standards factor constructed as part of the analysis for the main report (see Chapter 1 and Appendix B). An ANOVA was run to compare how useful the three roles viewed the professional standards in relation to improving their teaching practice. As illustrated in Figure 5.2, senior leaders and early career teachers held similar (not significantly different) views about the professional standards. However senior leaders and early career teachers both had significantly higher mean factor scores, indicating that they had a significantly more positive attitude towards the role of the professional standards in terms of practice improvement than long service classroom teachers did. Regression analysis confirmed that the relationships identified by the ANOVA still existed even when background variables were taken into account.

Figure 5.2 Teacher attitudes towards the professional standards in relation to practice improvement



Overall, across all three groups, it appears that there is a core group of teachers for whom the professional standards are part of their approach to teaching. However it is interesting to note that more teachers in the early career teachers said they had used the professional standards compared with the other groups. The professional standards framework was only introduced four years ago and, as suggested above, would have been a part of the initial teacher training experienced by this group, who, by definition have less than five years service.

In addition to the group of teachers that do seem to refer to the professional standards, there is another group, across all three teacher types, who do not use the professional standards to help them improve their teaching. Around four in ten teachers in each group agreed with the statement ‘in practice, the professional standards do not make any difference to the way that I teach’ (45 per cent of long service classroom teachers, 41 per cent of senior teachers and 35 per cent early career teachers). Overall, the data suggests that there is very much a mixed view on the professional standards framework, but that there is a similar split of views within each type of teacher role.

6. Views on different approaches to improving practice

Key findings:

- almost all of the teachers in each of the groups found self reflection ‘useful’ or ‘very useful’
- senior leaders tended to be more positive about the usefulness of more formal activities in terms of practice improvement than early careers teachers and long service classroom teachers
- senior leaders found a variety of informal and formal observation and feedback approaches significantly more useful than early career teachers, who in turn found them more useful than long service career teachers.

The usefulness of different ways of improving practice

One of the aims of the survey was to explore whether teachers felt differently about the usefulness of different approaches to practice improvement, in relation to their experience of them over the previous two years.

For the most part, a higher proportion of senior leaders reported finding the listed methods useful than teachers at an early stage of their career and long service class room teachers.

There was considerable variety in the approaches that the different types of teachers rated as being useful for improving their practice. Some of the differences are likely to be related to the demands and responsibilities of the role, as is discussed below. However on the whole, higher proportions of teachers rated self led and peer support approaches as useful, compared with more formal feedback available from LA advisors and external inspections.

Views on self reflection

Almost all teachers, in all three groups said that they found self reflection useful for improving their teaching – 99 per cent of early career teachers, and 96 per cent of both long service teachers and senior leaders said self reflection was ‘fairly’ or ‘very’ useful. For all groups, this was the approach that most teachers found useful when improving their practice.

Views on school level processes

Teachers in all three groups were generally positive about the use of school level processes in improving their teaching.

Reviewing their practice as part of the school self evaluation process was judged to be useful by almost nine in ten senior leaders (89 per cent), and by almost three quarters of long service class teachers (74 per cent) and early career teachers (71 per cent). A similar pattern of responses was seen in relation to ‘working toward performance management objectives’. Almost four in five senior leaders said that working towards performance management objectives was useful (79 per cent), compared with 69 per cent of early career teachers and 62 per cent of long service career teachers.

Use of teacher assessment data was also rated as useful by a higher proportion of senior teachers (91 per cent) than early career teachers and long service classroom teachers (74 per cent and 64 per cent respectively). More than a quarter of long service teachers (26 per cent) and almost one in five early career teachers (17 per cent) said that teacher assessment data was *not* useful for improving their teaching.

The finding that senior leaders were more positive about the usefulness of school level processes could be because the nature of their role means they are more likely to be involved in such activities.

Views on research

Building on the findings reported in Chapter 3, almost three quarters of senior leaders said that research was useful in terms of practice improvement: 72 per cent said that doing their own research was useful and 73 per cent said that using the findings of other people’s research was useful. Slightly lower proportions of long service classroom teachers and early career teachers found research useful. Almost six in ten early career teachers said that doing research, or using the research of others was useful (both 59 per cent), and around a half of long service classroom teachers felt that doing their own research was useful (54 per cent) and that using research completed by others was useful (47 per cent).

The lower proportions of early career teachers and long service teachers finding research useful appeared to be more due to a lack of experience of this activity rather than rating it negatively – around a third of both groups said they had no experience of conducting their own research. As discussed in Chapter 3, when it comes to research it seems that time, opportunity and means are more of an issue for early career and long service classroom teachers than for senior leaders.

Views on observation and feedback

Direct involvement in observation and feedback exercises were positively rated by all three groups of teachers. In particular, senior leaders and early career teachers found observing their peers’ teaching useful (91 per cent and 83 per cent respectively). Slightly fewer long service classroom teachers said that they found it useful (63 per cent), though it should be noted that almost a third of this group said they had no experience of

observing their peers. Similarly, having peers observe their teaching and provide feedback was positively viewed by all three groups. Almost nine in ten early career teachers (87 per cent) said that being observed was useful in helping them improve their teaching, while around seven in ten senior leaders and long service classroom teachers (72 per cent and 67 per cent respectively) found it a helpful process.

There was a noticeable proportion of teachers who said they had no experience of these activities, particularly long service classroom teachers of whom 32 per cent had no experience of observing teaching by their peers, and 19 per cent had no experience of peers observing their teaching. As most of the teachers who had experienced observation of their teaching, or had the opportunity to observe their peers' teaching had found it a useful process, this suggests that more teachers would find this form of CPD helpful.

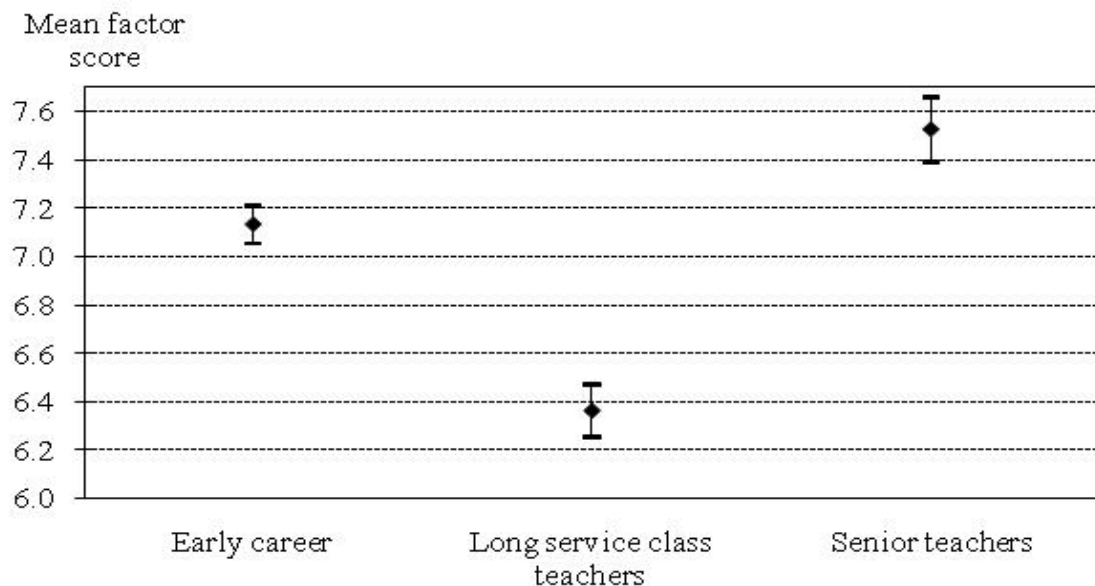
Feedback from pupils and, to a lesser extent, feedback from parents was also felt to be useful by teachers in all three groups. Eighty-five per cent of senior leaders said that feedback from pupils was useful, compared with 75 per cent of early career teachers and 71 per cent of long service classroom teachers. Fewer, but still more than half, of teachers felt that feedback from parents was useful: 66 per cent of senior teachers, 53 per cent of early career teachers and 57 per cent of long service classroom teachers. Interestingly, in relation to feedback from parents, long service classroom teachers were more positive than early career teachers – perhaps an illustration of their greater experience in working with parents. Once again, where teachers did not rate feedback from parents and pupils as useful, it tended to be because they said they did not have experience of this type of feedback – the proportions of teachers rating each type of feedback as 'not useful' was relatively similar across all three groups. It is not clear why so many teachers said that they did not have experience of feedback from parents or pupils, particularly as such feedback is likely to be a part of the day-to-day experience of teaching.

Feedback available via more formal, or school level processes was less positively rated, particularly by early career teachers and the long service classroom teachers. This is perhaps linked to the fact that senior leaders are more likely to be involved in such activities, particularly having contact with the LA advisor or School Improvement Partner (SIP). While almost three quarters of senior leaders said that having discussions with an LA advisor or SIP was useful (73 per cent), only 39 per cent of early career teachers said it was useful, and even fewer (28 per cent) long service classroom teachers said the same. In contrast to 11 per cent of senior leaders reporting that they had no experience of such discussions, 49 per cent of early career teachers and 57 per cent of long service classroom teachers said they had not spoken with the LA advisor or SIP. Clearly the disparity in the rating of this activity is related to the opportunity and, while it might not be appropriate, or indeed practical for all teachers to engage in these discussions, it does illustrate a difference in the types of feedback used by different roles.

A similar, although less extreme pattern was seen in relation to teachers' views on the usefulness of observation and feedback related to external inspection and school improvement processes. More than two thirds of senior leaders said that this was a useful resource for improving practice (68 per cent), compared with 50 per cent of early career teachers and 39 per cent of long service classroom teachers. Around three in ten early career teachers and long service classroom teachers (32 per cent and 28 per cent respectively) said that they had no experience of observation and feedback as part of inspection processes, compared with only eight per cent of senior leaders.

Additional analysis was carried out using the observation and feedback factor constructed as part of the analysis for the main report (see Chapter 1 and Appendix B). An ANOVA was run to compare how useful the three roles viewed observation and feedback in relation to improving their teaching practice. As illustrated in Figure 6.1, senior leaders had significantly higher mean factor scores, indicating that they found observation and feedback significantly more useful in terms of practice improvement than early careers teachers, who in turn found observation and feedback significantly more useful than long service classroom teachers. Regression analysis confirmed that the relationships identified by the ANOVA still existed even when background variables were taken into account.

Figure 6.1 Teacher attitudes towards observation and feedback in relation to practice improvement



7. Conclusions

This report explored the key drivers for improving practice for teachers in three distinct groups: senior teachers, long service classroom teachers and early career teachers. Here we summarise the main findings from the report.

Most teachers in all three groups had been involved in at least some professional development activities over the last year. The most active group was the senior teachers, followed by the early career teachers and then the long service classroom teachers. Collaborative learning both within schools and with external partnerships was the most common professional development activity (selected from a list) experienced by teachers in all three groups over the previous year, although at differing levels: the group of senior teachers had more experience of collaborative learning, followed by early career teachers and then long service classroom teachers.

Throughout the report a consistent pattern emerged. Almost without exception senior leaders were more likely to be more positive about the approaches to practice improvement compared with early careers teachers who were in turn more positive than long service classroom teachers. This was the case for the groups' views on CPD, performance management, using research and observation and feedback. This pattern remained when background variables such as gender and school phase were taken into account, indicating that the views were related to the role and experience of the teacher, rather than other factors. In addition, senior teachers and early career teachers held similar views about the usefulness of the professional standards in terms of practice improvement, with both groups finding the professional standards significantly more useful in terms of practice improvement than long service classroom teachers. There were few exceptions to this overall pattern and this only tended to be when the three groups held similar views about a specific method - for example all three groups of teachers found self reflection useful.

The differences in views could, in part, be related to the nature of the respective roles and the amount of professional development required as part of each role. Newer teachers often have access to more support and training to support them in their transition from Initial Teacher Training. Senior teachers are often responsible for other teachers' professional development and performance management due to line management responsibilities, which in many cases would lead to better awareness of a wider variety of ways to develop as a teacher.

Support, time and access to activities that could support practice improvement, such as CPD and using research, seemed to be more of an issue for early career teachers and long service classroom teachers - the two groups with more class contact time. However, even within these two groups of classroom based teachers there was a difference in views; the long service classroom teachers were consistently less positive. This suggests that the reasons for the variations in views are not just related to the amount of non-contact time the two groups have available for such activities.

The difference in the attitudes of the two classroom based groups might be related to differing levels of enthusiasm or energy to pursue their own ways of improving their practice. Indeed, in the qualitative study '*How teachers approach practice improvement*' (Poet *et al.*, 2010) some teachers said that their level of professional development was limited by their own motivation and energy levels. This was linked to full teaching timetables and high levels of paperwork which they felt left them with little time or energy to dedicate to improving their teaching. People new to this or any profession tend to be particularly enthusiastic about learning, which may account for early career teachers' greater positivity, compared with the group of long service classroom teachers.

Another possible explanation of the variation relates to teachers' preferred approaches to practice development, and to some extent how confident teachers at different stages of their careers feel about carrying out different activities. This report showed that informal approaches such as self reflection and collaboration with colleagues were favoured by long service classroom teachers over other ways of improving their practice, a finding supported by the qualitative report (Poet *et al.*, 2010). Such approaches are better suited to being used around lessons, and are within the power of the individual teacher to initiate and carry out, compared to more formal activities such as courses and, to some extent, observations. Lower levels of participation in more formal activities by long service classroom teachers could reflect a preference for and greater confidence to take a more active role in their own CPD. Perhaps over time, as long service classroom teachers become experienced in managing their classroom and their workload, they find that more informal approaches are more appropriate to their needs and abilities. Early career teachers, who have less experience, may be more likely to prefer formal activities, where their learning is led by an expert.

Despite the differences between the groups, it is important to note that almost all teachers, in all three groups, agreed that they had a professional responsibility to improve their practice. Teachers *want* to be able to improve, and it is important that they are given the opportunity and encouragement to develop their practice, regardless of role and level of experience. For some roles, this might require a more concerted effort on the part of both the individual teacher and their school to make practice improvement, in all its forms, part of teachers' day-to-day work.

Appendix A: GTC survey of teachers 2010 main sample – frequencies split by role/experience

The tables in Appendix A also contain a column for ‘other’ which is all of the teachers that did not fall into one of the three groups of interest. The ‘other’ group also includes 47 teachers that did not specify their role and who, consequently, could not be included in any of the groups. Due to the diversity of teacher roles within the ‘other’ group, the responses of this group are not discussed in the report, although they are included in this appendix for reference.

Table Q1

Current professional role?	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Local authority supply teacher	1	0	0	11	6
Agency supply teacher	4	0	0	4	3
Class or subject teacher	65	100	0	13	35
Teacher with additional responsibilities	20	0	0	31	20
Head of Department, year or key stage	7	0	0	25	14
Advanced skills teacher	0	0	0	2	1
Assistant Head	0	0	34	0	4
Deputy Head	0	0	34	0	4
Headteacher	0	0	32	0	4
Local authority advisory teacher	0	0	0	1	1
Other	2	0	0	10	6
99	0	0	0	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q2

Current working status?	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Full time	87	48	97	65	71
Part time	12	52	2	33	28
No response	1	0	1	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q3

Key stages worked in?	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Early Years Foundation Stage	13	18	39	20	21
Key Stage 1	20	28	43	28	28
Key Stage 2	33	35	51	38	38
Key Stage 3	44	30	35	44	41
Key Stage 4	42	29	35	42	39
Post16 Key Stage 5	25	18	19	24	22
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

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

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table active

Q4. Prof development activities	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Not active	3	8	1	12	8
Active	82	88	69	77	79
Very active	14	4	31	11	13
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

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, Main sample

Table Q4A

Professional development activities experienced in last 12 months - Being assigned to mentor or coach someone	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Frequently - on going basis	21	13	56	27	27
Occasionally	21	23	25	23	23
Not in the last 12 months	53	59	14	45	45
No response	5	5	5	5	5
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4B

Professional development activities experienced in last 12 months -Having a mentor or coach assigned to me	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Frequently - on going basis	27	3	8	7	11
Occasionally	21	7	17	9	12
Not in the last 12 months	47	80	60	73	67
No response	5	10	15	11	10
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4C

Professional development activities experienced in last 12 months - Collaborative learning with colleagues in my school	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	44	33	63	36	40
Occasionally	42	44	27	36	37
Not in the last 12 months	11	19	7	24	19
No response	2	4	3	4	4
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4D

Professional development activities experienced in last 12 months - Collaborative learning with external partnerships	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	17	11	45	18	20
Occasionally	48	42	39	39	41
Not in the last 12 months	30	40	12	38	33
No response	5	6	4	5	5
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4E

Professional development activities experienced in last 12 months - Engaging with subject or specialist associations	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	17	11	25	19	18
Occasionally	42	33	37	35	37
Not in the last 12 months	37	49	31	40	39
No response	4	6	7	5	5
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4F

Professional development activities experienced in last 12 months - Participating in the Teacher Learning Academy	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	2	0	2	1	1
Occasionally	7	1	4	3	4
Not in the last 12 months	85	89	81	86	85
No response	6	10	14	10	10
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4G

Professional development activities experienced in last 12 months - Studying for a postgraduate qualification (e.g. Masters)	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	11	2	6	5	6
Occasionally	4	0	2	1	2
Not in the last 12 months	79	88	79	84	83
No response	6	10	13	9	9
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4H

Professional development activities experienced in last 12 months - Participating in an external course(s)	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	18	11	43	15	18
Occasionally	48	36	38	40	41
Not in the last 12 months	32	48	14	40	36
No response	3	5	4	5	4
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q4I

Professional development activities experienced in last 12 months - Undertaking action research (e.g. a school-based enquiry project)	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Frequently - on going basis	9	3	13	9	8
Occasionally	14	8	25	13	14
Not in the last 12 months	72	80	52	70	70
No response	5	9	10	9	8
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q5A

Professional development - My professional development needs have been identified by my school in the last 12 months	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	19	10	41	16	19
Agree	47	42	40	36	40
Neither agree nor disagree	13	20	9	16	15
Disagree	12	14	5	13	12
Strongly Disagree	7	11	3	10	9
Don't know	1	1	0	1	1
NA	2	1	1	7	4
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q5B

Professional development - I need more time to engage in professional development activities	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Strongly Agree	21	20	20	23	22
Agree	48	46	34	42	43
Neither agree nor disagree	17	19	21	16	17
Disagree	10	11	19	10	11
Strongly Disagree	2	1	5	2	2
Don't know	1	0	0	1	0
NA	1	2	2	6	4
No response	0	1	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q5C

Professional development - I have had access to adequate professional development opportunities in the last 12 months	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Strongly Agree	13	6	32	11	13
Agree	38	33	44	32	35
Neither agree nor disagree	18	22	11	17	17
Disagree	20	25	8	22	20
Strongly Disagree	8	11	4	12	10
Don't know	0	0	0	0	0
NA	2	1	0	5	3
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q5D

Professional development - Teachers should have an entitlement to time and support for their professional development	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	61	51	56	60	59
Agree	35	45	38	34	37
Neither agree nor disagree	2	3	4	2	2
Disagree	0	0	1	0	0
Strongly Disagree	0	0	1	0	0
Don't know	0	0	0	0	0
NA	1	0	0	2	1
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q5E

Professional development - I have a professional responsibility to maintain and improve my practice	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	60	47	72	56	57
Agree	37	48	27	38	38
Neither agree nor disagree	2	3	1	2	2
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0
Don't know	0	0	0	0	0
NA	1	0	0	2	1
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q6A

Professional development - Participation in professional learning and development activities has had a positive impact on my teaching practice in the last 12 months	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	27	12	29	19	21
Agree	48	47	52	43	46
Neither agree nor disagree	15	22	9	15	16
Disagree	4	9	4	8	7
Strongly Disagree	1	3	1	2	2
Don't know	0	1	0	1	1
NA	4	5	4	12	8
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q6B

Professional development - 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	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	21	10	23	14	16
Agree	49	42	50	40	44
Neither agree nor disagree	18	29	16	21	21
Disagree	5	10	4	8	7
Strongly Disagree	1	3	1	2	2
Don't know	1	1	1	1	1
NA	5	6	6	13	9
No response	0	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q6C

Professional development - My school evaluates the impact of professional learning and development activities on teachers practice	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	10	8	23	10	11
Agree	35	38	49	33	36
Neither agree nor disagree	24	28	15	22	22
Disagree	17	16	10	16	15
Strongly Disagree	4	4	2	6	5
Don't know	6	5	0	6	5
NA	3	2	0	8	5
No response	0	0	0	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q7A

Usefulness of ways to improve teaching - Reflecting on my own practice	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	70	63	77	66	68
Fairly useful	29	33	19	30	29
Not very useful	1	1	2	1	1
Not at all useful	0	0	0	0	0
No experience of this	0	1	0	1	1
No response	0	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q7B

Usefulness of ways to improve teaching - Reviewing my practice as part of school self-evaluation	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	25	23	57	26	29
Fairly useful	46	51	32	43	43
Not very useful	12	14	5	13	12
Not at all useful	2	3	1	2	2
No experience of this	15	9	3	16	13
No response	0	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q7C

Usefulness of ways to improve teaching - Working towards my performance management objectives	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	20	16	36	17	20
Fairly useful	49	46	43	41	44
Not very useful	17	26	13	22	20
Not at all useful	4	7	4	6	5
No experience of this	9	4	1	13	10
No response	0	1	1	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q7D

Usefulness of ways to improve teaching - Doing my own enquiry or research	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	27	23	28	28	27
Fairly useful	32	31	44	33	34
Not very useful	8	9	5	7	7
Not at all useful	2	1	1	2	2
No experience of this	31	35	19	30	29
No response	0	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q7E

Usefulness of ways to improve teaching - Using the findings of other people's research	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	13	9	18	13	13
Fairly useful	46	38	55	44	45
Not very useful	13	19	15	15	15
Not at all useful	2	4	2	2	3
No experience of this	27	29	8	25	24
No response	0	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q7F

Usefulness of ways to improve teaching - Using teacher assessment data	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	29	20	53	24	28
Fairly useful	45	44	38	43	43
Not very useful	14	21	6	16	15
Not at all useful	3	5	1	4	3
No experience of this	10	10	1	12	10
No response	0	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q8A

Usefulness of observation and feedback to improve teaching - Observing my peers' teaching	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Very useful	53	32	62	41	45
Fairly useful	30	31	29	32	31
Not very useful	3	4	2	4	3
Not at all useful	0	0	1	1	1
No experience of this	14	32	4	21	19
No response	0	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q8B

Usefulness of observation and feedback to improve teaching - Peers observing my teaching and giving me feedback	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Very useful	47	23	41	29	33
Fairly useful	40	44	31	39	39
Not very useful	4	11	6	8	7
Not at all useful	1	3	1	2	2
No experience of this	8	19	18	21	18
No response	0	1	3	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q8C

Usefulness of observation and feedback to improve teaching - Discussions about teaching with an LA advisor or School Improvement Partner (SIP)	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Very useful	13	7	36	12	14
Fairly useful	26	21	37	23	25
Not very useful	9	12	11	11	11
Not at all useful	3	2	3	4	3
No experience of this	49	57	11	49	45
No response	1	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q8D

Usefulness of observation and feedback to improve teaching - Observation and feedback related to external inspection/ school improvement processes	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	16	7	29	12	14
Fairly useful	34	32	39	31	33
Not very useful	12	22	14	18	17
Not at all useful	6	10	7	9	8
No experience of this	32	28	8	29	27
No response	1	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q8E

Usefulness of observation and feedback to improve teaching - Feedback from pupils	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	37	30	43	36	36
Fairly useful	38	41	42	40	40
Not very useful	6	8	5	6	6
Not at all useful	1	3	1	2	2
No experience of this	17	19	6	15	15
No response	0	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q8F

Usefulness of observation and feedback to improve teaching - Feedback from parents	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Very useful	16	15	23	18	18
Fairly useful	37	42	43	38	39
Not very useful	16	14	16	14	15
Not at all useful	3	4	3	3	3
No experience of this	28	25	13	26	25
No response	1	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q9A

Use of research by other people - I know where I can find relevant research that may help to inform my teaching	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	13	7	23	11	13
Agree	46	43	59	47	48
Neither agree nor disagree	16	23	11	20	19
Disagree	14	14	6	12	12
Strongly Disagree	2	3	1	2	2
Don't know	8	9	0	6	6
No response	0	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q9B

Use of research by other people - The research I have found I have been able to understand and use	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	10	6	16	9	9
Agree	39	30	54	40	40
Neither agree nor disagree	27	36	22	28	28
Disagree	5	7	3	6	6
Strongly Disagree	1	3	1	1	1
Don't know	18	17	3	14	14
No response	0	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q9C

Use of research by other people - My school encourages me to use research findings to improve my practice	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	6	3	11	5	5
Agree	14	13	38	18	19
Neither agree nor disagree	32	36	32	32	33
Disagree	28	28	11	23	24
Strongly Disagree	9	9	4	10	9
Don't know	11	9	2	11	9
No response	1	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q9D

Use of research by other people - I have frequent opportunities (at least termly) to discuss relevant research findings with my colleagues	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Strongly Agree	3	1	7	3	3
Agree	10	10	29	11	13
Neither agree nor disagree	20	21	25	21	21
Disagree	37	37	25	31	32
Strongly Disagree	21	24	10	26	22
Don't know	9	6	1	8	7
No response	0	1	2	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q9E

Use of research by other people - I do not have time to use research findings	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Strongly Agree	17	16	8	14	14
Agree	30	32	21	28	28
Neither agree nor disagree	30	33	33	30	31
Disagree	16	14	28	17	18
Strongly Disagree	3	1	8	4	4
Don't know	5	3	1	4	4
No response	0	1	1	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q10A

Conducting research and enquiry to develop teaching - In the last 12 months, I have undertaken my own research and enquiry to improve my practice	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	12	4	11	9	9
Agree	25	17	27	25	24
Neither agree nor disagree	12	12	16	13	13
Disagree	30	38	30	29	31
Strongly Disagree	17	24	11	19	18
Don't know	3	5	2	4	4
No response	1	1	2	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q10B

Conducting research and enquiry to develop teaching - My school encourages me to undertake my own enquiry	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	5	2	10	4	5
Agree	15	12	34	18	18
Neither agree nor disagree	28	29	34	28	29
Disagree	30	30	13	24	25
Strongly Disagree	15	20	6	15	14
Don't know	7	6	1	9	7
No response	1	1	2	2	2
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q10C

Conducting research and enquiry to develop teaching - I do not have time to conduct my own research	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	27	28	18	22	24
Agree	38	37	31	32	34
Neither agree nor disagree	20	21	25	22	22
Disagree	11	10	20	15	14
Strongly Disagree	2	2	3	4	3
Don't know	2	2	0	3	2
No response	1	1	2	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q10D

Conducting research and enquiry to develop teaching - I feel confident in my research skills to conduct my own enquiry	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	14	8	17	12	13
Agree	43	29	44	40	39
Neither agree nor disagree	21	30	25	25	25
Disagree	15	21	9	13	14
Strongly Disagree	2	6	2	5	4
Don't know	3	5	2	4	4
No response	1	1	2	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q10E

Conducting research and enquiry to develop teaching - I would like more opportunities to do my own research to improve my teaching	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	24	11	16	18	18
Agree	45	41	39	41	42
Neither agree nor disagree	20	29	31	24	25
Disagree	8	12	9	9	9
Strongly Disagree	2	3	1	2	2
Don't know	2	3	1	4	3
No response	0	1	2	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q10F

Conducting research and enquiry to develop teaching - I would like more opportunities to collaborate with colleagues on a piece of research	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	26	13	19	20	20
Agree	45	46	46	43	45
Neither agree nor disagree	17	26	22	21	21
Disagree	7	9	8	8	8
Strongly Disagree	1	3	2	2	2
Don't know	2	3	1	4	3
No response	0	1	2	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q11A

Performance management - The evidence used in my performance management provides a fair picture of my performance	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	11	6	29	11	12
Agree	43	49	49	41	44
Neither agree nor disagree	14	17	10	16	15
Disagree	14	15	9	14	14
Strongly Disagree	5	5	3	5	5
Don't know	2	2	0	1	1
NA	11	4	0	11	9
No response	0	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q11B

Performance management - I have been given the support I need to meet my performance management objectives	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	9	5	26	9	11
Agree	37	37	44	32	35
Neither agree nor disagree	19	22	15	19	19
Disagree	18	22	9	19	18
Strongly Disagree	6	10	4	8	7
Don't know	1	1	0	0	0
NA	10	4	1	11	9
No response	1	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q11C

Performance management - I have access to relevant CPD activities to help meet my objectives	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	9	5	30	9	11
Agree	35	32	47	30	34
Neither agree nor disagree	21	23	11	20	20
Disagree	19	23	7	19	18
Strongly Disagree	6	10	3	9	8
Don't know	2	2	0	1	1
NA	8	3	1	11	8
No response	1	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q12A

Performance management - Performance management is effective in identifying my strengths	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	9	2	17	8	8
Agree	44	43	49	36	41
Neither agree nor disagree	18	22	16	19	19
Disagree	14	20	13	20	18
Strongly Disagree	5	8	4	6	6
Don't know	1	2	0	1	1
NA	9	3	0	9	7
No response	1	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q12B

Performance management - Performance management helps me to identify areas in my practice where I need support	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	10	3	15	6	8
Agree	51	47	52	40	45
Neither agree nor disagree	13	20	17	21	19
Disagree	12	18	12	17	16
Strongly Disagree	4	7	3	5	5
Don't know	1	1	0	1	1
NA	9	3	0	9	7
No response	1	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q12C

Performance management - Performance management is a key factor in helping me to improve my teaching	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Strongly Agree	8	2	9	4	5
Agree	32	22	26	19	23
Neither agree nor disagree	23	26	31	25	26
Disagree	21	32	22	29	27
Strongly Disagree	6	12	7	11	10
Don't know	1	1	1	1	1
NA	9	3	3	9	7
No response	1	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q12D

Performance management - Performance management supports me to help pupils achieve their potential	Early career %	Long service class teachers %	Senior teachers %	Other %	Total %
Strongly Agree	7	2	13	5	6
Agree	36	28	37	25	29
Neither agree nor disagree	22	26	25	24	24
Disagree	19	27	17	26	24
Strongly Disagree	6	12	6	10	9
Don't know	1	1	0	1	1
NA	9	3	1	9	7
No response	1	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q12E

Performance management - Performance management provides an opportunity for dialogue about teaching/ pedagogy	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	8	3	16	6	7
Agree	40	41	47	38	40
Neither agree nor disagree	19	20	16	18	18
Disagree	15	21	14	19	18
Strongly Disagree	6	10	5	8	7
Don't know	2	1	0	1	1
NA	9	3	1	9	7
No response	1	0	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q12F

Performance management - Performance management is an effective way of holding me to account for the quality of my teaching	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	8	4	15	7	8
Agree	34	34	41	30	33
Neither agree nor disagree	20	22	18	20	20
Disagree	19	24	15	20	20
Strongly Disagree	7	10	6	11	9
Don't know	2	1	0	1	1
NA	8	3	4	9	7
No response	1	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13A

The professional standards framework - I have a good understanding of the professional standards for teachers	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	28	14	49	25	27
Agree	58	52	43	51	52
Neither agree nor disagree	8	19	4	13	12
Disagree	4	9	2	6	5
Strongly Disagree	1	2	0	1	1
Don't know	1	4	0	4	3
No response	0	0	1	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13B

The professional standards framework - The professional standards provide a good definition of teacher competence	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	14	5	31	11	13
Agree	56	46	52	49	50
Neither agree nor disagree	19	30	12	25	23
Disagree	7	6	2	5	5
Strongly Disagree	1	1	0	1	1
Don't know	2	11	1	8	6
No response	0	1	1	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13C

The professional standards framework - I use the professional standards to help me identify where I want to improve my teaching	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	10	2	14	6	7
Agree	35	24	27	26	28
Neither agree nor disagree	26	36	31	33	32
Disagree	23	26	21	25	24
Strongly Disagree	4	7	4	4	4
Don't know	2	4	1	5	4
No response	0	1	3	2	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13D

The professional standards framework - I use the professional standards to identify CPD objectives to help me improve my teaching	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	9	1	11	5	6
Agree	32	19	24	21	23
Neither agree nor disagree	29	37	31	33	33
Disagree	24	29	26	29	27
Strongly Disagree	4	8	4	4	5
Don't know	2	5	1	6	4
No response	1	1	3	2	2
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13E

The professional standards framework - My use of the professional standards has already helped me to improve my teaching	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	9	1	11	5	6
Agree	38	18	25	21	24
Neither agree nor disagree	31	39	33	35	35
Disagree	15	27	23	26	24
Strongly Disagree	4	8	4	5	5
Don't know	2	6	1	6	4
No response	1	1	3	2	2
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13F

The professional standards framework - The professional standards support me to achieve better outcomes for my pupils	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	8	1	12	4	5
Agree	34	20	28	21	24
Neither agree nor disagree	36	40	33	38	37
Disagree	15	24	20	24	21
Strongly Disagree	4	7	3	5	5
Don't know	3	7	1	7	5
No response	1	1	3	2	2
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q13G

The professional standards framework - In practice, the professional standards do not make any difference to the way that I teach	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
Strongly Agree	9	12	13	12	11
Agree	26	33	28	31	30
Neither agree nor disagree	27	32	24	29	29
Disagree	28	14	24	17	20
Strongly Disagree	6	1	7	3	4
Don't know	3	6	1	6	5
No response	1	2	3	2	2
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q14

	Early career	Long service class teachers	Senior teachers	Other	Total
	%	%	%	%	%
1 Self led factors	27	25	23	27	26
2 Research	11	8	12	13	11
3 Courses/training/ mentoring	43	40	39	41	41
4 Pupils motivate	3	8	6	8	7
5 Observation (of teacher and by teacher)	50	32	41	37	39
6 Collaboration with others	43	49	43	45	45
7 Performance management/ review	5	6	6	5	5
8 External resources/groups	16	25	25	26	23
9 Initiatives/ programmes	1	3	4	3	3
10 Effective planning/ preparation	10	11	11	13	12
11 School level motivator	6	5	9	6	6
12 Resources/funding	12	14	14	16	15
13 Supportive department/SMT	12	15	11	12	13
14 Use of assessment information	9	11	18	10	11
15 Negative-things that do not support improving teaching/that get in the way	2	4	3	5	4
16 Other	9	11	10	15	12
100 No Response	16	13	14	13	14
N =	925	671	541	2255	4392

More than one answer could be given so percentages do not sum to 100.

Table Q15 grouped

Ethnic	Long service class				Total
	Early career	teachers	Senior teachers	Other	
	%	%	%	%	%
White	91	94	96	94	94
Black	2	0	1	1	1
Asian	4	1	1	2	2
Mixed	1	0	1	1	1
Other	1	0	0	0	0
Prefer not to say	1	4	1	2	2
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Table Q16

Self defined as disabled in line with DDA?	Long service class				Total
	Early career	teachers	Senior teachers	Other	
	%	%	%	%	%
Yes	2	3	2	3	3
No	96	93	96	94	94
Prefer not to say	2	3	1	2	2
No response	1	1	1	1	1
Total %	100	100	100	100	100
N =	925	671	541	2255	4392

Due to rounding, percentages may not sum to 100.

Source: NFER Survey of Teachers for the GTC 2010, Main sample

Appendix B Statistical techniques used

Overview of the methods used

Significance testing was carried out on the cross-tabulations to see if there were differences in the way the three roles answered each question. Teachers in the ‘other’ group were not included in the testing. Chi-squared tests revealed that for each question there was a significant difference in the way that each group responded.

In addition to the cross-tabulations, analysis of variance (ANOVA) was used to test the difference in the means for the factor scores used in the main study for the three teacher profiles (see below for more information about the factors). The Bonferroni t test was used to test the difference between each pair of means as this test adjusts the observed significance level when many comparisons are made. A significant difference was found between each pair of means for **all** factors with the exception of the responses of Senior Leaders and early career teachers for the factor measuring attitudes towards the professional standards (senior leaders and early career teachers did not have significantly different views about the professional standards).

In order to confirm that the relationships identified using ANOVA still existed when background characteristics were accounted for, a regression model was run for each factor including the 3 teacher groups and other background variables as the independent variables. Regression analysis confirmed that the relationships identified by the ANOVA did still exist even when background variables were taken into account. Background variables included in the regression included teacher and school characteristics (such as gender and school type)

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 (ANOVAs – see Chapter 1). 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 ANOVAs, 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.

Example using the professional development and learning factor

Factor analysis was used to create a single measure of teacher attitudes towards professional development by combining a number of related questions. The factor included participation in CPD activities; views on access to CPD and attitudes towards the impact of professional development activities on teaching and learning (see below for a full list of questions). This means that each of these questions was answered in a similar way, so we know that teachers who had experienced more professional development activities also had a positive view about the availability of professional development support, and tended to feel that such activities had a positive impact on their teaching and their pupils' learning. Equally, teachers that had experienced fewer professional development activities tended to also have a negative view about being able to access professional development and to disagree with statements about professional development having a positive effect on teaching and learning.

Factors used in this report

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
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	

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