

SURVEY OF TEACHERS 2007
GENERAL TEACHING COUNCIL FOR ENGLAND

Dear

I wrote to you recently inviting you to take part in our annual, national survey of teachers and our records show that we have not yet received a response. Please do take this opportunity to have your say by completing the attached questionnaire which you can return in the pre-paid envelope provided. If you have already returned the questionnaire then please ignore this letter and accept my apologies for disturbing you.

The survey results, which will be published in September 2007, will be used to inform and influence a wide range of national policies and programmes on teaching, education and teacher development. The survey asks for your opinion about issues such as:

- **What types of pupil achievement should be given priority in schools?**
- **Which policies are effective and ineffective in helping pupils to achieve?**
- **How to tackle underachievement?**

If you prefer to complete the survey online, please log on to www.orc.co.uk/teachers and enter the following number to access the survey

All information that you provide will be treated in the strictest confidence and the anonymity of individuals will be preserved. Should you wish to see how the results of last year's survey are being used to influence national policy on teaching and education, please visit our website at www.gtce.org.uk/research/tsurvey/

If you have any questions about this survey please contact the GTC Teacher Enquiry Service on 0870 001 0308. Thank you in advance for your contribution. With your help, teachers' opinions can make a difference!

Yours,



Sarah Stephens
Director of Policy, General Teaching Council for England

Please turn over to begin...

Completion Instructions

- Please try to answer every question. However, if you come across a question you are unable to answer, please leave it blank rather than selecting a response that does not reflect your views.
- Please return your completed questionnaire by **13th April 2007**. A pre-paid envelope has been provided for your convenience.
- Please note that your responses will be treated with the utmost confidentiality.

Section A: About you

This section asks for information about you, which is invaluable when analysing the survey findings.

1. Which of the following best describes your current professional role?

Please tick one box only.

Local Authority supply teacher	<input type="checkbox"/>	1
Agency supply teacher	<input type="checkbox"/>	2
Class or subject teacher	<input type="checkbox"/>	3
Class teacher with special curricular or non-curricular responsibilities	<input type="checkbox"/>	4
Cross-school responsibilities without a class teaching role	<input type="checkbox"/>	5
Head of department, year or key stage	<input type="checkbox"/>	6
Advanced skills teacher	<input type="checkbox"/>	7
Assistant head	<input type="checkbox"/>	8
Deputy head	<input type="checkbox"/>	9
Head teacher	<input type="checkbox"/>	10
Other (please specify)	<input type="checkbox"/>	11
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>		

2. Which of the following best describes your current working status?

Please tick one box only.

Full time	<input type="checkbox"/>	1
Part time	<input type="checkbox"/>	2

3. In which Key Stage are you currently working? <i>Please tick all boxes that apply.</i>	
Foundation	<input type="checkbox"/> 1
Key Stage 1	<input type="checkbox"/> 2
Key Stage 2	<input type="checkbox"/> 3
Key Stage 3	<input type="checkbox"/> 4
Key Stage 4	<input type="checkbox"/> 5
Post 16	<input type="checkbox"/> 6

4. How do you envisage your career developing in the next five years? <i>Please tick one box for each statement.</i>						
I anticipate that I will...	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable
a continue to develop in the role identified in question 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b become an Advanced Skills Teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c gain Excellent Teacher Status	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d move into leadership / management post other than headship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e take the National Professional Qualification for Headship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f become a head teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g move to employment outside teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h take a career break	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
i retire	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

5. In the last 12 months, do you feel that your professional development needs were met?

Please tick one box only.

Yes, fully	<input type="checkbox"/> 1
Yes, to some extent	<input type="checkbox"/> 2
No	<input type="checkbox"/> 3

6. If you answered 'no' at question five, please explain why you feel this way.

Please enter your comments below.

Section B: Achievement: your views and experiences

7. How closely do the following statements reflect **your personal beliefs** on pupil achievement?

Please tick one box for each statement.

Pupil achievement at school should be thought of mainly in terms of ...	Reflects completely	Reflects quite closely	Reflects somewhat	Does not reflect at all	Unable to comment
a achievement across the whole curriculum	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b capacity to be active citizens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c becoming life-long learners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d progression to the next stage of education or training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e capacity to work collaboratively with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f capacity to work creatively to find solutions to real-life problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g learning to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h good results in key stage subject and skill areas that are nationally tested	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8. In your **actual experience** what level of priority is given to each aspect of pupil achievement?

Please tick one box for each statement.

Aspect of pupil achievement.	Is given too high a priority	Is given about the right priority	Is given insufficient priority	Unable to comment
a achievement across the whole curriculum	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b capacity to be active citizens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c becoming life-long learners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d progression to the next stage of education or training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e capacity to work collaboratively with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f capacity to work creatively to find solutions to real-life problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g learning to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h good results in key stage subject and skill areas that are nationally tested	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

9. In your experience which of the following teaching and learning strategies have you found to be effective for supporting different areas of pupil **achievement**?

Please indicate whether you believe each strategy 1 to 4 has supported the area of achievement listed down the page.

		Teaching and learning strategy											
		1 Thinking skills, cognitive acceleration			2 Assessment for learning			3 Structured group discussion			4 Pupils as researchers		
Area of achievement		Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
a	Pupil achievement across the whole curriculum	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b	Pupils' capacity to be active citizens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c	Pupils becoming life-long learners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d	Pupils' progression to the next stage of education or training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e	Pupils' capacity to work collaboratively with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f	Pupils' capacity to work creatively to find solutions to real-life problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g	Pupils learning to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h	Good results in key stage subject and skill areas that are nationally tested	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

10. Please enter below details of any other teaching and learning strategy you have created yourself.

11. In your experience, how important are each of the following factors in addressing underachievement?

Please tick one box for each statement.

		Very important	Fairly important	Fairly unimportant	Not important	No experience
a	Access to educational expertise from outside the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b	Out of hours school provision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c	Parents / carers or other volunteers working in the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d	Professional development for teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e	Quality of school leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f	Small classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g	Small group teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h	Support from non-educational professionals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i	Support staff working in the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j	Teacher to teacher support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

12. In your experience, which groups of pupils are most at risk of underachieving?

Please write in the box below.

13. What are the main barriers to these groups of pupils achieving?

Please write in the box below.

14. In your experience what impact have the following policies had on supporting achievement?

Please tick one box for each statement.

	Positive impact	No impact	Negative impact	No experience
a Every Child Matters	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b Extended school provision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c Personalised learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d Assessment for learning (AfL)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e Equalities legislation (race, disability, gender)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f Enhancing teacher development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g Development of school leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h Recently introduced changes to the duties of teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i Performance management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j School inspection	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k Performance tables	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l Diversifying types of schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m Extending parental choice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n Collaboration and networking between schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o New school buildings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
p Investment in information and communications technology (ICT)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. Please choose one policy that you ticked as having a **positive** impact, and state why you said this.

Please write in the box below the policy you are referring to, and say why you believe this policy had a positive impact. If you did not indicate that any had a positive impact, please go to question 16.

16. Please choose one policy that you ticked as having a **negative** impact, and state why you said this.

Please write in the box below the policy you are referring to, and say why you believe this policy had a negative impact. If you did not indicate that any had a negative impact, please go to question 17.

17. In your experience, have the following had an impact on enabling parents / carers to support their children's achievement?

Please tick one box for each statement.

		Positive impact	No impact	No experience
a	Drawing on parents' / carers' knowledge of their child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b	Improving communication between parents / carers and the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c	Providing an open door policy for parents / carers to contact the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d	Inviting parents / carers to participate in the life of the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e	Holding informal and social events for parents / carers in the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f	Providing opportunities for parents / carers to learn about learning so they can help their child achieve	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g	Providing opportunities for parents / carers to develop their own subject matter knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h	Ensuring buildings are physically accessible for parents / carers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i	Other (please specify)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Section C: Equality in relation to children and to child and adult interactions.

18. Have you participated in training addressing each aspect of equality listed?

Please tick one box for each aspect.

	Yes	No
Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Gender	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Race / ethnicity	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Religion / belief	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Sexual orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Social class	<input type="checkbox"/> 1	<input type="checkbox"/> 2

19. Do you understand the implications for classroom practice in relation to each aspect of equality listed?

Please tick one box for each aspect.

	Yes	To some extent	No
Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Gender	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Race / ethnicity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Religion / belief	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Sexual orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Social class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Section D: Comments

20. If you have any other comments that you wish to make, please write them in the box below.

Please indicate your ethnic / cultural background.

Please tick one box only.

White:	British	<input type="checkbox"/> 1	Irish	<input type="checkbox"/> 2	Other White	<input type="checkbox"/> 3		
Black / Black British:	African	<input type="checkbox"/> 4	Caribbean	<input type="checkbox"/> 5	Other Black	<input type="checkbox"/> 6		
Asian / Asian British:	Indian	<input type="checkbox"/> 7	Pakistani	<input type="checkbox"/> 8	Bangladeshi	<input type="checkbox"/> 9	Other Asian	<input type="checkbox"/> 10
Chinese / Chinese British:		<input type="checkbox"/> 11						
Mixed:	White & Black Caribbean	<input type="checkbox"/> 12	White & Black African	<input type="checkbox"/> 13	White & Asian	<input type="checkbox"/> 14	Other	<input type="checkbox"/> 15
Any other background:		<input type="checkbox"/> 16						
Prefer not to say		<input type="checkbox"/> 17						

The Disability Discrimination Act (DDA) defines a person as disabled if “they have a physical or mental impairment which has a substantial and long term adverse affect on their ability to carry out normal day to day activities.” According to this definition, do you consider yourself to have a disability?

Please tick one box only.

Yes	<input type="checkbox"/> 1
No	<input type="checkbox"/> 2
Prefer not to say	<input type="checkbox"/> 3

Thank you for completing the questionnaire

Please return it to ORC International in the envelope provided by 13th April 2007.

The General Teaching Council for England (GTC) is a data controller under the terms of the Data Protection Act 1998. For the purposes of this survey, ORC International is an agent of the GTC. The professional opinions expressed on this form will be used solely for research purposes and the data collected will be processed in accordance with this Act.

