

General Teaching Council for England
Survey of Teachers 2007

Report three / **Black and Minority Ethnic Teachers' Views
on Pupil Achievement, Careers and Continuing
Professional Development** / January 2008

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Report three: Black and minority ethnic teachers' views on pupil achievement, careers and continuing professional development

Foreword

Sarah Stephens, Director of Policy

Every year since 2004, the GTC has commissioned an independent organisation to carry out a national survey. We do this in order to gauge teacher views and experiences on a range of professional matters. As in previous years, this survey discusses teachers' views on their career plans, their experience of the provision and uptake of professional development opportunities and their awareness and experience of training in the area of equalities. The results of past surveys have been used to form and influence a wide range of national policies and programmes on teaching, education and teacher development. We communicate the findings of these surveys back to the profession in a number of ways, including through our website, three professional networks, and our termly magazine, *Teaching*.

When commissioning the 2007 survey, we knew that the factors contributing to achievement and low or under achievement were complex, and that some of these factors were outside the control of the teaching profession. The existing literature on pupil achievement repeatedly illustrates this. Recently, findings from the report *Tackling Low Educational Achievement* published by the Joseph Rowntree Foundation reminded us of how many interweaving factors are associated with low achievement. These factors include gender; ethnicity; eligibility for free school meals; low reading and writing scores in primary school; unidentified special educational needs; being in care; and expenditure on pupils and schools.

Against this background, the GTC wanted to take some views and experiences from the teaching profession. So we asked teachers several questions. What types of pupil achievement did they think should be given priority in schools? What did they think some of the barriers were for pupil achievement? What, in their experience, are effective ways of helping children and young people to increase their achievement?

Most teachers' views on and experiences of pupil achievement acknowledge the range and complexity of contributing factors. As this report shows, most teachers take a broad view on pupil achievement, arguing that it should be seen as 'multi-faceted' and 'pluralistic'. And although this will be something that all reflective professionals already know, we think it's worth saying again: we can't afford to be careless with our understanding of 'achievement' and 'attainment'. We know, statistically, that certain groups of pupils are at risk of under attaining. We also know that there are many known, and some unknown factors contributing to or creating this risk. What we cannot assume is that a pupil *will* under attain, just because he or she is a member of a group that has been known statistically to be at risk of doing so.

We will want to be in touch with partner organisations about the implications of some of the survey findings for our individual and shared concerns about the perennial problem of low or underachievement. We will want to take on, consider and respond to the barriers to achievement – both real and perceived – that teachers describe in this report.

Some of this work has already begun. We recently began a dialogue, lead by Professor Leon Feinstein, with organisations including the Strategy Unit; Ofsted; the Teaching and Learning Research Programme; the Teaching and Development Agency for Schools; the Association of Teachers and Lecturers; and 11 Million to discuss what teachers and school leaders need to know and how they can use their

knowledge to intervene or support children and young people at risk of low or underachievement. This dialogue is important because, in between the factors contributing to low or underachievement at the level of the individual pupil and the factors relating to the education system, are school level factors. We know from Feinstein's research that schools are key determinants in the paths that individual pupils take, and that teachers are crucial to confirming or interrupting those paths. We will be looking for further opportunities to build the evidence base for ourselves and partners, and to support professional knowledge in this area.

Teachers refer frequently to the importance of parents in supporting their children's achievement. Sometime ago we had commissioned a *Research of the Month* summary on a literature review conducted by Charles Desforges on this subject (accessible at www.gtce.org.uk/researchofthemonth). In light of this literature review we wanted to know more about teachers' experiences of working with parents to engage them with their child's learning. We know, for example from the recently published University of Warwick report *Engaging Parents in Raising Achievement*, that although schools often report that parents are hard to reach, parents often find schools equally hard to reach. We have already begun a brief follow-up qualitative project with parents to further understand their views on how best to support their child's learning, how they want to work with schools and teachers in doing so and what they perceive the barriers are to this effort. This project will not only inform our policy work, but is intended to help teachers better understand parents' perspectives, and therefore work with them more effectively. We will want to set the insights from this project alongside those in this survey report and the growing body of research on the benefits and barriers of engaging parents in their children's education and learning.

Questions about achievement are enduring questions. Given the context of the 'Children's Plan' recently published by the Department for Children, Schools and Families, it is crucial that we continue to use and build the evidence base in order to support the teaching profession in meeting the challenges we face in raising achievement and well-being for all children and young people.

We believe that highly skilled teachers and expert teaching lie at the heart of raising achievement. It is vital that the profession has the opportunity and resources to refine and share its collective skills, and engage with relevant research knowledge, to further raise standards across the profession.

A handwritten signature in black ink, appearing to read 'Sarah Stephens', with a stylized, overlapping initial 'S'.

Sarah Stephens

Acknowledgements

Our thanks go to all teachers who contributed to this annual survey of teachers by making time to complete and return questionnaires. We are also grateful to those teachers who helped pilot earlier drafts of the survey questionnaire.

The administration of the survey and initial analysis of data was carried out by ORC International. Further analysis and reporting was carried out by John Harland and Ian Gibbs of LC Research Associates

Associated reports and documents

Appendices

Accompanying this report is a separate, full set of appendices, comprising: methodology, questionnaire, frequency tables, profile of teachers and supporting cross-tabulation tables. The first and second reports of the Survey of Teachers are also accompanied by separate, full appendices.

GTC Survey of Teachers 2007, first report: Teachers' careers and views on professional development

The survey questionnaire asked several questions about teachers' views on their career plans and on their experience of the provision and uptake of professional development opportunities. Data from these items are reported in the first report of the three in this series, entitled *Teachers' careers and views on professional development*. This report also investigates training in the area of equalities.

GTC Survey of Teachers 2007, second report: Teachers' views on pupil achievement

The survey questionnaire asked several questions about teachers' views on and experiences of pupil achievement. Data from these items are reported in a second report, entitled *Teachers' views on pupil achievement*.

Document access information

This report is available on the GTC website at www.gtce.org.uk/research/tsurvey/. For a large text or other version, please contact the GTC by email (research@gtce.org.uk) or telephone (020 7023 3903).

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Executive summary

Introduction

This document is the third of three reports that present the findings of the 2007 Survey of Teachers. The first of the three reports explores issues relating to career intentions and professional development, and the second report, focuses on teachers' perceptions of pupil achievement.

This third report describes the results of both these parts – achievement and career plans along with professional development – as seen from the perspective of teachers from black and minority ethnic (BME) backgrounds. Reliable information about the views and experiences of teachers from minority ethnic backgrounds is not common: typically, low numbers of BME teachers participate in non-targeted surveys. For example, in the main survey of teachers in 2007, just 77 teachers from BME backgrounds responded, while there were 114 such responses to the 2006 survey. The GTC is keen to support the needs of all teachers in England and, therefore, commissioned a separate booster survey of BME teachers. The GTC recognised from the outset that BME teachers are not one homogenous group and is eager to garner the views and opinions of different ethnic minority groups that make up the broader BME population.

This booster sample of teachers from BME backgrounds is not, however, representative of the population of BME teachers. Population data are not available to permit this type of analysis because before 2003 it was not a requirement for teachers to provide information about their ethnicity. Many of the teachers registered before 2003 did not provide that information, so records are incomplete to a large extent. Since 2003 it has been a requirement to collect ethnicity information about teachers, and this will mean that, with complete records for successive cohorts, the research design and analysis will strengthen with each annual survey.

This is the fourth annual survey of teachers commissioned by the GTC; findings from the previous surveys are available on the GTC website. The GTC commissioned the independent research organisation, ORC International, to undertake the survey in 2007. The findings are used to inform GTC policy and the advice that they give to the Secretary of State for Children, Families and Schools.

Research methods

The same questionnaire was used for the survey of BME teachers as for the main survey of teachers in 2007. As in previous years, teachers were asked for their personal beliefs and actual experiences relating to career plans and professional development. However, for the first time in 2007 the majority of the survey was dedicated to a single topical issue, pupil achievement.

This report is based on the combined total of 538 responses. This total is made up of 77 teachers from BME backgrounds who responded to the main survey and 461 teachers who completed and returned questionnaires to the BME booster survey. The latter represented a response rate of 16%, which, by any standards, is low. The major consequence of any response rate that falls so low is to compromise the validity of the results. It means, for example, that we cannot be sure that the views and attitudes expressed by the small proportion of the sample that responded to the survey are not systematically different from those of the vast majority who chose not to reply.

Furthermore, because these data have only been collected since 2003, the sample mainly contains recently qualified BME teachers and is under-representative of teachers aged 50-59 years and over-representative of teachers in London. Furthermore, BME respondents

were more likely to be class teachers than those in the general sample, and much less likely than general respondents to be in management or leadership.

For both these reasons, any generalisation from the achieved sample to the wider population is not possible, and any comparisons between the responses of the BME sample and those of the general sample reported in the main reports should be treated with great caution. These limitations should be borne in mind when interpreting the findings described in this report and, at best, the salient results should be perceived as the basis for hypotheses that warrant further investigation.

Key findings

What do BME teachers believe should count as achievement? Which aspects of achievement are given priority? Which are not?

To explore teachers' views on the various ways of conceptualising 'achievement', teachers were asked how closely eight statements reflected their own beliefs.

The results suggest that most teachers surveyed believe in a diverse range of types of achievement. Over half of the teachers indicated that all eight different aspects of achievement reflected their own beliefs about what achievement should be.

The following aspects of achievement were rated most highly: creativity to solve real-life problems; collaborating with others; learning to learn; and life-long learning. The interpretation of achievement as 'good results in key stage subject and skill areas that are nationally tested' received notably less endorsement from BME teachers.

Teachers were also invited to reflect on their actual experience and indicate what level of priority is given to each of the eight versions of pupil achievement. Just over half of BME teachers said that 'good results in key stage subject and skill areas that are nationally tested' was given too high a priority. Teachers from Asian and Asian British backgrounds were twice as likely as their colleagues from Black/ Black British and Mixed ethnic backgrounds to believe that 'good results in key stage subject and skill areas that are nationally tested' was given insufficient priority. According to the BME sample, almost half of the respondents thought that three particular versions of achievement were afforded insufficient attention: capacity to become active citizens; becoming life-long learners; and working creatively to find solutions to real-life problems.

What teaching and learning strategies are deemed by BME teachers to be effective in supporting the various aspects of achievement?

Four strategies were examined: thinking skills / cognitive acceleration; assessment for learning; structured group discussion; and pupils as researchers.

The strategies of pupils as researchers, and thinking skills/ cognitive acceleration were more likely to be outside the experience of more BME teachers than the other strategies. In line with this finding, respondents identified two strategies they perceived to be more useful than the others: assessment for learning, and structured group discussion. It was generally felt that assessment for learning was effective in developing the following areas of achievement: achievement across the whole curriculum; good results in key stage subject and skill areas that are nationally tested; and progression to the next stage of education or training. Structured group discussion was thought to be more useful in terms of: capacity to work collaboratively with others; capacity to be active citizens; and capacity to work creatively to find solutions to real-life problems.

More often than not, primary BME teachers considered that the four strategies were more effective for achieving results than did their secondary colleagues.

Respondents were also asked to describe any other strategies they had found effective. Increased learner self-awareness, the use of role-play / drama, peer learning and ICT related strategies were among the strategies mentioned.

Which groups of pupils do BME teachers believe to be most at risk of underachieving? What are the barriers to achievement by these groups?

Teachers identified many different groups as being at risk of underachievement, and many individual teachers identified several groups. Most responses could be grouped into one of eight broad groupings: gender, ethnicity and social class; special educational needs; ability / achievement / attainment; parenting and the influence of parents; communication in English; individuals' motivation to learn and disaffection; family economic background; and home/family conditions. A lack of parental support was identified by many BME teachers as impacting on pupil achievement.

Teachers' responses about the barriers faced by underachieving groups fell into two main categories: those to do with the characteristics of pupils and their background, and those presented by school organisation, resources or the education system.

Do BME teachers think that national policies have had positive or negative impact on supporting achievement?

Teachers' views were sought in relation to 16 current national policies and initiatives. Most of the presented national policies had, in most BME teachers' experience, had a positive impact on pupil achievement. For example, over four in every five teachers surveyed said that investment in information and communications technology (ICT) had generated a positive impact. Almost three-quarters of teachers surveyed said that assessment for learning and enhancing teacher development had had a positive impact.

In terms of negative impact, over one-third of BME teachers signalled that performance tables had led to a negative impact on supporting achievement, as did almost one-quarter with regard to school inspection.

Primary school teachers were more likely than secondary school teachers to feel that the Every Child Matters policy had led to a positive impact in supporting achievement.

What local resources and support strategies to address underachievement have BME teachers experienced and used? How do teachers rate their importance?

All of the 10 factors included in the survey were said by the majority of BME teachers to be important, suggesting that a combination of a wide range of approaches has been found effective. In particular, the vast majority of teachers affirmed that the quality of school leadership was very important. Most teachers also said that small group teaching, small classes, and support staff working in classrooms were very important.

Respondents from primary schools were more likely to give higher importance to a greater number of factors when compared with secondary school teachers.

What approaches have BME teachers experienced and used to enable parents and carers to support children's achievement? Which of these have a positive impact?

Nine out of ten teachers from BME backgrounds said that improving communications between themselves and parents had had a positive impact on pupil achievement. Around three-quarters indicated that drawing on parents' / carers' knowledge of their child, having an open door policy for parents / carers, and inviting parents to take part in the life of the school had also led to positive effects.

In general, more secondary school teachers and more men had less experience of working with parents / carers than primary school teachers and women.

What are BME teachers' future career plans?

The large majority of BME teachers envisaged continuing to develop within their current role. Around a quarter thought that they would become an Advanced Skills Teacher, and a similar proportion anticipated gaining Excellent Teacher Status. Between one-third and one-half of BME teachers indicated that it was highly likely or likely that they would move into leadership or management posts other than headship.

Teachers who described themselves as Black or Black British were more likely than teachers who described themselves as Asian or Asian British, or Mixed ethnicity to feel that they would progress into management or advanced teacher status posts.

Do BME teachers feel that their professional development needs have been met and, if not, why?

Overall, just under a quarter of BME teachers felt that their professional development needs over the past 12 months had been fully met; over half felt that they had been met to some extent; and just under one in five felt that their needs had not been met.

Among those BME teachers whose professional development needs were not met, the numbers of those aged 50-59 years were disproportionately high. Meanwhile, compared to their full-time colleagues, more teachers working part-time, including supply teachers, felt that their needs had not been met.

Within the first five years of service, the proportions of BME respondents stating that their professional development needs were not met were higher in the early years and lower in the later years of the first five years of service.

The most frequent reasons why BME teachers felt that their professional development needs were not been met were the lack of provision of careers guidance, limited opportunities to attend courses, especially the lack of invitations for supply teachers to attend continuing professional development sessions, and weak leadership in schools.

To what extent have BME teachers received training in equalities and are there any equalities training gaps identifiable?

Teachers were asked whether or not they had participated in training on six aspects of equality: disability; gender; race / ethnicity; religion / belief; sexual orientation; and social class. For each of these six equalities areas, more BME teachers had not participated than had participated.

Relatively small proportions of BME teachers – approximately one in five – had received training on social class and sexual orientation issues. In contrast to the

results for the general sample of teachers, where participation in disability training was foremost, race and ethnicity was the issue with the highest participation level for BME teachers – though, of course, all the cautions about comparing the two samples remain.

Teachers were also asked about their own level of understanding of the implications for classroom practice of each of the six equality issues. The vast majority of all teachers said that they understood the implications of all six equalities issues at least to some extent, and over half indicated that they fully understood the issues of disability, race / ethnicity, and gender and religion / belief.

There was a strong relationship between BME teachers who had participated in training on each equality issue and their understanding of the implications for classroom practice.

Conclusion

While it is stressed that the nature of the achieved samples make it difficult to compare the results from the BME sample with those of the larger parallel sample, the BME booster survey does serve to highlight the importance of recognising the differences in the perspectives and experiences of different ethnic minority groups. For example, in addition to the finding summarised above on different ethnic groups' attitudes to the priorities afforded different versions of achievement, the booster survey also revealed that teachers who described themselves as Black or Black British were more likely than teachers who described themselves as Asian or Asian British, or Mixed to anticipate that they would progress into management or advanced teacher status posts. Such intra-BME group variations reinforce the need to treat 'BME teacher' groups as differentiated entities, and underline the continuing need for policy deliberations to draw on differentiated analyses of the views and experience of all groups within the profession.

Chapter one

Introduction

1.1 Background to the study

The General Teaching Council for England (GTC), the professional body for teaching, maintains a register of qualified teachers and works with registered teachers to help improve standards of teaching and the quality of learning. In 2007, the GTC commissioned the independent research organisation, ORC International, to undertake this annual survey of a sample of registered teachers. This is the fourth such annual survey of teachers commissioned by the GTC, and findings from previous surveys are available on the GTC website at www.gtce.org.uk/research/tsurvey/.

This is the third of three reports on the findings of the GTC's Survey of Teachers 2007. The first report describes teachers' perspectives on their career development intentions and their recent experiences of professional development, including training in the area of equalities. The second presents the results from the survey's questions on various aspects of achievement, including teachers' views on ways of raising achievement and tackling underachievement.

In order to explore in greater depth the perspectives of black and minority ethnic (BME) teachers on both of these issues – career plans and achievement – a 'booster' survey, which used the same questionnaire, was conducted. This invited an extra sample of teachers from BME backgrounds. Information about the ethnicity of each teacher has been collected since 2003, and currently the GTC has ethnicity information for approximately 29% of teachers from the population of over 450,000 teaching professionals. Most of these 29% of teachers are white, leaving a sample of all non-white teachers of 5% of the population of teachers on the GTC register. Hence, the sample for this additional administration was drawn from this 5%.¹ The results of the BME teachers' responses to the 2007 survey are reported in this third report.

1.2 Research questions

The survey set out to address the following research questions:

- What do teachers believe should count as achievement? Which aspects of achievement are given insufficient priority? Which are given too high a priority?
- What teaching and learning strategies are perceived to be effective in supporting aspects of achievement? Which do teachers believe should be most important? Which do they believe are actual priorities?
- Which groups of pupils do teachers believe to be most at risk of underachieving? What are seen as barriers to achievement for these groups?
- How effective do teachers believe different policies to be in supporting achievement?
- What local resources and support strategies have teachers experienced or used to address underachievement? How important are these, in their experience?
- What approaches have teachers experienced or used to enable parents / carers to support children's achievement? Which of these have a positive impact, in their experience?
- What are teachers' future career plans?
- Do teachers feel that their professional development needs have been met and, if not, why?

¹ The sample does not include white groups who might be considered as ethnic minority groups (e.g. White Irish, Roma, white other)

- To what extent have teachers received training in equalities, and are there any equalities training gaps identifiable?

1.3 Summary of methodology

The questionnaire

After piloting, the final 10-page questionnaire (see Appendix B) contained 20 questions, most of which asked teachers to express their views or describe recent experiences. Seven of the questions were 'open', inviting teachers to provide relatively unprompted written comments. The answers to these open questions provided insights into the reasons behind responses to the 'closed' items (that is, questions with a limited number of possible responses).

Trend questions

In 2006, a smaller survey of teachers from BME backgrounds was conducted. Limited comparisons are made between results in 2006 and 2007 where they add insight and understanding, but as neither sample was representative of the wider teaching population the data are interpreted with caution in the chapters that follow.

Sampling and distribution

For the BME teacher booster survey, a sample of 2800 BME teachers was drawn from all eligible teachers registered with the GTC for whom ethnicity information is available.² The survey was distributed by post (to home addresses where these were available) in March 2007. It was also made available online for those who preferred to respond in this way.

Achieved sample representative of the teaching population

This report is based on the combined total of 538 responses. These responses are made up of 77 teachers from BME backgrounds who responded to the main survey, and 461 teachers who completed and returned questionnaires for the BME booster survey. The latter represented a response rate of 16%, which, by any standards, is low. The major consequence of any response rate that falls so low is to compromise the validity of the results. It means, for example, that we cannot be sure that the views and attitudes expressed by the small proportion of the sample that responded to the survey are not systematically different from those of the vast majority who chose not to reply. Given that a substantial majority of teachers in the target sample did not respond to the questionnaire, any generalisation from the achieved sample to the wider population is not possible. This limitation should be borne in mind when interpreting the findings described in this report and, at best, the salient results should be perceived as the basis for hypotheses that warrant further investigation.

Therefore, percentages throughout this report must be interpreted as indicative. For all the above reasons, tests of statistical significance have not been employed. This also limits the ability to compare the findings of the BME subsample with the overall response to the survey.

It should also be noted that, as the government now requires information to be collected on ethnicity, the validity of the research design would strengthen in future years. Currently, because these data have only been collected since 2003, the sample contains mainly recently qualified BME teachers and is under-representative of teachers aged 50-59 years, and over-representative of teachers in London.

Analysis

² The GTC database does not yet include full ethnicity data. The (former) Department for Education and Skills began collecting these data only in 2003.

The data were linked to background details taken from the GTC register of teachers and Department for Education and Skills (DfES) / Department for Children Schools and Families (DCSF) school data – gender, age, type of school, phase, government office region, length of service, local authority – and also to role, working status and key stage, which were asked in the questionnaire.

The data were tabulated and analysed using the following software packages: Bellview Fusion, Excel and SPSS. Topline frequencies and two- and three-way cross-tabulations were produced.

1.4 Summary profile of respondents

Key personal characteristics of responding teachers were:

- **ethnicity:**
 - Asian / Asian British 43% (230);
 - Black / Black British 28% (149);
 - Mixed White and any other background 17% (90);
 - any other background 5% (25);
 - Chinese 3% (17); and
 - 5% (27) preferred not to say or data were missing;
- **gender:**
 - 73% (394) female; and
 - 27% (143) male;
 - (in the general sample of respondents, there were 79% female; 21% male);
- **age:**
 - 22% (118) under 30 years;
 - 60% (325) 30-49 years; and
 - 17% (94) 50 plus years;
 - (the corresponding percentages for the general sample differed markedly at the older end: 17% under 30 years; 46% 30-49 years; 36% 50 plus years);
- **disability:**
 - 3.2% (17) with a disability, which was broadly similar to the general sample (2.5%).

Key professional characteristics of responding teachers were:

- **length of service:**
 - 67% (349) less than 5 years;
 - 12% (64) 5-9 years;
 - 13% (65) 10-19 years; and
 - 8% (43) 20 years or over;
 - (compared to the wider teaching population, there is a disproportionately high proportion of teachers with less than five years' service (67% in the BME sample compared to 23% in the general sample). This is because the GTC register of teachers from which the sample was taken only began holding data on the ethnic background of teachers in 2003. Teachers contribute their details when first entering the profession, whereas only some update their detail after gaining qualified teacher status;
- **role:**
 - 52% (278) class teachers plus a further 19% (100) class teachers with special curriculum/non-curriculum responsibilities;
 - 11% (61) supply teachers;
 - 1% (8) cross-school roles;
 - 9% (46) heads of department, year or key stage;
 - 1% (6) assistant heads;

- 1% (6) deputy heads;
- 1% (4) head teachers; and
- 1% (3) advanced skills teachers (ASTs);
- (again, clear differences emerged between the BME and general achieved samples: the former were more likely to be class teachers (71% versus 49%) and much less likely to be in management or leadership posts (3% assistant, deputy or heads versus 19%);
- **terms of employment:**
 - 80% (431) full time;
 - 15% (83) part-time; and
 - 4% (24) missing.

Key school context characteristics of responding teachers were:

- **region** (excluding several regions):
 - 25% (136) in London;
 - 15% (82) in the South East;
 - 13% (71) in the West Midlands; and
 - 2% (12) in the North East;
- **phase:**
 - 37% (201) primary;
 - 50% (267) secondary; and
 - 13% (69) other;
 - (in the general sample, 48% were in primary schools and 40% were in secondary schools);
- **type of school/organisation:**
 - 62% (331) community;
 - 11% (61) voluntary aided;
 - 10% (52) foundation;
 - 9% (49) supply (agency and local authority employed);
 - 7% (36) special schools and pupil referral units;
 - 4% (24) voluntary controlled; and
 - one individual nursery;
 - (total is greater than number of respondents due to some individuals working for more than one type of organisation);
- **Urban / other locality:**
 - 65% (351) deemed urban local authorities; and
 - 30% (162) teachers deemed other or non-urban;
- **School challenge:**
 - for those teachers working in schools, a range of data held by the DCSF were imported: school type; percentage of pupils with special educational needs; percentage of pupils eligible for free school meals; percentage of pupils with English as an additional language; and key stage results.

See Table 1.1 for the average (mean) percentage of pupils in respondents' schools who fall into each of the categories being used to measure school challenge. The division of data by phase reflects that available from the DCSF.

Table 1.1 Average percentage of pupils in respondents' schools facing each measure of challenge

Challenge	Primary schools (n = 201), mean %	Secondary schools (n = 267), mean %
Pupils eligible for free school meals	24.8	21.6
Pupils whose first language is other than English	41.1	22.4
Pupils with special needs – with statements	1.6	2.4
Pupils with special needs – without statements	19.4	18.0
Pupils in schools that achieve expected levels in national tests	75.6	54.3

Data on measures of school challenge were usefully broken down by urban or other localities below. Among primary teachers responding to the survey, more from urban than other localities taught pupils who were eligible for free school meals and whose first language was other than English. Also, more primary teachers from non-urban areas than urban taught in schools that achieved the expected levels in national tests.' Among secondary teachers, more from urban than other localities taught pupils who were eligible for free school meals and whose first language was other than English. Also, more secondary respondents from urban than other areas taught more pupils without statements of special educational needs (SEN) compared to those in non-urban areas, and more from non-urban areas than urban achieved the expected levels in end of key stage tests and GCSEs.

More detail on the profile of respondents can be found in the appendices that accompany this report. Suffice it here to stress that some major differences between the BME and the general respondents were found – notably for length of service, role and age – and these underline the difficulties of comparing the results of the two samples.

1.5 Structure of the report

- **Chapter two.** What do teachers believe should count as achievement? Which aspects of achievement are not given sufficient priority? Which are given too high a priority?
- **Chapter three.** What teaching and learning strategies are perceived to be effective in supporting aspects of achievement? Which do they believe should be most important? Which do they believe are actual priorities?
- **Chapter four.** Which groups of pupils do teachers believe to be most at risk of underachieving? What are seen as barriers to achievement for these groups?
- **Chapter five.** How effective do teachers believe different policies to be in supporting achievement?
- **Chapter six.** What local resources and support strategies have teachers experienced or used to address underachievement? How important are these, in their experience?
- **Chapter seven.** What approaches have teachers experienced or used to enable parents / carers to support children's achievement? Which of these have a positive impact, in their experience?
- **Chapter eight.** What are teachers' future career plans?
- **Chapter nine.** Do teachers feel that their professional development needs have been met and, if not, why?
- **Chapter ten.** To what extent have teachers received training in equalities, and are any equalities training gaps identifiable?

Section A

Pupils' achievement: BME teachers' beliefs and experiences

Chapter two

BME teachers' personal beliefs about and experiences of pupil achievement

Summary

This chapter addresses the first set of research questions: What do BME teachers believe should count as achievement? Which aspects of achievement are not given sufficient priority? Which are given too high a priority? In order to explore BME teachers' views on the various ways of conceptualising pupil 'achievement', teachers were asked how closely eight preselected statements reflected their own personal beliefs.

Overall, the results from this survey - while not representative of the population of BME teachers, - do suggest that most teachers surveyed believe in a diverse range of types of achievement. Over half of the teachers indicated that all eight different aspects of achievement reflected their own beliefs about what achievement should be.

Within this, there were however distinct patterns in BME teachers' responses. A large majority of teachers surveyed agreed that pupil achievement should be seen in terms of learning for life, both individually and in collaboration. The following aspects of achievement were rated most highly: creativity to solve real-life problems; collaborating with others; learning to learn; and life-long learning. The interpretation of achievement as 'good results in key stage subject and skill areas that are nationally tested' received notably less endorsement from BME teachers than other types of achievement.

Teachers were also invited to reflect on their actual experience, and indicate what level of priority is given to each of the eight versions of pupil achievement. Just over half (54%) of BME teachers said that 'good results in key stage subject and skill areas that are nationally tested' was given too high a priority. This is a far greater percentage than for any other aspect of achievement, but still leaves over one-third (35%) who thought that this aspect of achievement is given about the right priority. Teachers from Asian and Asian British backgrounds were twice as likely as their colleagues from Black / Black British and Mixed ethnic backgrounds to believe that 'good results in key stage subject and skill areas that are nationally tested' was given insufficient priority. According to the BME sample, almost half of the respondents thought that three particular versions of achievement were afforded insufficient attention: capacity to become active citizens; becoming life-long learners; and working creatively to find solutions to real-life problems.

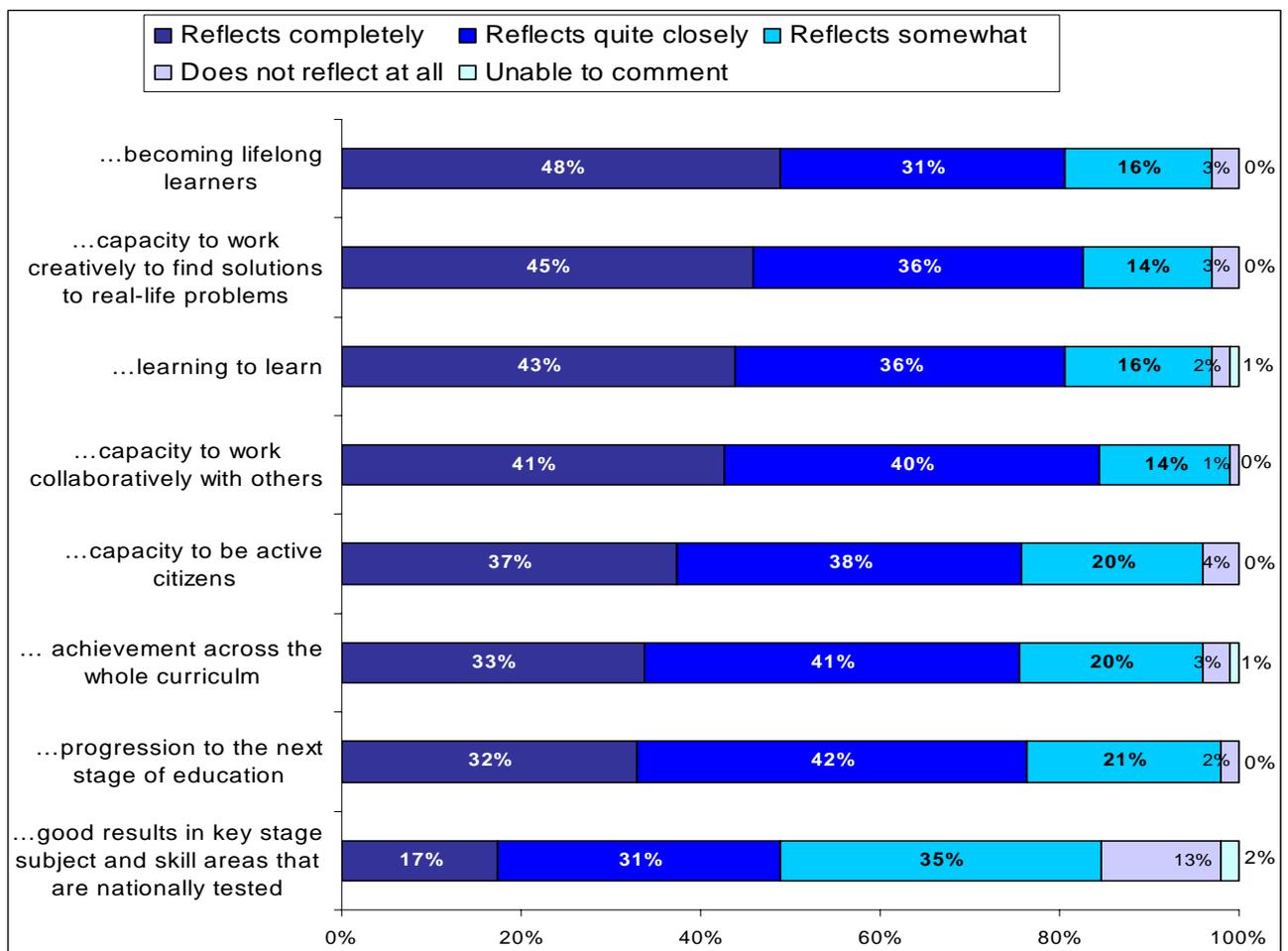
In item 7 of the questionnaire, teachers were asked how closely a series of statements reflected their personal beliefs on pupil achievement. In item 8 they were invited to rate each of the statements presented in the previous item according to their actual experiences of the level of priority given to them. This chapter presents findings for both these items separately and then compares them to explore any relationship between (i) teachers' beliefs about what pupil achievement should be; and (ii) their experience of the priorities afforded different aspects of achievement. In this way, teachers' values about eight views on pupil achievement can be examined in relation to their perceptions of the priorities each of the eight views receives in practice.

2.1 Personal beliefs about pupil achievement

As displayed in Figure 2.1, about four in five of the minority ethnic teachers surveyed believed completely or quite closely that pupil achievement should be seen in terms of children’s ‘capacity to work creatively to find solutions to real-life problems’ (81%); ‘capacity to work collaboratively with others’ (81%); ‘learning to learn’ (79%); and ‘becoming life-long learners’ (79%).

Slightly fewer but still the large majority – about three-quarters of teachers responding to this survey – indicated that three additional aspects of achievement reflected their views completely or quite closely: ‘capacity to be active citizens; (75%); ‘achievement across the whole curriculum’ (74%); and ‘progression to the next stage of education or training’ (74%).

Figure 2.1 Whether various aspects of achievement reflect teachers’ own views



(Missing data are not shown: 0% to 2% per bar. Total bases = 538)

Notably fewer teachers said they believed that achievement should be seen in terms of ‘good results in key stage subject and skills areas that are nationally tested’: just less than half (48%) said that this aspect of achievement reflected their views completely or quite closely. Thirteen per cent of BME teachers responding to this survey said that this aspect of achievement did not reflect their own views at all, whereas for all other aspects of achievement only between 0% and 4% of BME teachers indicated that these aspects of achievement did not reflect their views at all.

These results echo those for the main survey of teachers. Aspects of achievement relating to individual pupils’ learning for life – becoming life-long learners; learning to learn; and

working creatively to find solutions to real-life problems – reflected the greatest proportion of teachers' views in the general survey. This was followed by aspects of achievement relating to playing a positive part in society – becoming active citizens and working collaboratively with others. Also, aspects of achievement that focus on skill areas that are nationally tested reflected fewer teachers' views.

Although reliable comparisons between the BME respondents with the teachers in the general achieved sample are very difficult, because of the problems already discussed, there were sufficient respondents overall to be able to report with confidence patterns in the data.

Ethnicity

Comparative analysis indicated that Black / Black British teachers were more likely than teachers from mixed ethnic backgrounds to say that good results in national tests reflect their own view of what pupil achievement should be. Twenty per cent of Black / Black British teachers said that this reflects completely their own view, and 36% said it reflects their view quite closely; these figures were appreciably higher than the 10% of Mixed teachers who said that it reflects their view completely and 22% whose view it reflected quite closely.

Gender

A higher percentage of women (52%) than men (38%) said that becoming life-long learners reflected their own view completely.

Phase

There were some differences within the sample between the responses of primary and secondary teachers (see Figures 2.2 and 2.3). In general, a higher proportion of primary teachers' beliefs accentuated individuals' learning for life:

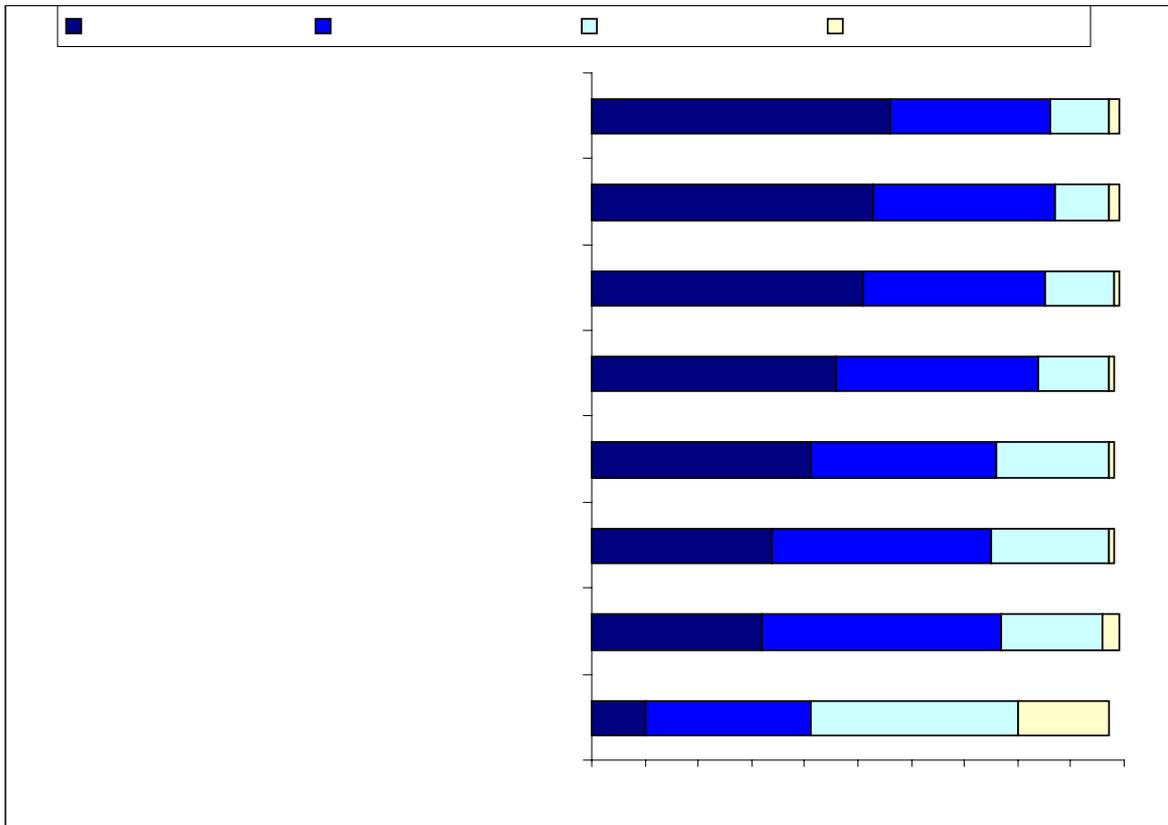
- **life-long learners** – a higher percentage of primary (56%) than secondary (43%) teachers registered that pupils becoming life-long learners reflects completely their beliefs, while a higher percentage of secondary (18%) than primary (11%) teachers said that this aspect only somewhat reflects their beliefs; and
- **learning to learn** – 53% of primary compared to 37% of secondary teachers said that learning to learn reflects their view of achievement completely, while a higher proportion of secondary (19%) than primary (10%) teachers said that this aspect only somewhat reflects their views.

However, a higher proportion of secondary teachers appeared to believe more strongly in achievement centred on subjects that are nationally tested:

- more secondary (20%) than primary (10%) teachers said that 'good results in key stage subject and skill areas that are nationally tested' reflected their views completely, and more primary (17%) than secondary (11%) teachers signalled that this aspect does not reflect their personal views at all.

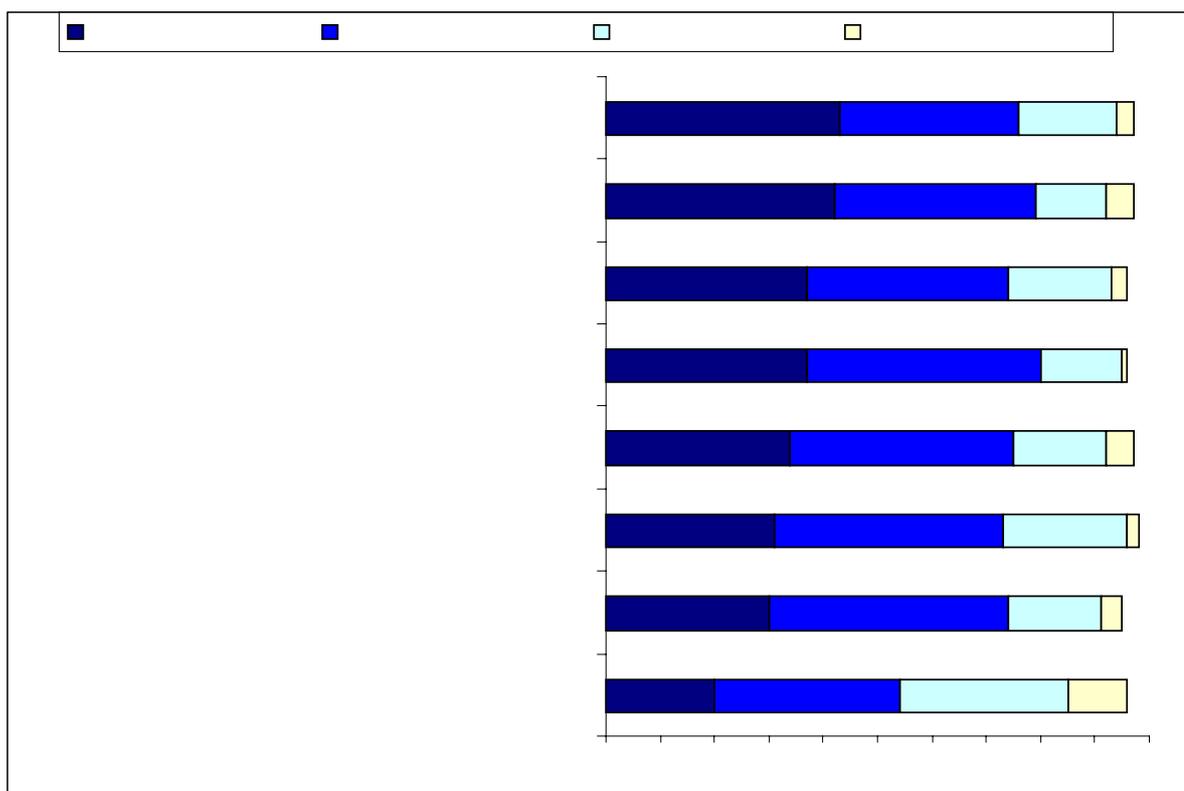
As well as differences by phase, it was noteworthy that respondents teaching Foundation to Key Stage 3 children were more likely than those teaching Key Stages 3 and 4 and post-16 students to say that life-long learning and learning to learn reflects completely their own view on achievement.

Figure 2.2 Whether various aspects of achievement reflect teachers' own views – primary teachers



(Missing data are not shown: from 0% and 1% per bar. Base = 201)

Figure 2.3 Whether various aspects of achievement reflect teachers' own views – secondary teachers



(Missing data are not shown: from 1% to 4% per bar. Base = 267)

Type of school

More BME teachers in foundation schools (10%) said that achievement across the curriculum did not at all reflect their personal views of what achievement should be, compared to those in community (3%) and voluntary aided (0) schools.

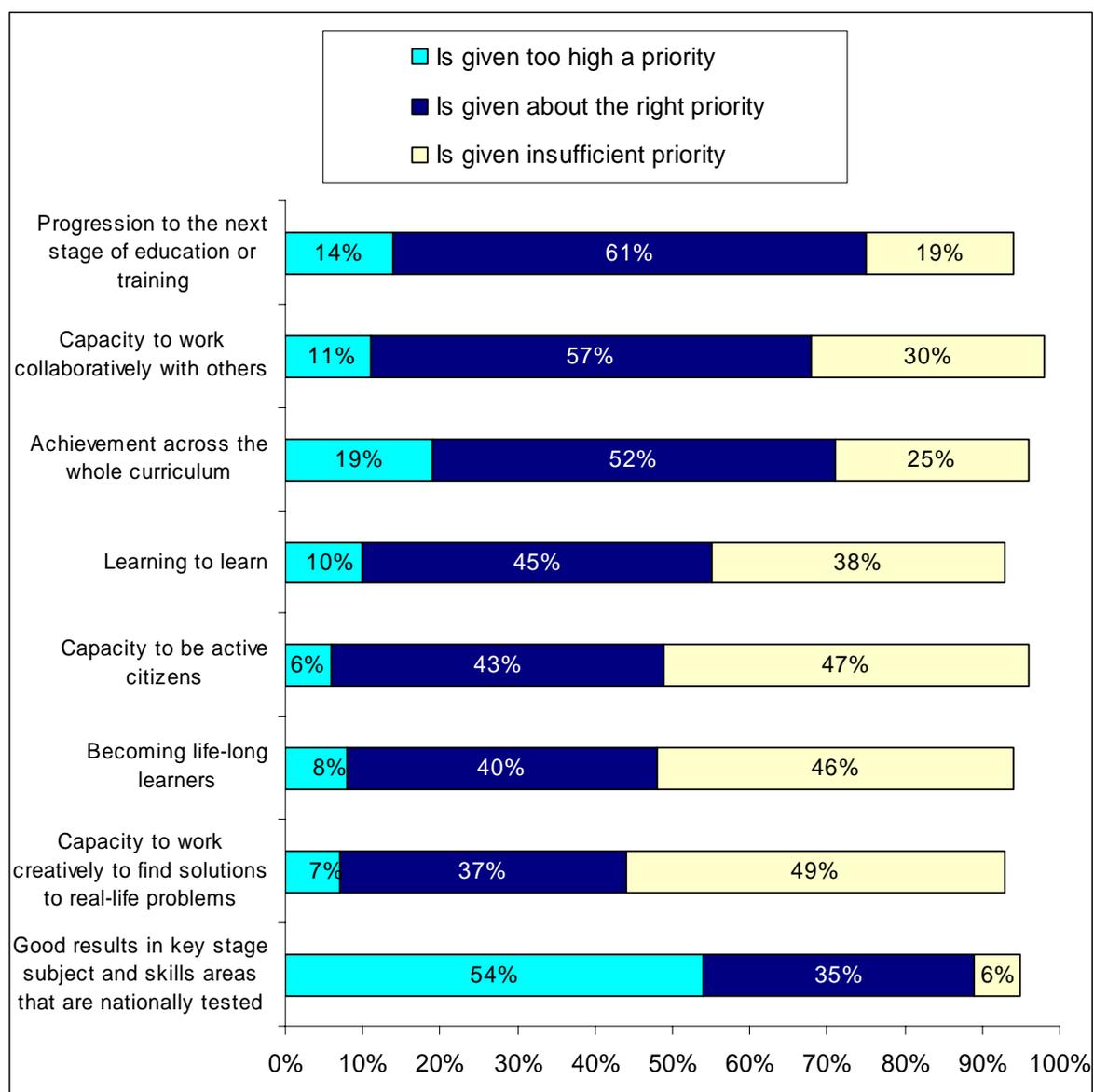
2.2 Teachers' experiences of the level of priority given to each aspect of pupil achievement

As is shown in Figure 2.4, over half of the teachers surveyed recorded that, in their experience, 'progression to the next stage of education or training' (61%), 'capacity to work collaboratively with others' (57%) and 'achievement across the whole curriculum' (52%) are given about the right priority.

According to almost half of teachers surveyed, insufficient priority is given to: 'capacity to be active citizens' (47%), 'becoming life-long learners' (46%) and 'working creatively to find solutions to real-life problems' (49%).

Just over half (54%) of teachers said that 'good results in key stage subject and skill areas that are nationally tested' is given too high a priority. This is a far greater percentage than for any other aspect of achievement, but still leaves over one-third (35%) who thought that it is given about the right priority.

Figure 2.4 Teachers' perceptions about the level of priority given to aspects of achievement



(Missing data are not shown: 1.3% to 2.0%; unable to comment: 1.5% to 5.2%. Base = 538)

Ethnicity

Table 2.1 presents the results for aspects of achievement given insufficient priority, by broad minority ethnic groups. Two differences were worthy of comment. First, there was a higher percentage (8%) of teachers from Asian and Asian British backgrounds than Black / Black British (3%) and Mixed ethnic (4%) backgrounds who considered that 'good results in key stage subject and skill areas that are nationally tested' was given insufficient priority. Second, compared to Black / Black British (19%) and Asian and Asian British (25%) respondents, a higher proportion (31%) of teachers in the Mixed ethnic category adjudged that working creatively to solve real-life problems was given insufficient priority.

Table 2.1 Teachers from three broad ethnicity groupings who said that aspects of achievement were given insufficient priority (%)

	Black and Black British	Asian and Asian British	Mixed
Capacity to work creatively to find solutions to real-life problems	40	55	5
Becoming life-long learners	42	48	4
Capacity to be active citizens	39	49	5
Learning to learn	37	41	3
Good results in key stage subject and skill areas that are nationally tested	3	8	
Achievement across the whole curriculum	19	25	3
Capacity to work collaboratively with others	30	29	3
Progression to the next stage of education or training	15	20	1
Base (number)	149	230	9

Age

There were differences according to the age of respondents. In general, a higher percentage of teachers aged 25-39 years thought that citizenship and creative working were afforded insufficient priority compared to younger or older teachers. The data from within the survey to support this finding are as follows:

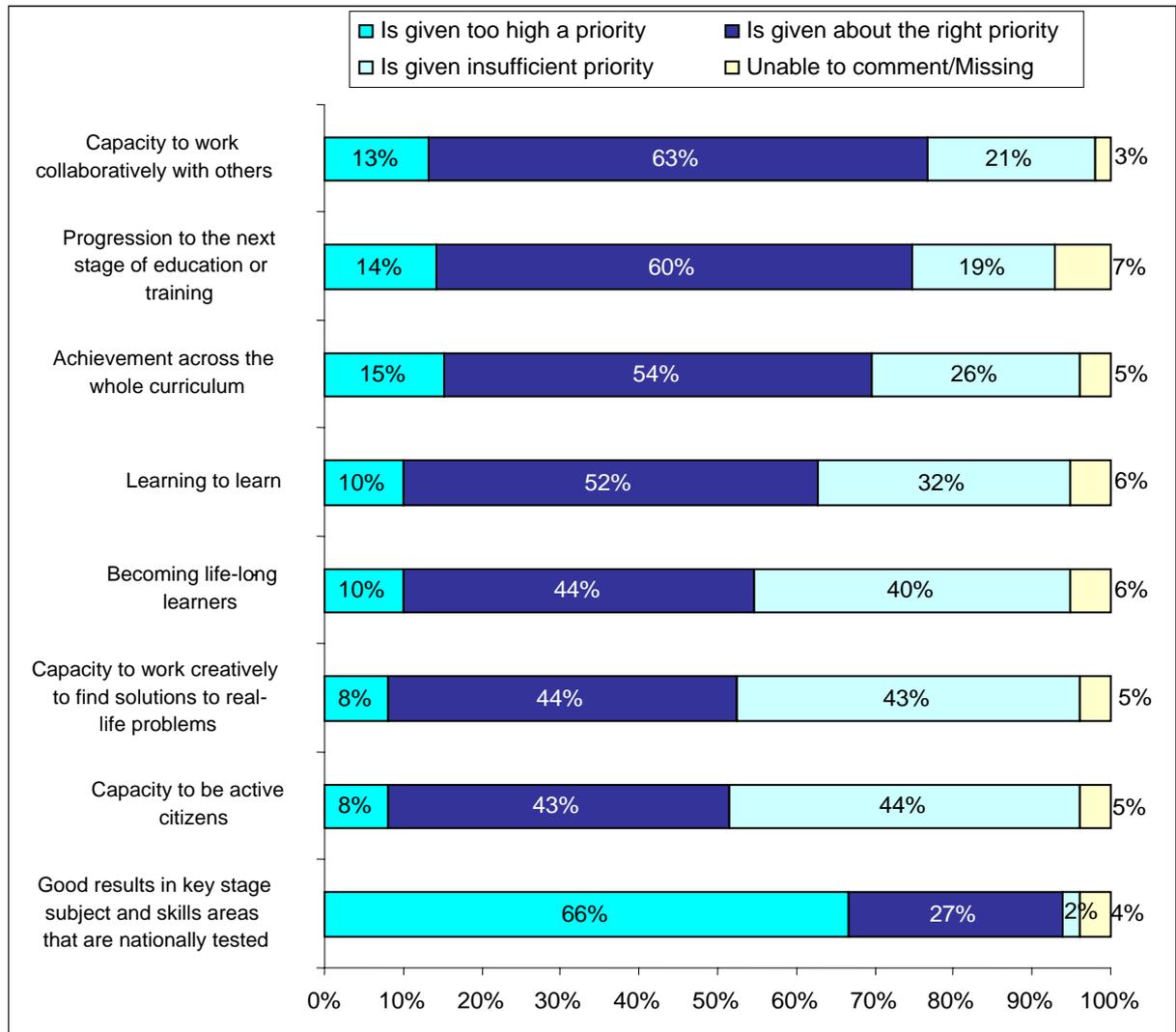
- **active citizens** – a higher percentage of 25-39-year-old teachers than their 40-49-year-old counterparts said this aspect of achievement is given insufficient priority;
- **working creatively to solve real-life problems** – a higher percentage of 25-39-year-old teachers than their 50-59-year-old counterparts said that this aspect of achievement is given insufficient priority.

Phase

When comparing primary and secondary teachers' responses in Figures 2.5 and 2.6, respectively, the most noticeable difference is in relation to 'good results in key stage subject and skill areas that are nationally tested'. Among primary teachers, 69% indicated that this aspect is given too high a priority and 29% said the level of priority is about right. Among secondary teachers, fewer (50%) considered that it is given too high a priority, and more that it was given about the right priority (42%).

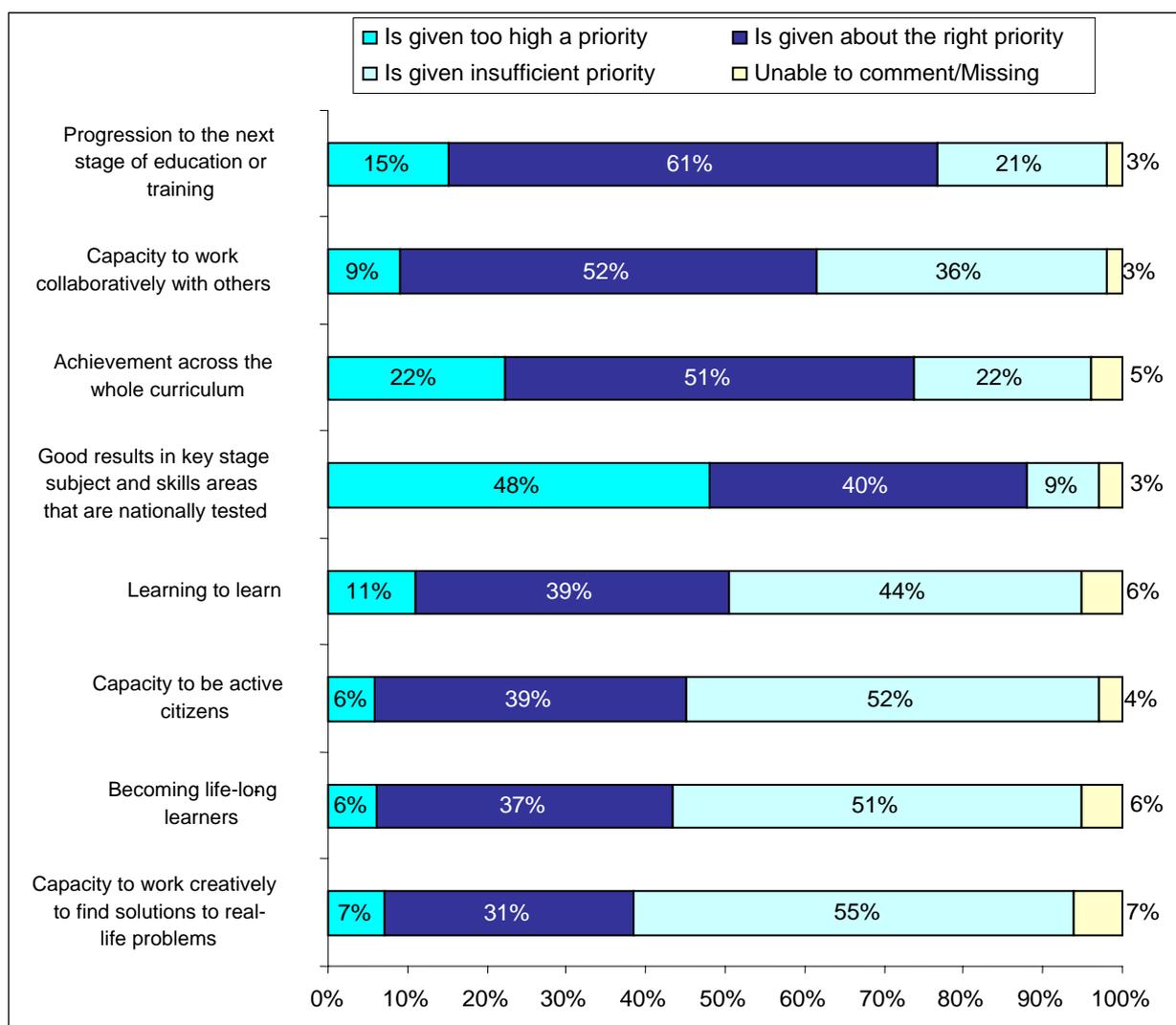
Also worthy of note was how many aspects of achievement secondary teachers said were given insufficient priority, compared to primary school teachers. A higher percentage of secondary than primary teachers within the sample indicated that 'learning to learn'; 'capacity to work collaboratively with others'; 'capacity to work creatively to find solutions to real-life problems'; and 'becoming life-long learners' are given insufficient priority. A higher percentage of primary than secondary teachers nominated three of these aspects – 'learning to learn'; 'capacity to work collaboratively with others'; 'capacity to work creatively to find solutions to real-life problems' – as receiving about the right level of priority.

Figure 2.5 Primary teachers' perceptions about the level of priority given to aspects of achievement



(Base = 201)

Figure 2.6 Secondary teachers' perceptions about the level of priority given to aspects of achievement



(Base = 267)

2.3 Comparison of teachers' beliefs about and experiences of achievement

Results on BME teachers' personal beliefs and actual experience relating to different concepts of pupil achievement were compared.

In general, for many BME teachers, their personal beliefs about achievement and their actual experience of working in the school system appeared to be broadly aligned. Of those teachers who said that an aspect of achievement was given about the right level of priority, the large majority affirmed that these aspects reflected their view completely or closely.

However, the relationship between personal beliefs and actual experience was not a straightforward one: for example, for most aspects of achievement, a minority of teachers surveyed declared that their own beliefs about what achievement should be were reflected only somewhat or not at all, and yet they agreed that these aspects of achievement were given about the right level of priority.

Despite the low base numbers of teachers saying that each aspect of achievement was given too high a priority, the pattern of these responses shown in Table 2.2 shows a consistency across all aspects of achievement (except 'good results in key stage subject and skill areas that are nationally tested'). Of those teachers who did say that too high a priority was given to an aspect of achievement, the large majority also said that this aspect reflected their views completely or closely.

For these same seven aspects of achievement, most teachers who registered that each aspect was given insufficient priority also said that these aspects reflected their view completely or closely. Indeed, of those teachers who said that aspects were given insufficient priority, there was about a 3:1 ratio of teachers saying that these aspects reflected their own views completely or closely, compared to somewhat or not at all.

As already indicated, the exception to the overall patterns described above was good results in national tests. Here, the number of teachers who said that this was given too high a priority was large (293). Of these teachers, the majority (64%) said that this aspect did not reflect their personal beliefs about achievement at all. However, 34% of those who said it was given too high a priority said it reflected their own views completely or closely. This suggests that about one-third of the sample surveyed believe good results in national tests is an important aspect of achievement but not as important as the education system has made it.

Full comparisons of teachers' beliefs and their actual experiences of aspects of achievement are presented in Table 2.2.

Table 2.2 Comparisons of priority level and personal views (%)

Aspect of achievement	Too high a priority	About the right level of priority	Insufficient priority
Achievement across the whole curriculum			
Reflects completely or closely (%)	70	81	75
Reflects somewhat or not at all (%)	30	19	25
Base	96	274	130
Capacity to become active citizens			
Reflects completely or closely (%)	90	75	77
Reflects somewhat or not at all (%)	10	25	23
Base	31	224	250
Becoming life-long learners			
Reflects completely or closely (%)	93	81	80
Reflects somewhat or not at all (%)	7	19	20
Base	41	214	243
Progression to the next stage of education or training			
Reflects completely or closely (%)	61	78	81
Reflects somewhat or not at all (%)	39	22	19
Base	77	322	101
Capacity to work collaboratively with others			
Reflects completely or closely (%)	88	86	80
Reflects somewhat or not at all (%)	12	14	20
Base	57	296	159
Capacity to work creatively to find solutions to real-life problems			
Reflects completely or closely	84	86	83
Reflects somewhat or not at all	16	14	17
Base	38	198	261
Learning to learn			
Reflects completely or closely (%)	77	84	81
Reflects somewhat or not at all (%)	23	16	19
Base	53	241	205
Good results in national tests			
Reflects completely or closely (%)	35	73	56
Reflects somewhat or not at all (%)	65	27	44
Base	288	180	32

In this chapter, the concept of achievement has been explored by analysing both BME teachers' personal beliefs on the level of priority that should be given to various aspects of achievement and their actual experience of the priorities given to aspects of achievement. In the chapter that follows, teachers' experiences of using teaching and learning strategies to support pupil achievement are investigated.

Chapter three

The application of teaching and learning strategies for different aspects of achievement

Summary

This chapter considers the research question: What teaching and learning strategies are deemed by BME teachers to be effective in supporting the aspects of achievement discussed in the previous chapter? It focuses on teachers' experiences of the effectiveness of four teaching and learning strategies for supporting the various versions of achievement.

The strategies examined were: thinking skills / cognitive acceleration; assessment for learning; structured group discussion; and pupils as researchers.

It appeared that the strategies of pupils as researchers and thinking skills / cognitive acceleration were more likely to be outside the experience of more BME teachers than the other two strategies. In line with this finding, respondents identified two strategies they perceived were more useful than the others in working towards various aspects of achievement: assessment for learning, and structured group discussion. It was generally felt that assessment for learning was effective in developing the following areas of achievement: 'achievement across the whole curriculum', 'good results in key stage subject and skill areas that are nationally tested' and 'progression to the next stage of education or training'. Structured group discussion was thought to be more useful in terms of: 'capacity to work collaboratively with others'; 'capacity to be active citizens'; and 'capacity to work creatively to find solutions to real-life problems'.

More often than not, primary BME teachers considered that the teaching and learning strategies were more effective for achieving results than did their colleagues in secondary schools.

In addition to these four preselected strategies, respondents were asked to describe any other strategies they had found effective. With some teachers offering more than one example, 112 teachers responded, citing increased learner self-awareness, the use of role-play / drama, peer learning and ICT related strategies were among the strategies mentioned.

3.1 Effectiveness of teaching and learning strategies for different aspects of achievement

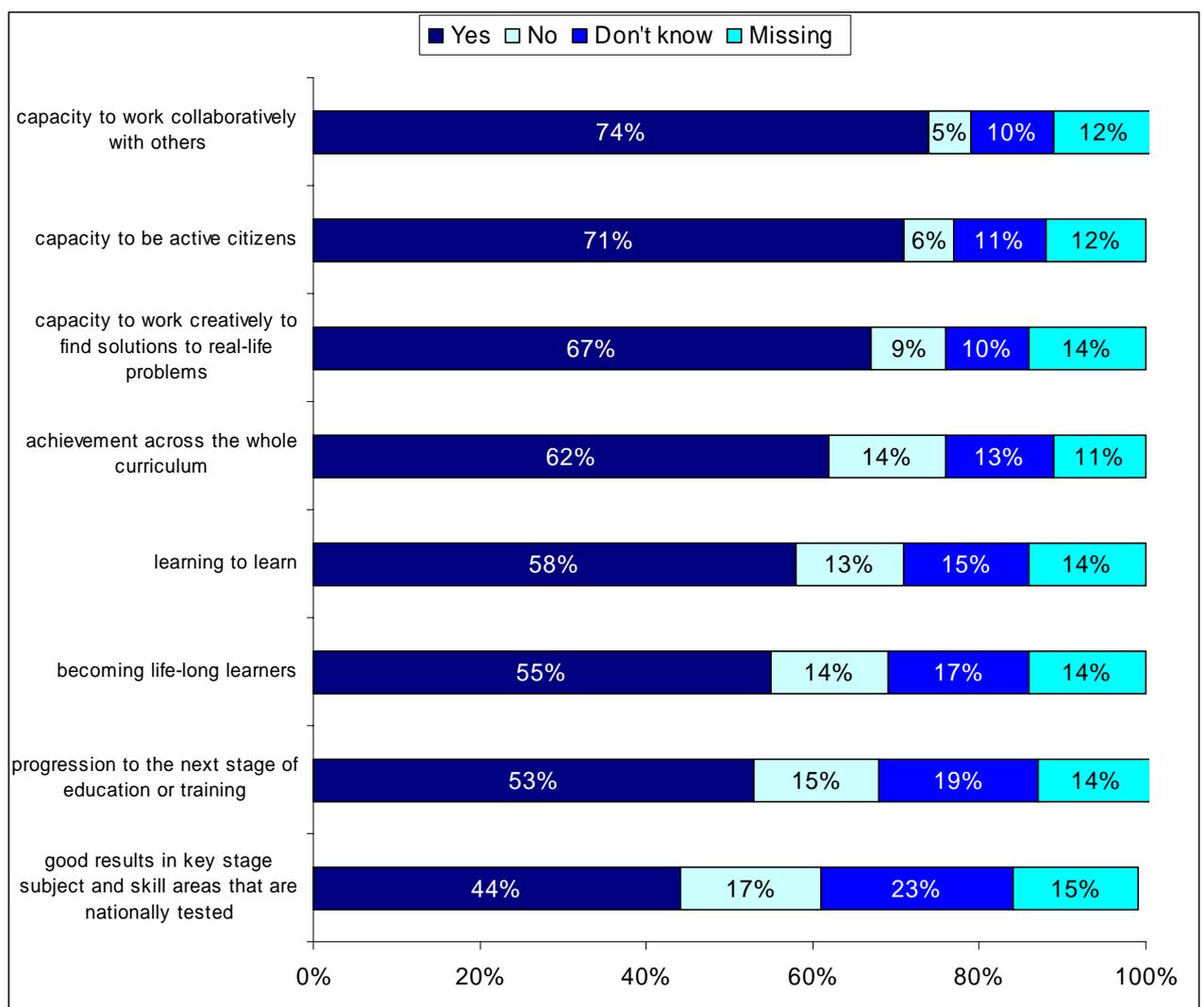
Teachers' experiences of the effectiveness of four preselected teaching and learning strategies – judged by independent research to be effective in supporting achievement – to support pupil achievement were sought. The strategies were:

- thinking skills, cognitive acceleration;
- assessment for learning;
- structured group discussion; and
- pupils as researchers

For each teaching and learning strategy, teachers were asked (in item 9) whether, in their experience, it had been effective in supporting pupils to attain each of the same eight aspects of achievement that were the focus of the previous chapter.

The ratings for each of the four separate teaching and learning strategies are shown in Figures 3.1 to 3.4. As displayed in these figures, significant numbers of teachers ticked the 'don't know' boxes or left the individual statements in the item unanswered (i.e. missing data). In view of the pattern of responses to the other achievement items in the questionnaire and the wording of item 9, it would seem reasonable to assume that most of the 'don't know' and missing responses denote these teachers' lack of experience in the particular strategy on which to base a confident assessment of its efficacy for a specific achievement outcome. In the light of this, the cumulative percentage of those responding 'yes' or 'no' can be read as an indication of the proportion of BME teachers using – or having knowledge of colleagues using – the four teaching and learning strategies for a particular aspect of achievement. Thus, the item is useful in gauging the relative usage levels of different strategies for supporting various areas of achievement, as well as in providing data on perceptions of their effectiveness.

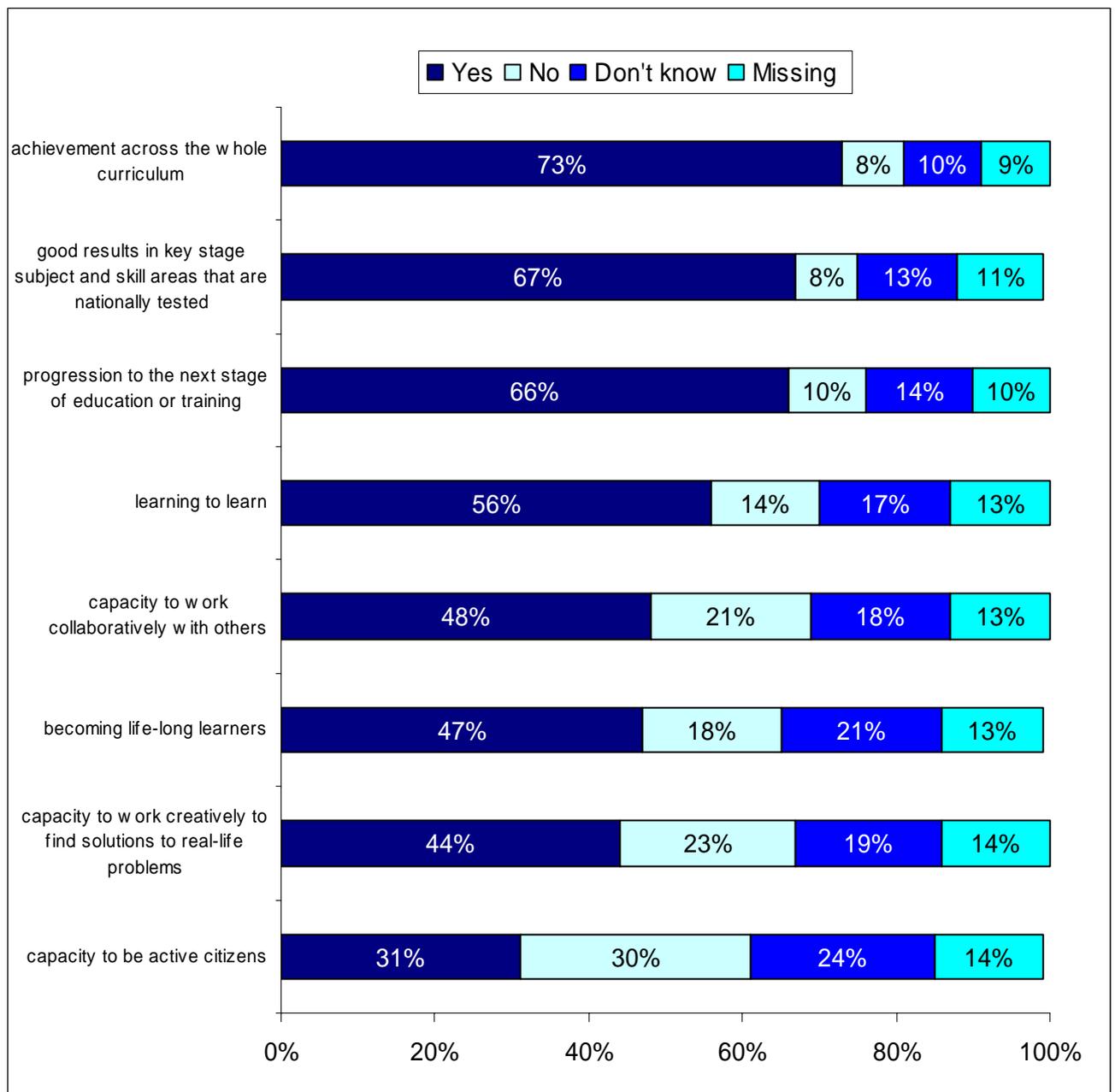
Figure 3.1 Perceived effectiveness of structured group discussion



(Base = 538; some bars do not add up to 100% due to rounding)

For most aspects of achievement, the results displayed in Figures 3.1 to 3.4 suggest that more BME teachers were less experienced in the use of the strategies of pupils as researchers and thinking skills/ cognitive acceleration than the other two teaching and learning approaches.

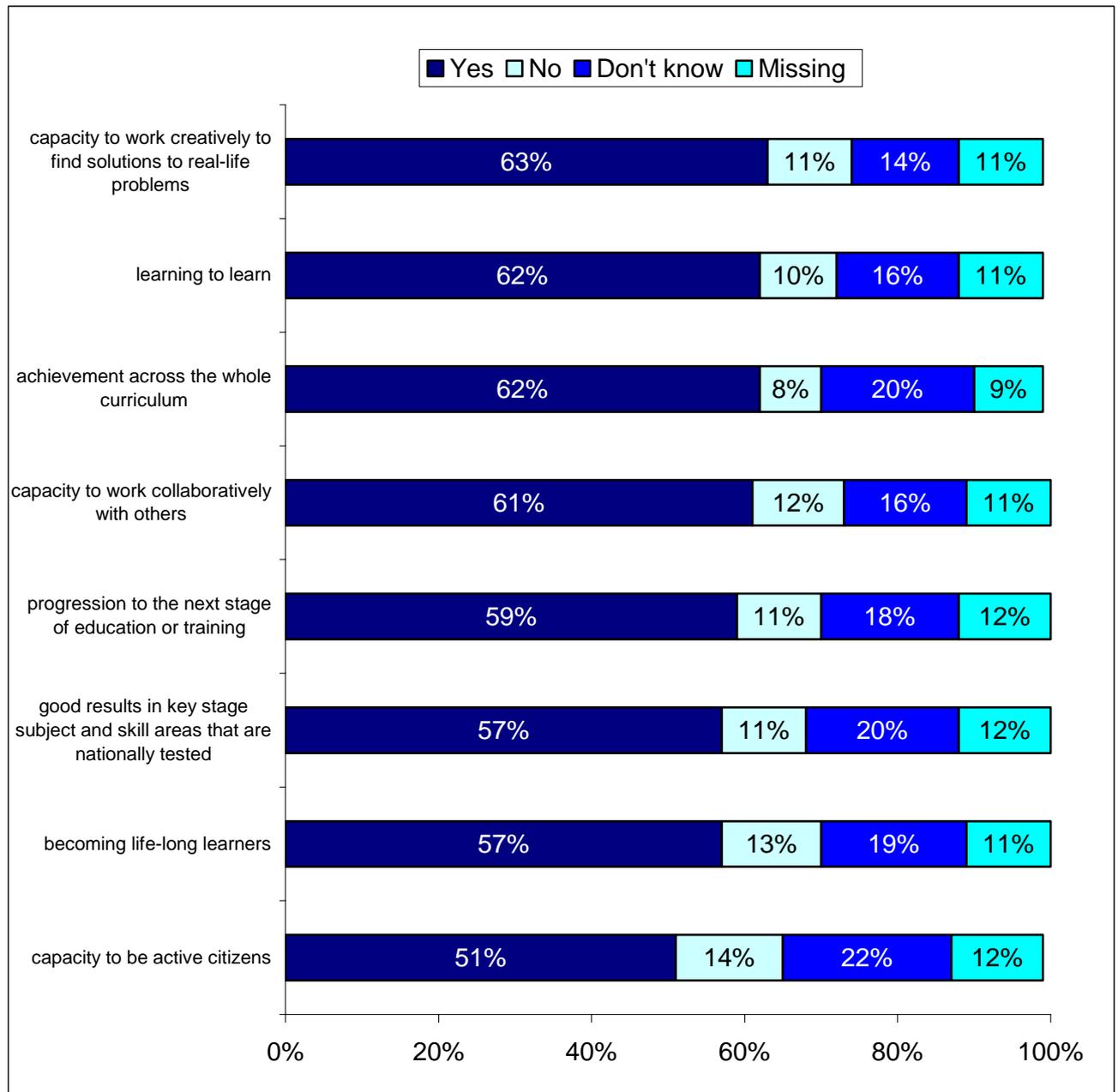
Figure 3.2 Perceived effectiveness of assessment for learning



(Base – 538; some bars do not add up to 100% due to rounding)

Comparing the four figures, assessment for learning was found to be effective by a higher percentage of BME teachers for the following versions of achievement: 'achievement across the whole curriculum', 'progression to the next stage of education or training' and 'good results in key stage subject and skill areas that are nationally tested'. Structured group discussion was found by a higher percentage of respondents to have been effective in supporting the following aspects of achievement: 'capacity to work collaboratively with others'; 'capacity to be active citizens'; and 'capacity to work creatively to find solutions to real-life problems'. Thinking skills / cognitive acceleration was associated with marginally higher percentages for 'learning to learn' and 'becoming life-long learners'.

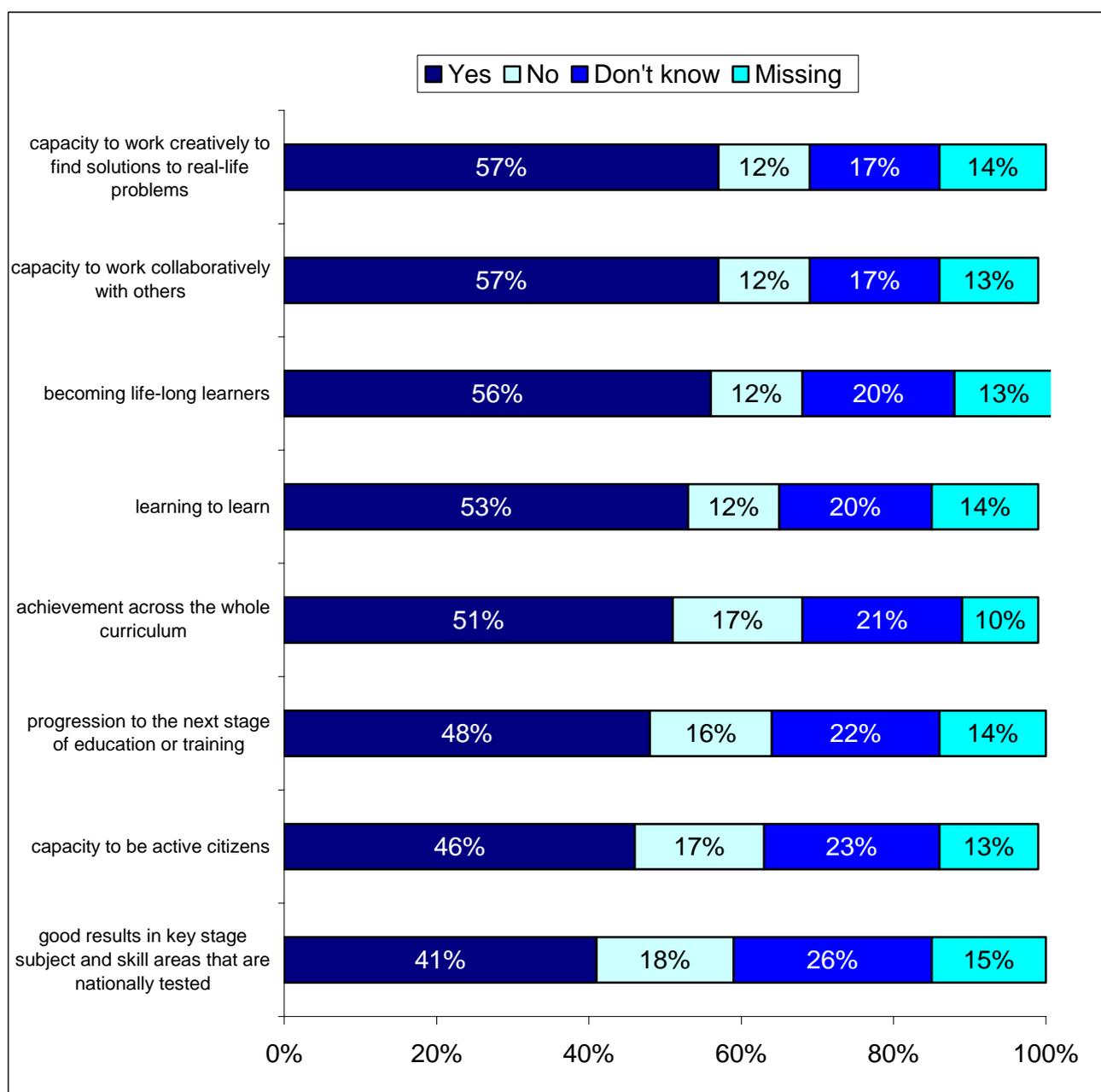
Figure 3.3 Perceived effectiveness of thinking skills, cognitive acceleration



(Base = 538; some bars do not add up to 100% due to rounding)

By contrast, less than half of those surveyed had found that assessment for learning had been effective in supporting four other aspects of achievement. For example, only 31% of teachers said that assessment for learning was effective for supporting pupils to achieve 'capacity to be active citizens'. There was less contrast in teachers' responses across the aspects of achievement with regard to thinking skills / cognitive acceleration and pupils as researchers.

Figure 3.4 Perceived effectiveness of pupils as researchers



(Base = 538; some bars do not add up to 100% due to rounding)

The following provide closer examination of each of the teaching and learning strategies:

- structured group discussion** – this teaching and learning strategy was found by the large majority of BME teachers surveyed to have been effective in supporting pupils' 'capacity to work collaboratively with others' (74%); 'capacity to be active citizens' (71%); and 'capacity to work creatively to find solutions to real-life problems' (67%) (see Figure 3.1). Indeed, many more teachers said that structured group discussion was effective in supporting pupils to develop capacity to work collaboratively with others and the capacity to be active citizens, compared to the three other strategies. Less than half (44%) thought that structured group discussions were effective in

aiding achievement as 'good results in key stage subject and skill areas that are nationally tested';

- **assessment for learning** – as demonstrated in Figure 3.2, this strategy was also found by the greatest percentage of respondents to be effective for 'achievement across the whole curriculum' (73%); providing good results in key subject and skill areas tested nationally (67%); and 'progression to the next stage of education or training' (66%). Indeed, many more teachers said that assessment for learning was effective in supporting pupils for achievement across the whole curriculum, compared to the three other strategies. Only 31% had found this aspect effective in supporting pupils to be active citizens;
- **thinking skills, cognitive acceleration** – suggesting perhaps that this strategy was adjudged by BME teachers to have wide relevance to several different aspects of achievement, this approach produced more consistent results across all aspects of achievement included in the survey: between 51% and 63% of teachers agreed that this was effective (see Figure 3.3); and
- **pupils as researchers** – slightly more teachers surveyed found this strategy effective for developing creativity, working collaboratively and life-long learning (see Figure 3.4).

Role

There were sufficient numbers ($n = 378$) of class or subject teachers (with or without special responsibilities) who responded to the survey to analyse which aspects of achievement this particular group had found to be more effectively supported by which strategy. The results for class and subject teachers match closely those from the whole sample of BME teachers ($n = 538$), although sample sizes of different groups of teachers are too low to be sure. Examples of the evidence on which this suggested finding is based follow:

- **thinking skills, cognitive acceleration** – just over half (53%) of the class or subject teachers responding to this survey said that citizenship was effectively supported by thinking skills / cognitive acceleration. This is a very similar result to the 51% of the whole BME sample who said the same. Most teachers had also used it effectively for:
 - achievement across the whole curriculum (63% of class or subject teachers, 63% of the whole sample);
 - learning to learn (62% of teachers, 62% of the whole sample);
 - progression to the next stage of education (61% of class or subject teachers, 59% of the whole sample); and
 - working creatively (61% of class or subject teachers, 63% of the whole sample); and
- **assessment for learning** – Only 33% of class or subject teachers said that citizenship was effectively supported by this strategy, compared to 31% of the whole sample. In contrast, 73% of classroom or subject teachers said that this strategy was effective for achievement across the curriculum, and 68% said the same about good results in national tests. Again, these results mirror those for the rest of the BME sample.

Phase

More often than not, primary BME teachers surveyed felt the teaching and learning strategies were more effective for achieving results than did their colleagues in secondary schools. Table 3.1 to 3.4 highlight some interesting differences.

Table 3.1 Thinking skills / cognitive acceleration – differences by phase (%)

Teaching and learning strategy	... effective for ...	Primary	Secondary	Difference
Thinking skills, cognitive acceleration	capacity to become active citizens	57	46	11
	capacity to work creatively	74	55	19
	learning to learn	72	56	16

(Bases: primary = 201, secondary = 267)

Table 3.2 Assessment for learning – differences by phase (%)

Teaching and learning strategy	... effective for ...	Primary	Secondary	Difference
Assessment for learning	achievement across the whole curriculum	79	68	11

(Bases: primary = 201, secondary = 267)

Table 3.3 Structured group discussion – differences by phase (%)

Teaching and learning strategy	... effective for ...	Primary	Secondary	Difference
Structured group discussion	achievement across the whole curriculum	71	54	17
	capacity to become active citizens	76	68	12
	Becoming life-long learners	59	49	10

(Bases: primary = 201; secondary = 267)

Table 3.4 Pupils as researchers – differences by phase (%)

Teaching and learning strategy	... effective for ...	Primary	Secondary	Difference
Pupils as researchers	achievement across the whole curriculum	60	45	15

(Bases: primary = 201, secondary = 267)

Schools in urban localities

The responses of BME teachers working in schools in urban areas was compared to those of BME teachers working in other localities. Table 3.5 shows the one area where there was a major difference between the urban and non-urban teachers. Note that the percentages of teachers for whom data were missing were quite high (from 10% to 17%) and that to maintain consistency with the rest of this report these have been included when calculating the percentages shown in Table 3.5.

Table 3.5 Examples of differences in response between teachers from schools located in urban and other areas (%)

Teaching and learning strategy	... effective for ...	Urban	Non-urban	Difference
Assessment for learning	capacity to work collaboratively with others	52	39	13

(Missing: urban 10% to 16%; non-urban 14% to 17%. Bases: urban = 351, non-urban = 162)

Despite reasonably high amounts of missing data, it can be said that a higher percentage of BME teachers in urban rather than in non-urban areas found assessment for learning effective for supporting pupils' achievements in working collaboratively.

3.2 Other teaching and learning strategies perceived to be effective for supporting pupil achievement

Teachers were asked for details of any teaching and learning strategy that they found effective in addition to the four discussed in section 3.1 above. One-hundred and twelve BME teachers answered this question and some offered more than one strategy. 'Strategies' are loosely defined here, as many of the suggestions appeared to be at the philosophical, rather than the tactical, end of the 'strategy' spectrum. The following approaches were mentioned with some frequency:

- **the use of games and role-play activities**, including "*game structures and group improvisation*";
- **peer learning** – some used this term, while others mentioned "*talk partners*";
- **personalising learning** – although these comments shared some affinities with assessment for learning, they were generally described in terms of a discourse about individualising learning (eg "*personalised learning plans that include individualised targets*");
- **ICT-related strategies**, including interactive learning, working online with students and making extensive use of ICT;
- The broad strategy of **making the curriculum relevant to the real lives of pupils**, eg "*enabling children to learn from first hand experience*" and "*using children's own cultural experiences and knowledge*"; and
- **the importance of 'behaviour for learning'** – these comments highlighted the role of effective behaviour management for the learning environment (eg "*clearly defined behaviour boundaries*").

So far in this report, beliefs and experiences relating to pupil achievement have been explored, and teaching and learning strategies to support pupil achievement assessed. The next chapter adds further to our understanding about achievement: this time by focusing on underachieving pupils.

Chapter four

Underachieving pupils: who are they and why are they underachieving?

Summary

This chapter reports findings from two open questions asking teachers which groups of pupils are, in their experience, most at risk of underachieving and what the main barriers are to these groups of pupils achieving.

Teachers identified many different groups as being at risk of underachievement, and many individual teachers identified several groups. Together these findings confirmed a complex mixture of factors that can contribute to underachievement.

Most responses could be grouped into one of eight themes or broad groupings: gender, ethnicity and social class; special educational needs; ability / achievement / attainment; parenting and the influence of parents; communication in English; individuals' motivation to learn and disaffection; family economic background; and home / family conditions.

A lack of parental support was identified by many teachers as impacting on pupil achievement, both in terms of causing pupils to be most at risk of underachieving and in terms of acting as a barrier in preventing groups from reaching their full potential.

Teachers' responses about the barriers faced by underachieving groups fell into two main categories: those to do with the characteristics of pupils and their background and those presented by school organisation, resources or the education system. In more detail, a notable proportion of teachers said that the particular frames of mind and behavioural traits of individual pupils, along with the factors that influenced these, were one of the main barriers to achievement for underachieving groups: included here was peer pressure; lack of role models; negative attitudes towards learning; and low personal motivation and expectation. School-related barriers included insufficient staff in appropriate roles; large class sizes; and a lack of teaching skills. A smaller proportion of teachers mentioned the wider education system and its perceived inflexibility and too-rigid curriculum.

UK governments in recent times have wrestled with the problems of underachieving groups in our schools. A few examples of groups perceived to be underachieving or known to be underattaining include the ROSLA (Raising of the School Leaving Age) group in the early 1970s, Sir Keith Joseph's 'bottom 40 per cent' in the late 1980s, and 'vulnerable children' in the 1990s. Although attainment data offers some evidence about which groups of pupils are currently underattaining (that is, achieving lower results than their peers), the GTC wanted to hear from teachers about their perceptions of underachieving groups.

4.1 Groups of pupils at most risk of underachieving

Item 12 of the survey invited BME teachers to say, in their experience, which groups of pupils, were most at risk of underachieving. This question was open in format so that respondents were free to write what they wished in their own words.

In total 479 teachers responded to this open-ended question. Many provided more than one response including the identification of several groups at risk and/or risk factors. Hence, collectively the respondents identified numerous different groups at risk of underachievement due to a variety of factors and influences.

Before moving on to discuss the main body of the data, it is interesting to note that the proportions of respondents identifying 'black and minority ethnic boys and girls' or 'communication in English' as the groups of pupils who are most at risk of underachieving, were much higher in this report than in the main report on achievement.

In terms of who teachers felt were most at risk, the majority of responses could be grouped into one of eight themes or broad groupings, as indicated in Table 4.1. Each broad grouping comprises a number of subcategories or codes; there are 28 of these in total. In this table, only results where at least 1% of all teachers said the same thing are reported. The percentages for the first eight groups in Table 4.1 are all 11% or above, which is substantial when considering that this was an open question.

The pupils most commonly reported by BME teachers to be at risk of underachievement were described in terms of their gender, ethnicity or social class (35%). There was a notable difference between the proportions of teachers who identified BME children as most at risk of underachieving (20%), and those who identified White children as being most at risk (2%).

Gender, ethnicity and social class

Some BME teachers cited 'BME pupils' (20%), while others cited just 'boys' (9%). Smaller proportions nominated the following combinations of ethnicity, gender and class: white working class boys (3%) and, more broadly, working class boys (1%).

Some teachers felt that a number of these factors could influence the extent to which pupils were at risk of underachievement:

Black boys are at risk of underachieving in particular. Pupils from minority ethnic backgrounds in general. Pupils in social deprived areas whatever their ethnicity.

Special educational needs

Teachers emphasised learning difficulties, behavioural needs and the challenges that pupils consequently face in accessing the curriculum:

Pupils with social, emotional and behavioural issues.

Table 4.1 Groups most at risk of underachieving

Broad grouping (theme)	Subcategories (codes)	%
Gender, ethnicity and social class (35%)	• BME boys and girls	20
	• Boys	9
	• White working class boys	3
	• White boys and girls	2
	• Working class boys	1
Special educational needs (30%)	• Special educational needs (general)	19
	• Emotional, social and behavioural difficulties	11
Ability, achievement and attainment (18%)	• Talented and gifted / high ability / achievers	7
	• Middle ability / achievers	6
	• Below average and low ability / achievers	5
Parenting and influence of parents (14%)	• Lack of parental / home support	9
	• Parents who don't value education	3
	• Parents who are undereducated / illiterate	1
	• Parents with poor parenting skills	1
Communication in English (13%)	• English as an additional language	13
Individuals' motivation to learn and disaffection (11%)	• Pupils who lack motivation / under challenged or lack role model	4
	• Low self-esteem / lack of confidence	3
	• Disaffected pupils	2
	• Not valuing education	2
Family economic background (11%)	• Pupils from deprived areas / backgrounds	8
	• Pupils from low-income families	3
Home / family conditions (11%)	• Family-related problems, including domestic violence	7
	• Single parent families and where pupils have been through their parents' divorce	4
Move schools a lot (2%)	• Travellers and others who move school frequently	2
Attendance (2%)	• Truancy	2
Well behaved / quiet (1%)	• Quiet / well behaved pupils in class	1
Looked after children (1%)	• Children looked after / in care	1
Asylum seekers (1%)	• Asylum seekers	1

Notes: 11% non-response. Total of 5% 'other' not included in Table 4.1 due to less than 1% per code. Multicode.

Ability, achievement and attainment

This was a broad theme about an individual learner's level attainment (18%). Teachers used a variety of terms to describe this group, for example, "more able", "middle ability", "lower than average achievers", "below expected levels of attainment". It is interesting to note that an approximately equal number of teachers said that pupils who tended to achieve at higher, medium / average and lower levels were at most risk of underachieving. In creating this broad grouping, which includes the distinct concepts of ability / attainment / achievement at higher / middling / lower levels, it is acknowledged that a great range of pupils is encapsulated. Teachers identified different reasons why they thought each group was at risk of underachieving:

The middle ability group. Most able fly with a bit of guidance, adults focus on SEN children who can't work independently or who have behaviour issues so the ... middle ability children who would achieve with a bit of adult support are left to flounder.

The mid-range students who get left out while teachers differentiate for the most and the least able.

Often G and T [gifted and talented] students are not pushed [supported] enough to achieve.

Parenting and influence of parents

Teachers identified parenting and the influence of parents as important factors that they felt affected the capability of pupils to be able to achieve:

parents who do not support the education system

parents [who] have low expectations of their children's attainment.

Communication in English

A relatively high proportion of teachers felt that pupils who do not have English as a first language had a major barrier to achievement. Such factors may limit pupils' ability to actively participate in the classroom. One teacher also felt that in addition to this, the ability of parents with relatively little English to offer support for school work at home also led to this group facing a high risk of underachievement.

EAL [English as an additional language] pupils whose parents have little or no English, because they ... cannot help pupils or send them for extra lessons.

Individuals' motivation to learn, and disaffection

There are several dimensions to this broad group, including disaffection, poor self-esteem and lack of motivation. All were found to have an impact on pupils, increasing the risk of underachievement.

Disaffected boys or boys who come from less stable backgrounds.

One teacher felt that the motivation of the individual was influenced by the overbearing focus on achievement through examinations and grades:

Pupils who are not reminded that they can become worthwhile citizens even if they will not achieve 5 A to C grades at GCSE.

Family economic background

The teachers who highlighted this group wrote of pupils from socially and economically deprived backgrounds.

Children from low income households.

Home conditions

Another theme centred on circumstances at home that were not conducive to the emotional stability that pupils require for effective learning.

Pupils from broken families seem most affected.

4.2. Barriers faced by underachieving pupils

In item 13, teachers were asked what the main barriers were to the group(s) of pupils that they had previously identified as being at risk of underachievement. Teachers' responses fell into two main categories: those to do with the characteristics of the pupils and their background, and those presented by school organisation, resources or the education system.

There was a feeling among some teachers that beyond the school system, additional support from parents was necessary to overcome barriers to pupil achievement. A lack of support from parents was most frequently cited as one of the main barriers preventing these groups from achieving (21%).

Support and communication between parents and teachers, parents should be more open minded and supporting of the teachers to help improve their own children's education.

There is no support at home to reinforce the learning that is taking place in school.

One-fifth of teachers (20%) said that some particular frames of mind and behavioural traits of individual pupils, along with the factors that influenced these, were also a major barrier to achievement. Some examples include: peer pressure (5%), no role models / male role models (5%), negative attitudes towards learning (5%), and an additional 5% made note of low personal motivation.

Among the comments made by teachers regarding both the lack of support from parents and the personal attitude of the learner, some incorporated factors that teachers felt specifically affected ethnic minorities:

Lack of black teachers as role models for black boys. Negative stereotyping of ethnic minority pupils.

Not enough teachers who are black or Pakistani in important decision-making roles.

The importance of understanding the English language was again seen to be vital to removing barriers to achievement. Pupils with English as a second language or a poor understanding of the language were seen to face a major barrier that prevented them from achieving (11%). Teachers felt that this affected both their academic performance and their wider experience at school:

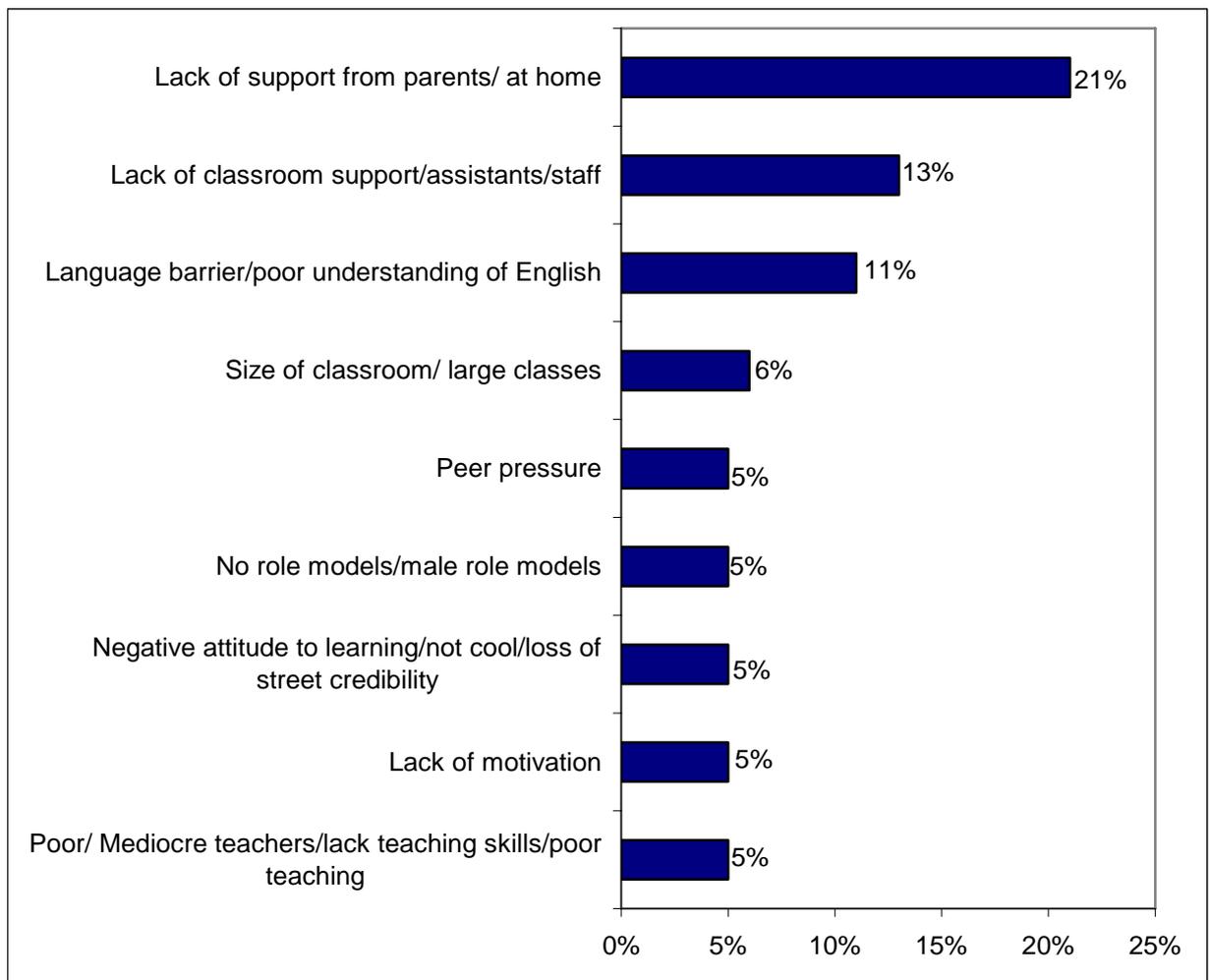
Not enough understanding of the language to sit the SATs [standard assessment tests and tasks].

Other responses focused on school-related barriers, including insufficient appropriate staff (13%), large class sizes (6%) and a lack of teaching skills (5%):

Their [the pupils'] needs cannot be met in a class of 35 students; they need more support from not just mentors and external agencies but teachers in a smaller class size capacity.

The full results are shown in Figure 4.1, where the titles for each bar reflect very closely the language teachers used in their responses.

Figure 4.1 Main perceived barriers to pupils achieving



Notes: 13% non-response. Total of 7% 'other' not included in Figure 4.1 due to less than 1% per code. Multicode. Base no: 479

This first section of the report, Chapters two to four, has explored the findings of the survey in respect of teachers' belief and experiences relative to pupil attainment. The next section of the report, Chapters five to seven examine BME teachers' perceptions concerning national policies and local action and whether, in their view, these policies and actions support achievement.

Section B

Supporting achievement: national policies and local actions

Chapter five

Impact of national policies

Summary

This chapter explores BME teachers' perceptions of the level of impact of different policies and their reasons for these beliefs. Teachers' views were sought in relation to 16 current national policies and initiatives. They were first asked what impact, in their experience, 16 different policies had on supporting achievement.

Most national policies had, in most BME teachers' experience, had a positive impact on pupil achievement. For example, over four in every five teachers surveyed said that investment in ICT had generated a positive impact. Almost three-quarters of teachers surveyed said that assessment for learning and enhancing teacher development had had a positive impact.

In terms of negative impact, over one-third of BME teachers signalled that performance tables had led to a negative impact on supporting achievement, as did almost one-quarter with regard to school inspection.

Primary school teachers were more likely than secondary school teachers to feel that Every Child Matters had led to a positive impact in supporting achievement.

5.1 Impact of policies on supporting achievement

In item 14, teachers' views were sought on 16 current national policies and initiatives. They were asked 'in your experience, what impact have the following policies had on supporting achievement?'

A summary of the results is provided in Figure 5.1. For certain policies a substantial minority of respondents said that they did not personally have experience of the policy. For example, a large minority (32%) of BME teachers indicated that they had no experience of diversifying types of school; this may be because the status of their school had not changed. It should also be noted that missing data amounted to between 3% and 7% per policy.

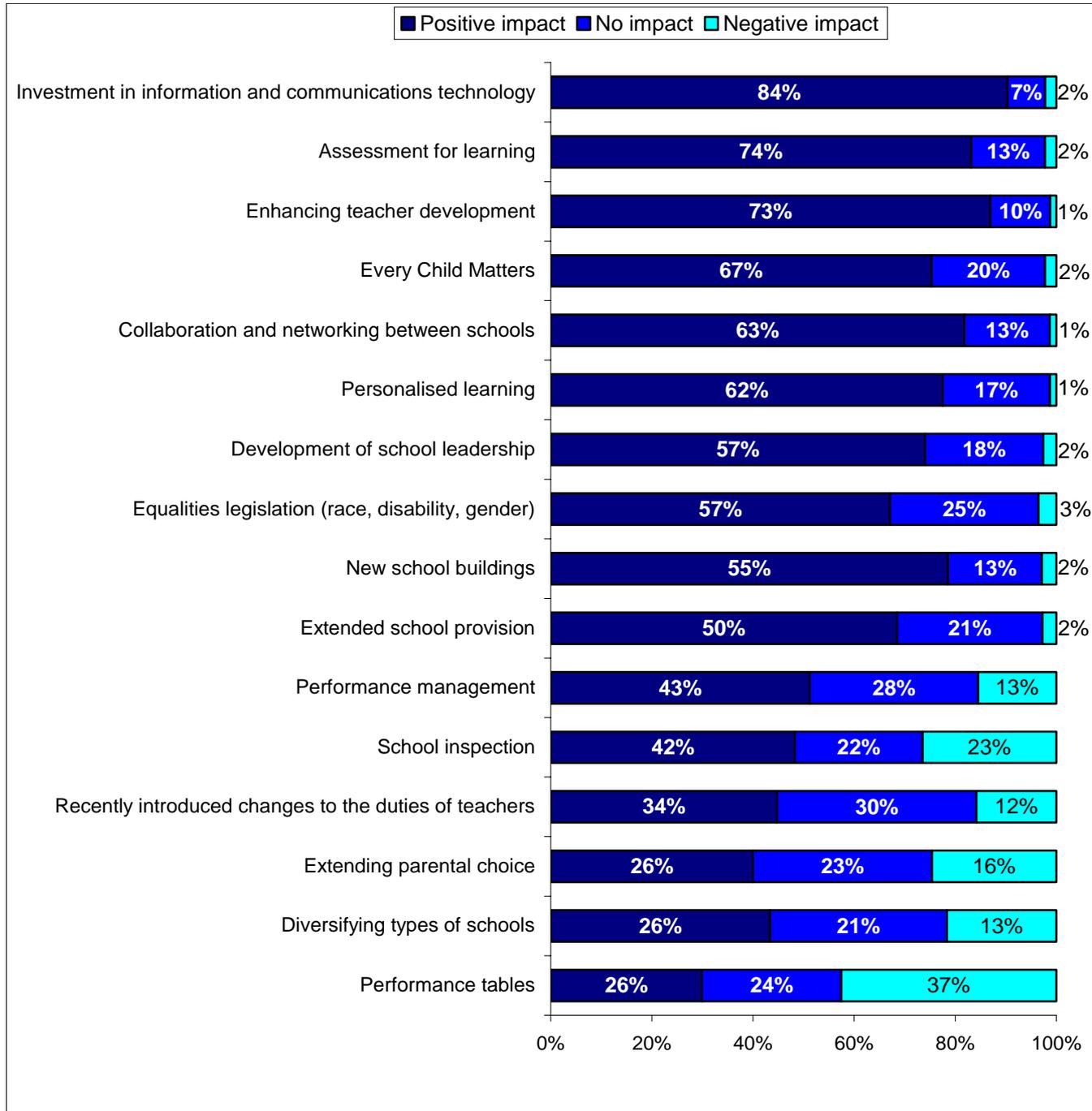
Findings on the impact of policies were mixed. As displayed in Figure 5.1, over half of the BME teachers surveyed reported that nine out of the sixteen policies had had a positive impact on supporting achievement. At least half of the respondents affirmed that the following policies had produced a positive impact:

- investment in ICT [by over four-fifths (84%) of BME teachers];
- assessment for learning and enhancing teacher development [by just under three-quarters (74% and 73%, respectively)];
- Every Child Matters [by two-thirds (67%)]; and
- collaboration and networking, personalised learning, equalities legislation, development of school leadership and new school buildings [by over half of the sample].

In terms of negative impact, over one-third of teachers (37%) surveyed said that performance tables had led to a negative impact on supporting achievement, as did almost one-quarter (23%) about school inspection. Mid-career BME respondents (those with between 10 and 19 years of service) were more likely than their colleagues with fewer or more years of service to perceive a negative impact for both these policies. BME respondents from non-urban areas were slightly more likely to associate performance tables with a negative impact than teachers in urban areas. Between 12% and 16% of teachers –

small but notable minorities – said that the following policies had had a negative impact: performance management; changes to the duties of teachers; extending parental choice; and diversifying school types.

Figure 5.1 National policies and their impact on supporting achievement



(No experience: up to 32% –. Missing 3% to 7% per bar. Total base = 538)

Length of service

Compared to those teachers who have taught between 10 and 14 years, BME teachers who had taught for less than five years (and especially those who had been in service for less than one year) were more like to say that the following policies had generated a positive impact: personalised learning; enhancing teacher development; performance management;

diversifying school types; and investment in ICT. In general, though, teachers with shorter lengths of service were more likely to indicate that they had no experience of the national policies.

Region

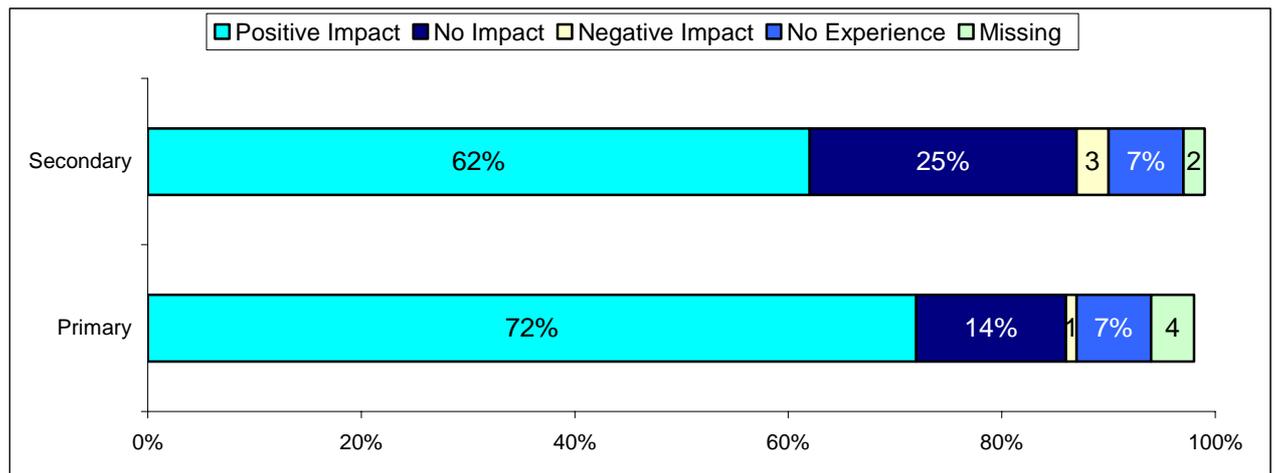
Teachers from London (83%) were more likely to have found that assessment for learning had produced a positive impact than those from five other regions, including the South East (70%) and the West Midlands (69%).

Phase

While there was broad agreement across primary and secondary school teachers on the positive impact of some policies on achievement, primary school teachers were more likely than secondary school teachers to feel that Every Child Matters had led to a positive impact in supporting achievement (see Figure 5.2). However, the same figure shows that secondary school teachers were more likely to say that the policy of diversifying types of schools had produced a positive impact – though a significant contributory factor is clearly the larger share of primary school teachers who had not experienced this policy.

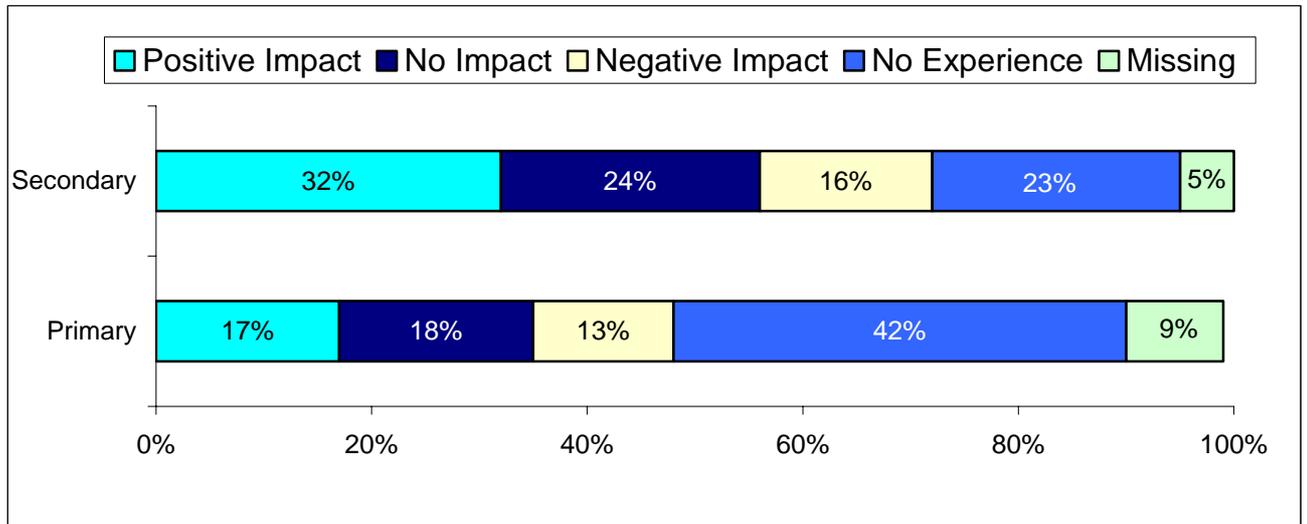
Figure 5.2 National policies on which primary and secondary teachers have different views

Every Child Matters



(Base = 468)

Diversifying types of schools



(Base = 468)

Chapter six

Addressing underachievement

Summary

This chapter considers the following research questions: what local resources and support strategies to address underachievement have BME teachers experienced and used and how important are these, in their experience?

All of the 10 factors which BME teachers were asked about in the survey were said to be important by the majority of BME teachers, suggesting that a combination of a wide range of approaches has been found effective. In particular, the vast majority of teachers affirmed that the quality of school leadership was very important. Most teachers also said that small group teaching, small classes and support staff working in classrooms were very important.

Respondents from primary schools were more likely to give higher importance to a greater number of factors when compared with secondary school teachers.

BME teachers were asked in item 11 about the importance, in their experience, of a range of 10 factors in supporting them to address underachievement.

While all of the ten factors included in the survey were said to be important by the majority of teachers, some broad types of support were considered more important than others. As portrayed in Figure 6.1, a large number of teachers (84%) said that the quality of school leadership was very important and a further 12% registered that it was fairly important. Almost all teachers (98%) said that small group teaching was either very or fairly important in addressing underachievement. A large majority of BME teachers also indicated that small classes, professional development for teachers and support were very important (70%-79%). While this survey is not a representative sample of BME teachers for the reasons given in Chapter one, these results indicate a general high level of support for these factors in addressing underachievement.

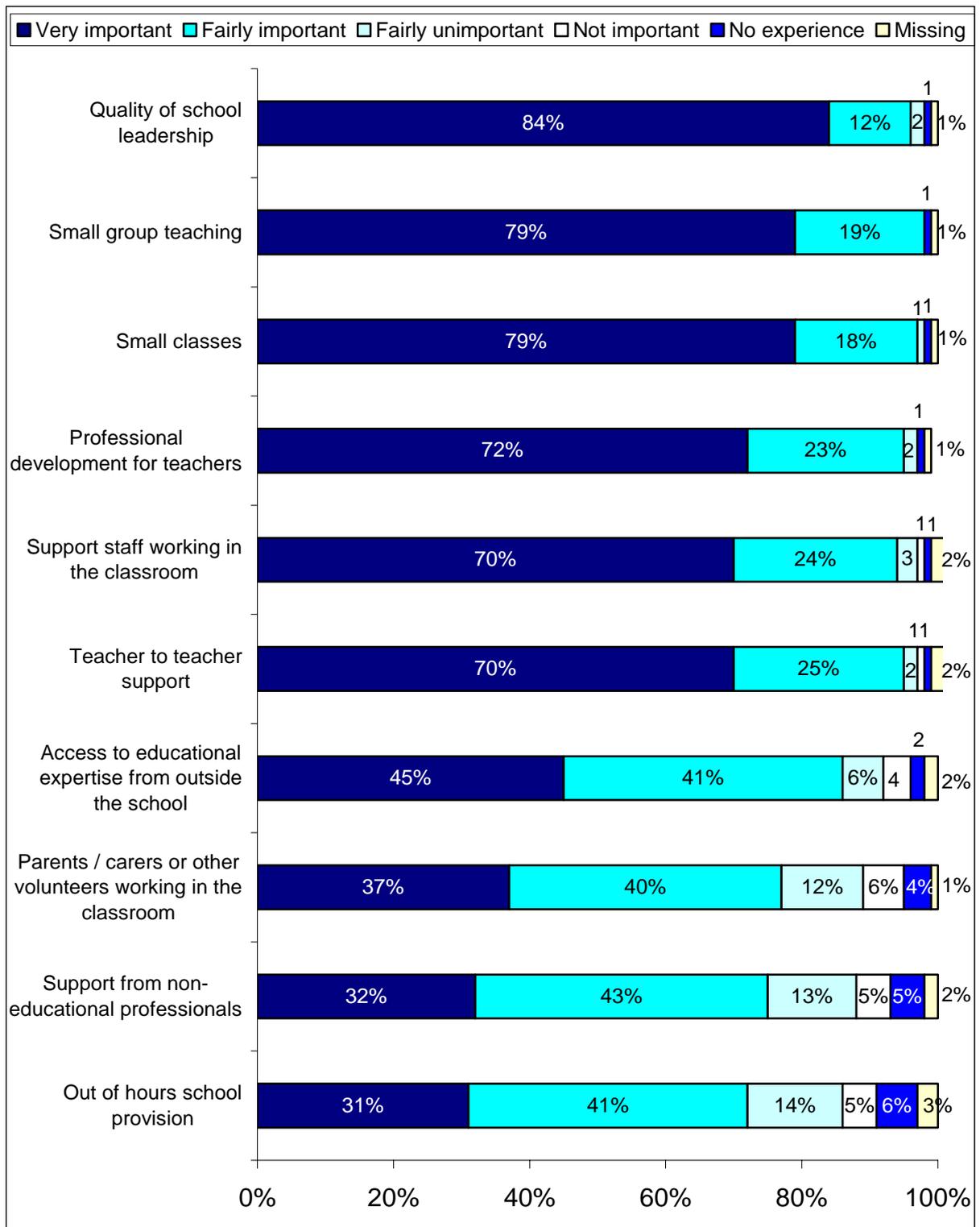
The following three areas were, in teachers' experience, notably less important for addressing underachievement: out of hours school provision; support from non-educational professionals; and parents / carers or other volunteers working in the classroom. Lack of direct experience was one of the reasons why these three areas were rated as less important by a large proportion of BME teachers.

The influence of age and phase

With regard to age-related variations, older BME respondents were more likely than their younger colleagues to state that the quality of school leadership was very important.

Looking at the results according to phase, respondents from the primary schools were generally more likely to give higher importance to more factors, compared to secondary school teachers. In particular, more primary school teachers saw parents / carers or other volunteers working in the classroom (primary 85% versus secondary 72%) and support staff working in the classroom (primary 97% versus secondary 91%) as important. On the other hand, secondary school teachers were more likely than primary school teachers to state that out of hours school provision was very or fairly important in addressing underachievement (79% secondary versus 65% primary).

Figure 6.1 Teachers' perceptions of the importance of factors in addressing underachievement



(Base = 538. Some percentage signs are not shown due to lack of space)

Also of interest was the approximate agreement between respondents across phases on the importance of: school leadership; small classes; small group teaching; and support from non-educational professionals.

Within this chapter the broad attitudes of BME teachers to a variety of means to address underachievement have been outlined. The following chapter takes this further by exploring teachers' views on their role and that of the school in supporting parents and carers to aid their child's achievement.

Chapter seven

How schools and teachers help parents / carers to support their child's achievement

Summary

The focus of this chapter is on effective ways in which teachers have worked with parents. It is worth noting that the findings reported in this chapter are very similar to those presented in the separate main 'Achievement' report, suggesting that the experiences and attitudes of BME teachers were very much in line with their colleagues' views in the larger, parallel survey.

Nine out of ten teachers from BME backgrounds said that improving communication between themselves and parents had had a positive impact on pupil achievement. Around three-quarters indicated that drawing on parents' / carers' knowledge of their child, having an open door policy for parents / carers, and inviting parents to take part in the life of the school had also led to positive effects.

However, the proportion of teachers who had no experience of certain ways of working with parents varied greatly from one item to another. These ranged from 2% with respect to improving communication between parents / carers and the school to 41% regarding the provision of opportunities for parents / carers to develop their own subject matter knowledge as important.

In general, more secondary school teachers and more men had less experience of working with parents / carers than primary school teachers and women had of working with parents/carers.

For many years, the government has pursued policies that aim to strengthen parents' and carers' decision making about their children's education, as well as to expand parental involvement in supporting pupil achievement at school. Examples of such policies have included increasing parental choice of schools; providing parents with more information on schools; and encouraging parents and members of local communities to access a range of services through extended school provision. In itself, the inclusion of 'families' in the title of the renamed government department signals the Brown government's intention to enhance still further the partnership between schools and parents. The recently published 10-year blueprint, *The Children's Plan: building brighter futures* sets out further details on initiatives to advance this goal: the expansion of school-based parent support advisors; the provision of a personal progress record on their child's development; and the extension of parents' councils. The paper states that 'partnership with parents is a unifying theme of the *Children's Plan*', and commits the government to '... set out and consult on a new relationship between parents and schools'. Against this background, it is clearly an opportune moment to report on teachers' views and perspectives on the most effective ways of enabling parents and carers to support their children's achievement.

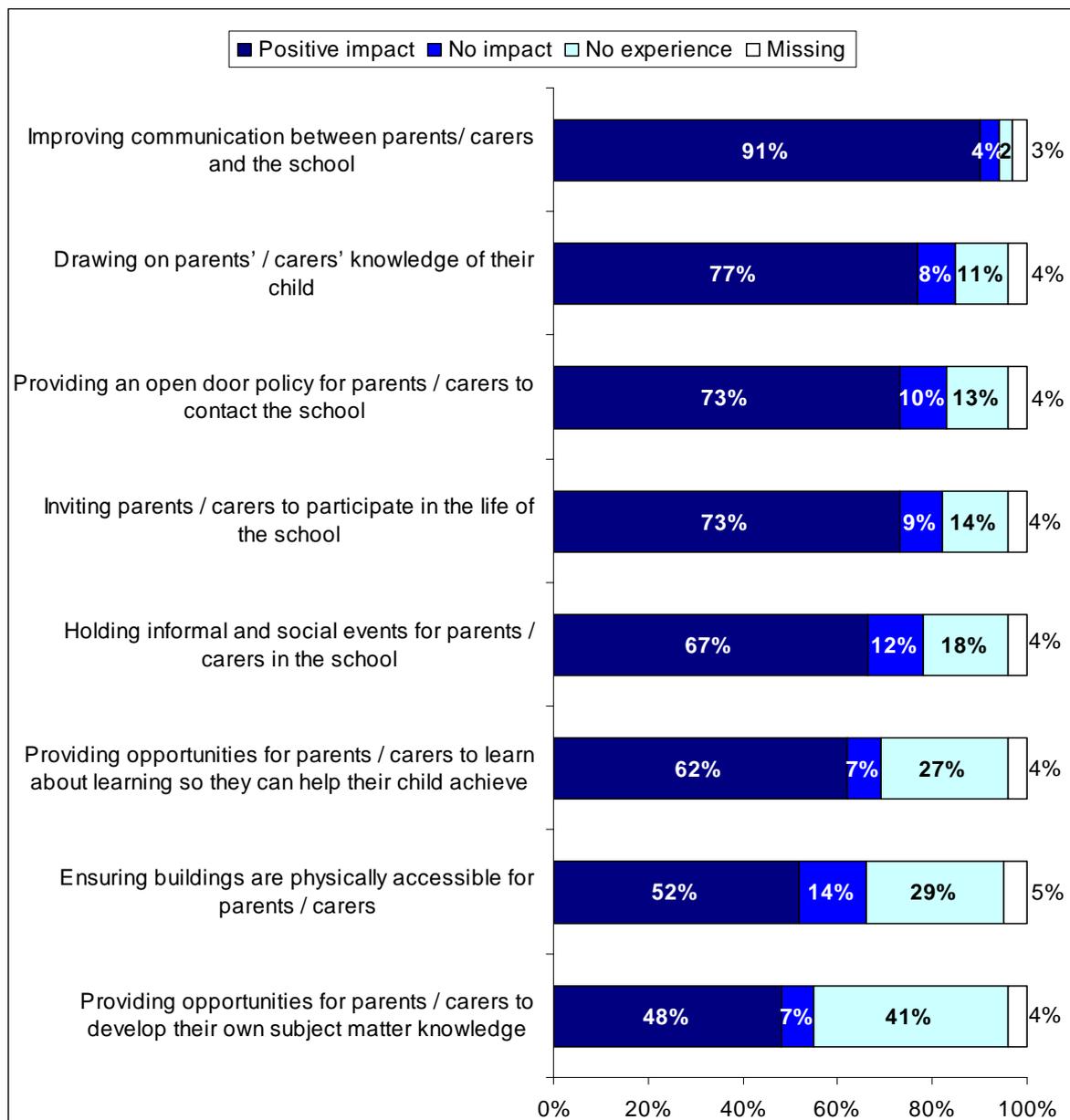
In item 17 teachers were asked whether various ways of helping parents / carers support their child's achievement in school had led to a positive or negative impact.

Overall, Figure 7.1 shows that there was a strong consensus that all the ways of working with parents / carers had a positive impact on pupil achievement. The overwhelming majority (91%) of BME teachers said that improving communications between themselves and

parents had precipitated a positive impact on pupil achievement. Only 4% of teachers indicated that they had experience of this but that it had had no impact on pupil achievement.

Around three-quarters of respondents said that drawing on parents' / carers' knowledge of their child (77%); having an open door policy for parents / carers (73%); and inviting parents to take part in the life of the school (73%) had a positive impact. About two-thirds of teachers said holding social events at the school (67%) and opportunities for parents to learn about learning (62%) had a positive impact. Across all these types of parental involvement, between 4% and 14% of teachers disagreed, saying that these ways of working with parents/carers had had no impact.

Figure 7.1 Perceived impact of enabling parents / carers to support their children's achievement



(Base = 538. Not all percentage signs are shown, to aid clarity.)

However, the proportion of teachers who had no experience of certain ways of working with parents varied greatly from one item to another. These ranged from 2% with respect to improving communication between parents / carers and the school, to 41% regarding the provision of opportunities for parents / carers to develop their own subject matter knowledge. Approximately two-fifths of teachers (41%) had no experience of supporting parents in improving their own subject knowledge. Over a quarter of teachers had no experience of providing opportunities for parents to learn about learning (27%), and 29% of teachers had no experience in ensuring the physical accessibility of buildings for parents.

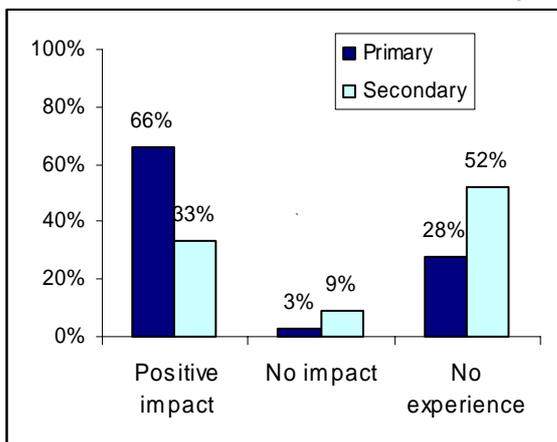
Phase and gender

A disproportionately high number of women respondents worked in primary schools. BME teachers in this sector were more likely than secondary teachers (and women more likely than men) to say that the following had had a positive impact: drawing on parents' / carers' knowledge; improving communication between themselves and parents / carers; having an open door policy; inviting parents / carers to participate in the life of the school; holding events inside the school; helping parents / carers to develop their own subject knowledge and to learn about learning; and physical accessibility .

Figure 7.2 shows the results by phase for four ways of working with parents / carers where there were the greatest differences. These focused on parent / carer education and their participation in the school community. Almost twice as many teachers in primary (66%) than secondary (33%) schools said that providing opportunities for parents / carers to develop their own subject knowledge had a positive impact. This figure also shows how more secondary teachers than primary had no experience of two aspects of parent / carer involvement: developing parents' / carers' own subject knowledge, and learning about learning.

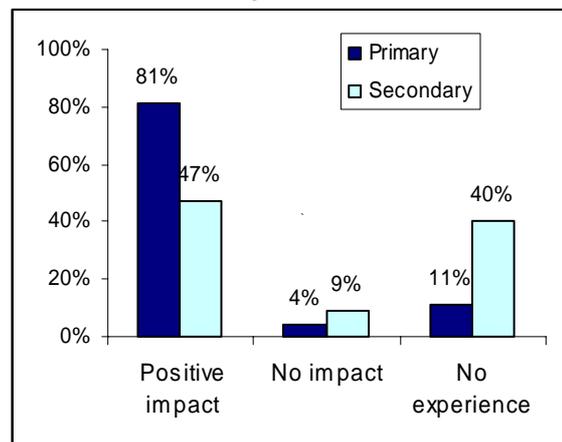
Figure 7.2 Impact of parental involvement – by phase

Providing opportunities for parents / carers to develop their own subject knowledge



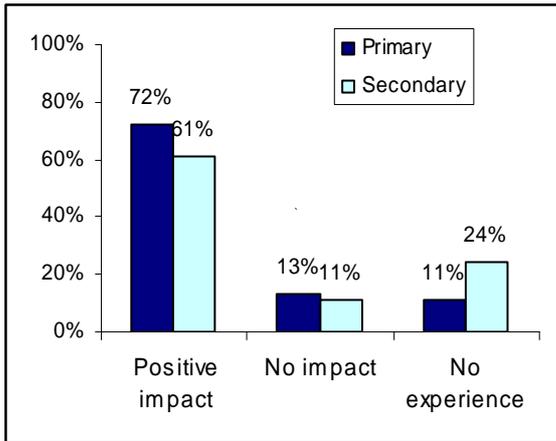
(Base = 538)
Missing: primary 3%, secondary 6%

Providing opportunities for parents / carers to learn about learning



(Base = 538)
Missing: primary 3%, secondary 4%

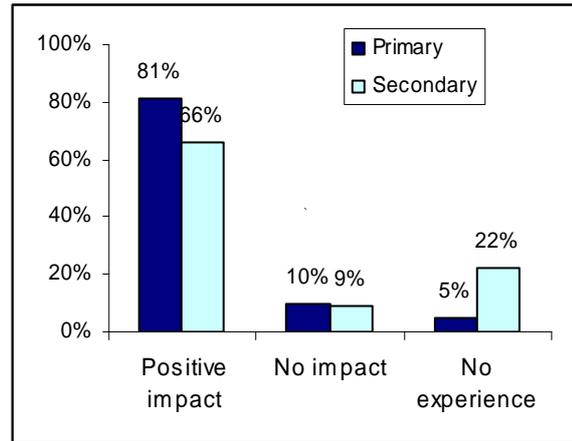
Holding informal and social events for parents / carers in the school



(Base = 538)

Missing: primary 3%, secondary 3%

Inviting parents / carers to participate in the life of the school



(Base = 538)

Missing: primary 4%, secondary 4%

In this section of the report, results from the survey have been presented to show how national policy and local actions that may impact upon pupils' achievement are viewed by BME teachers. In the following section of the report, results from the survey are examined concerning how these teachers perceive their career development and career plans.

Section C

BME teachers' experiences and views on career plans and professional development

Chapter eight

Career development plans of BME teachers

Summary

BME teachers were asked how they saw their career developing over the next five years. The large majority envisaged continuing to develop within their current role. Around one-quarter thought that they would become an advanced skills teacher and a similar proportion anticipated gaining excellent teacher status. Between one-third and one-half of BME teachers indicated that it was highly likely or likely that they would move into leadership or management posts other than headship.

Teachers who described themselves as Black or Black British were more likely than teachers who described themselves as Asian or Asian British, or Mixed ethnicity to feel that they would progress into management or advanced teacher status posts.

Compared to the general sample of teachers (see separate 'Careers and views on professional development' report), similar percentages of BME teachers expected to leave the teaching profession in the next five years for career breaks or employment in other sectors; a much smaller proportion intended to retire. The latter finding is almost certainly due to the under-representation of 50-59 year olds in the achieved sample.

In item 4 of the survey, BME teachers were asked how they envisaged their career developing over the next five years. The item consisted of nine statements, against which teachers were invited to indicate their level of agreement or disagreement. Table 8.1 displays the results for these nine statements and highlights the relatively high proportions of 'not applicable' and missing data.

8.1 Career projections within the teaching profession

A total of 71% of BME teachers (79% of those who responded to the statement) said that it was highly likely or likely that they would continue to develop in their current role. However, while the large majority of teachers anticipated developing within their current role, many also indicated that they were likely to progress into a new role over the next five years.

- Twenty-four per cent of BME teachers (30% of those who responded to the statement) anticipated becoming an advanced skills teacher (AST).
- A further 24% of teachers (31% of those who responded to the statement) saw themselves gaining excellent teacher status (ETS).
- A relatively high 39% of BME teachers (45% of those who responded to the statement) expected to move into leadership or management posts other than headship.
- Nine per cent of teachers said they were highly likely or likely to take the National Professional Qualification for Headship (NPQH), and 5% envisaged becoming a head teacher.

Table 8.1 Career development plans over next 5 years (%)

Role	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	N/A	Missing
Continue to develop in current role	43 (48)	28 (31)	7 (8)	6 (7)	5 (6)	1	10
Become an advanced skills teacher	7 (9)	17 (21)	26 (32)	18 (22)	13 (16)	3	16
Gain excellent teacher status	7 (9)	17 (22)	29 (36)	16 (21)	9 (12)	3	19
Move into leadership / management post other than headship	14 (16)	25 (29)	16 (20)	17 (21)	12 (14)	3	13
Take National Professional Qualification for Headship (NPQH)	4 (5)	5 (7)	14 (19)	23 (31)	29 (38)	8	17
Become a head teacher	2 (3)	3 (4)	11 (15)	20 (27)	38 (51)	9	17
Move to employment outside teaching	5 (7)	8 (11)	22 (27)	25 (31)	19 (24)	5	17
Take a career break	2 (2)	9 (12)	18 (24)	20 (26)	28 (36)	5	18
Retire	3 (5)	4 (6)	4 (6)	11 (18)	40 (65)	23	16

Base = 538

Note: the figures in brackets represent the relevant percentage when the 'N/A' and 'missing' cases are excluded from the calculation.

Ethnicity

Teachers who described themselves as Black or Black British were more likely than teachers who described themselves as Asian or Asian British, or Mixed ethnicity, to feel that they would progress to a further teaching role:

- 35% of Black / Black British teachers reported that it was 'highly likely / likely' that they would become an AST compared to 21% of Asian / Asian British teachers and 16% of teachers from a mixed ethnic background; and
- 36% of Black / Black British teachers affirmed that it was 'highly likely/ likely' that they would advance to ETS compared to 22% of Asian / Asian British teachers and 13% of teachers from a mixed ethnic background.

Interestingly, Black or Black British teachers were also more likely to state that they envisaged moving into leadership roles and also into senior leadership roles:

- half of Black / Black British teachers (50%) reported that it was 'highly likely / likely' that they would they move into leadership /management posts other than headship, compared to 32% of Asian / Asian British teachers and 36% of teachers from a mixed ethnic background;
- a higher proportion of Black / Black British teachers (18%) stated that they would take the NPQH in the next five years than Asian / Asian British teachers (5%) and teachers from a mixed ethnic background (7%); and

- leading on from this, Black / British teachers (13%) were more likely to envisage themselves becoming head teachers than Asian / Asian British teachers (2%) or teachers from a mixed background (2%).

Phase and gender

More men (52%) than women (33%) said they were highly likely or likely to move into leadership and management posts other than headship. Also, secondary respondents were more likely than primary school teachers to anticipate moving into leadership / management (other than headship) (46% secondary versus 32% primary).

Nineteen per cent of men as opposed to 5% of women anticipated taking the NPQH in the next five years, and 12% of men and 3% of women anticipated becoming a head teacher. It was also the case that secondary school respondents were more likely than primary school respondents to anticipate taking the NPQH (12% secondary versus 4% primary).

Secondary school respondents were more likely than primary school respondents to say that they that they would become an AST (27% secondary versus 16% primary). They were also more likely to say that they would gain ETS (28% secondary versus 20% primary).

8.2 Teachers leaving the profession

Relative to the general sample of teachers (see separate 'Careers and views on professional development' report), similar percentages of BME teachers expected to leave the teaching profession in the next five years for career breaks or employment in other sectors, but a much smaller proportion intended to retire (see Table 8.1):

- 13% of BME teachers (19% of those who responded to the statement) expected to take up employment outside teaching;
- 11% (14% of those who responded to the statement) planned to take a career break; and
- only 7% (11% of those who responded to the statement) intended to retire in the next five years – this result is almost certainly due to the non-response biases, especially the under-representation of BME teachers in the 50-59 years age range.

Women were more likely than men to state that they anticipated taking a career break (13% female versus 6% male). In addition to this, teachers aged between 25 and 39 years were more likely to state that they anticipated taking a career break than those aged between 40 and 49 years.

Chapter nine

Meeting professional development needs and why some needs were not met

Summary

Teachers were asked whether they felt that their professional development needs had been met over the last 12 months and those who said 'no' were asked to explain why they felt this way. Overall, just under a quarter of BME teachers felt that their professional development needs over the past 12 months had been fully met; over half felt that they had been met to some extent; and just under one in five felt that their needs had not been met.

Among those BME teachers whose professional development needs were not met, the numbers of those aged 50-59 years were disproportionately high. Meanwhile, compared to their full-time colleagues, more teachers working part time, including supply teachers, felt that their needs had not been met.

Within the first five years of service, the proportions of BME respondents stating that their professional development needs were not met were higher in the early years and lower in the later years of the first five years of service.

The most frequent reasons why BME teachers felt that their professional development needs were not been met were the lack of provision of careers guidance, limited opportunities to attend courses, especially the lack of invitations for supply teachers to attend continuing professional development sessions, and weak leadership in schools.

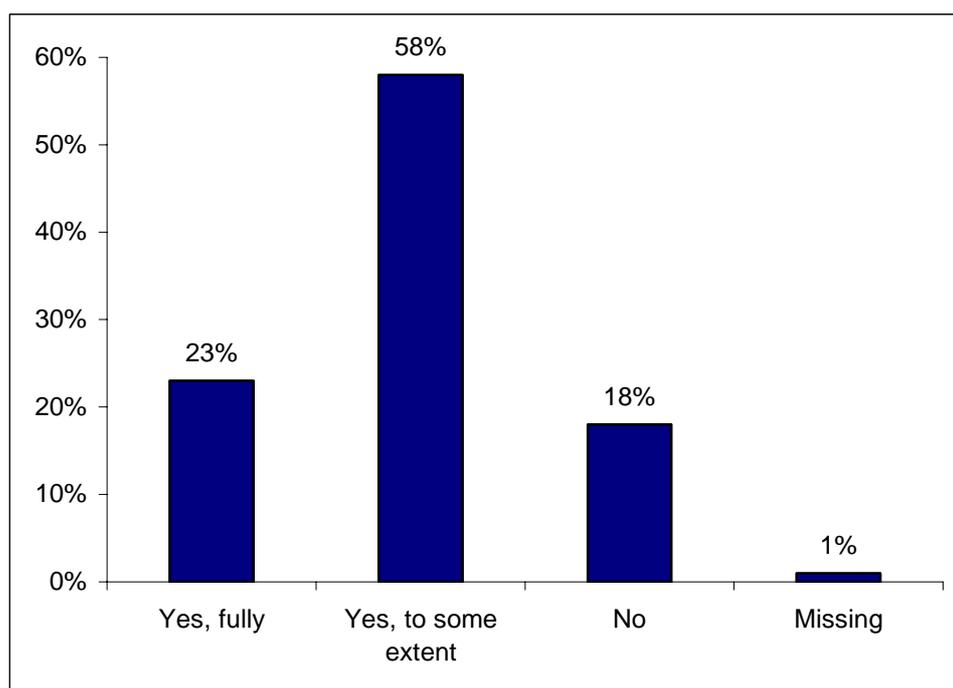
9.1 Extent to which professional development needs have been met

BME teachers were asked in item 5 whether they felt that their professional development needs had been met over the last 12 months. Those who answered 'no' to item 5 were then asked to explain why they felt this way (item 6). The results for item 5 are shown in Figure 9.1.

A brief note on the current understanding of and recent developments in the policy context of professional development will be helpful here. Professional development is an ongoing policy priority for the GTC, and the current GTC vision is articulated in recent advice on personalising CPD where the GTC states the critical importance of every teacher having access to and participating in effective, relevant and sustained professional development. Examples of effective, relevant and sustained professional development could include: collaborative learning with colleagues or in a school network; classroom observation; engaging with subject / specialist associations; being a mentor or coach; undertaking school-based research; or taking a secondment / sabbatical.

Overall, just under a quarter (23%) of teachers reported that their professional development needs were fully met. This compared to 58% who felt that their needs had been met to some extent. A further 18% of teachers stated that their professional development needs were not met.

Figure 9.1 Whether professional development needs were met in the last 12 months



(Base = 538)

9.2 Groups of teachers likely to say that their needs were or were not met

Age and role

Looking at the results by age, it was BME teachers in the older age bands (aged 40-59 years) who were least likely to say that their professional development needs had been met. More 20-24 year olds felt that their professional development needs were **fully met** over the past 12 months, compared to 30-59 year olds. For example, 39% of 20-24 year olds said that their needs were met fully, compared to 22% of 30-39 year olds. Confirming this result, it was also found that more teachers aged 50-59 years than younger respondents felt that their professional development needs had **not** been met. For example, 28% of 50-59 year olds said that their needs had not been met compared to 8% of 20-24 year olds and 13% of 25-29 year olds. At this point, it is worth bearing in mind that because the 50-59-year-old band was under-represented in the achieved sample; it is likely that the overall percentages signalling that their professional needs had been met would have been lower if a representative BME sample had been achieved.

Among the different roles examined, it was found that supply teachers were the most likely to feel that their professional development needs had not been met.

Length of service

The findings below cover only up to five years of service, because most respondents to the BME survey had under five years' length of service³. As such the base numbers were insufficient to conduct an analysis on those who had five years' length of service or over.

³ It should be remembered here that information about teachers' ethnicity has only been collected since 2003 and that the sample for this survey was drawn from records from 2003 to date. Because this data has so far only been collected at the point of entry to the profession, it is not surprising that most respondents to this survey had less than five years' experience.

Table 9.1 shows the percentages of teachers with different lengths of service who said that their professional development needs in the past year had been met or not. The table shows the results for teachers in single years, from nought to five. Those in the 0-1 year group represent most newly qualified teachers (NQTs) who are entitled to half a day development time per week. However, the proportions of BME respondents stating that their professional development needs were not met were higher in the early years and lower in the later years of the first years of service. BME NQTs (0-1 year) were four times more likely to say that their professional needs had not been met compared to those in their fifth year of service (4-5 years).

Table 9.1 Whether professional development needs were met – by length of service

Length of service (years)	Yes fully	Yes, to some extent	No	<i>n</i>
0-1	18	61	21	77
1-2	17	63	20	54
2-3	23	58	17	76
3-4	24	65	10	78
4-5	37	59	5	63

(Base = 348)

Part-time / full-time

There were 82 part-time and 429 full-time teachers who answered this question. Generally, full-time teachers were more likely to feel that their professional development needs (both ‘fully’ and ‘to some extent’) had been met than part-time teachers. Conversely, and related to the previous point, more part-time teachers than full-time teachers stated that their professional development needs were not being met (29% part time versus 16% full -time).

The reasons given for professional development needs not being met differed between full-time and part-time teachers. Full-time teachers were most likely to feel that a lack of career guidance led to their needs not being met, while part-time teachers were most likely to state that it was due to the fact that supply teachers do not get the opportunity to attend courses.

9.3 Reasons why teachers’ professional development needs were not met

Teachers who said that in the last 12 months their professional development needs had not been met were then asked in an open question (item 6) to state the reasons why. The most common responses were related to a lack of financial support within the school to attend external courses or other activities, professional development opportunities not being promoted, managers / leaders in the school, and the lack of access to such opportunities by supply teachers in particular.

For the 97 BME respondents who felt that their professional development needs had not been met, the four main reasons offered were as follows:

- lack of career guidance – 27%;
- never been offered the opportunity to attend courses – 16%;
- no leadership / weak head teacher – 11%; and
- supply teachers do not get the opportunity to attend sessions – 11%.

The following comments were typical of those who gave a little further explanation of their feelings:

School does not have programme to develop career. Work load did not leave time to inquire about career development.

Aside from Inset training, no opportunity was given to improve my lot.

Lack of individualised training and management issues.

There were also some interesting comments made by NQTs about the meeting of their professional development needs:

As a newly qualified teacher I do not see how I could progress in my career. Class room teachers are not given enough resources or support to teach effectively.

As an NQT I have found that the constant observation and negativity to my teaching is eroding the confidence I gained during my ITT [initial teacher training] course.

This chapter has explored results relating to BME teachers' views of their own professional development. The following chapter examines their views about equality training being offered within the education system for teachers.

Chapter ten

Participation in training and understanding of equality issues

Summary

Teachers were asked whether or not they had participated in training on six aspects of equality: disability; gender; race / ethnicity; religion / belief; sexual orientation; and social class. For each of these six equalities areas, more BME teachers had not participated than had participated.

Relatively small proportions of BME teachers – approximately one in five – had received training on social class and sexual orientation issues. In contrast to the results for the general sample of teachers, where participation in disability training was foremost, race and ethnicity was the issue with the highest participation level for BME teachers – though, of course, all the cautions about comparing the two samples remain.

Teachers were also asked about their own level of understanding of the implications for classroom practice of each of the six equality issues. The vast majority of all teachers said that they understood the implications of all six equalities issues at least to some extent, and over half indicated that they fully understood disability, race / ethnicity, gender and religion/belief.

There was a strong relationship between BME teachers who had participated in training on each equality issue and their understanding of the implications for classroom practice.

10.1 Participation in training on equality issues

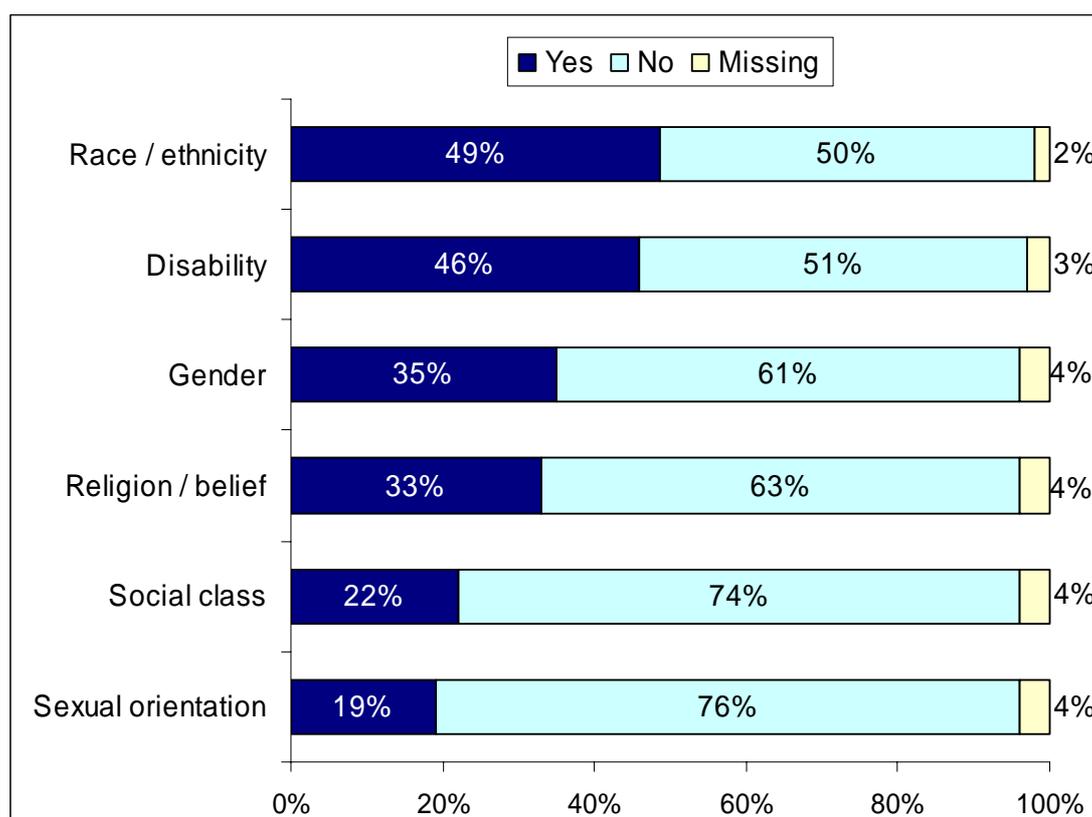
Teachers were asked in item 18 whether or not they had participated in training on six aspects of equality: disability; gender; race / ethnicity; religion / belief; sexual orientation; and social class.

An understanding of the context within which this question was posed will be helpful here. In recent years parliament has passed a variety of equalities legislation putting an onus on public authorities, including schools, to promote and ensure equality of opportunity and elimination of discrimination. Specific duties have been introduced for schools on race equality (2000), disability equality (2006) and gender equality (2007). The research question governing this section of the report (and indeed the question teachers were asked) was aimed at gathering information on the extent to which schools are embedding these legal duties through training.

As illustrated in Figure 10.1, for all six issues, more BME teachers had not participated than had participated. Indeed, between 50% and 76% had not participated. Almost half (49%) of respondents had participated in training on race and ethnicity, and almost the same (46%) on disability training. A little over one-third (35%) of respondents had participated in training on gender issues, while one-third (33%) had participated in training on religion/belief. Relatively small proportions of teachers had received training on social class (22%) and sexual orientation issues (19%).

Race and ethnicity was the issue with the highest participation level. This differs from the overall 2007 survey, in which disability was the equality aspect that the highest proportion of teachers had participated in.

Figure 10.1 Participation in training on equalities issues



(Base = 538)

Gender, phase and age

In terms of receiving training on each aspect of equality, some interesting differences were noticed in terms of gender, phase and age.

A higher percentage of male BME teachers had received training on race and ethnicity issues than female teachers (56% men versus 47% women). In addition to this, more men than women had received training on sexual orientation (27% men versus 18% women).

There was relatively little difference in the proportions of primary and secondary school teachers who had participated in training on gender issues, race and ethnicity, religion and belief, and social class. There were, however, differences in disability training and training on sexuality issues. More primary teachers than secondary teachers stated that they had **not** participated in disability training (58% primary versus 51% secondary). It was also the case that secondary school teachers were more likely than their primary school counterparts to have been involved in training on sexuality issues (24% secondary versus 14% primary).

A higher proportion of older teachers tended to have participated in each aspect of equality training than their younger counterparts. This could be due to a higher number of older teachers having been serving when specific equality training was introduced and emphasised, or merely due to their having served for more years, and therefore participated in training on equalities issues at an earlier time. For instance, 54% of 40-49 year olds and 53% of 50-59 year olds had participated in disability training compared to 33% of 20-24 year olds and 39% of 25-29 year olds.

Ethnicity

Black / Black British teachers were more likely than teachers from an Asian / Asian British background to have participated in training on disability issues, race / ethnicity, and sexual orientation.

Nine comments were made in relation to training on equalities issues in the 'Any other comments?' area at the end of the questionnaire. These comments on equality issues gave a little more insight into BME teachers' views and experiences of training in equality issues. Most of them pointed to problems in the provision of training and to the low priority afforded some of the issues in their schools:

I do not feel that I have ever had any training to be able to support any child with SEN.

I feel as though training is not taken seriously in my current school.

Training in all these essential aspects cannot be provided without adequate funding.

Further training is required.

School is not disabled-friendly.

One teacher commented on how he/she had received training, but felt that more should be actively provided within the profession:

I have had training in all of above at university and do research into these areas as part of my current post in helping facilities inclusion. However, I have not received any training from my manager in the last 12 months.

Another teacher commented about sexual orientation and social class in particular:

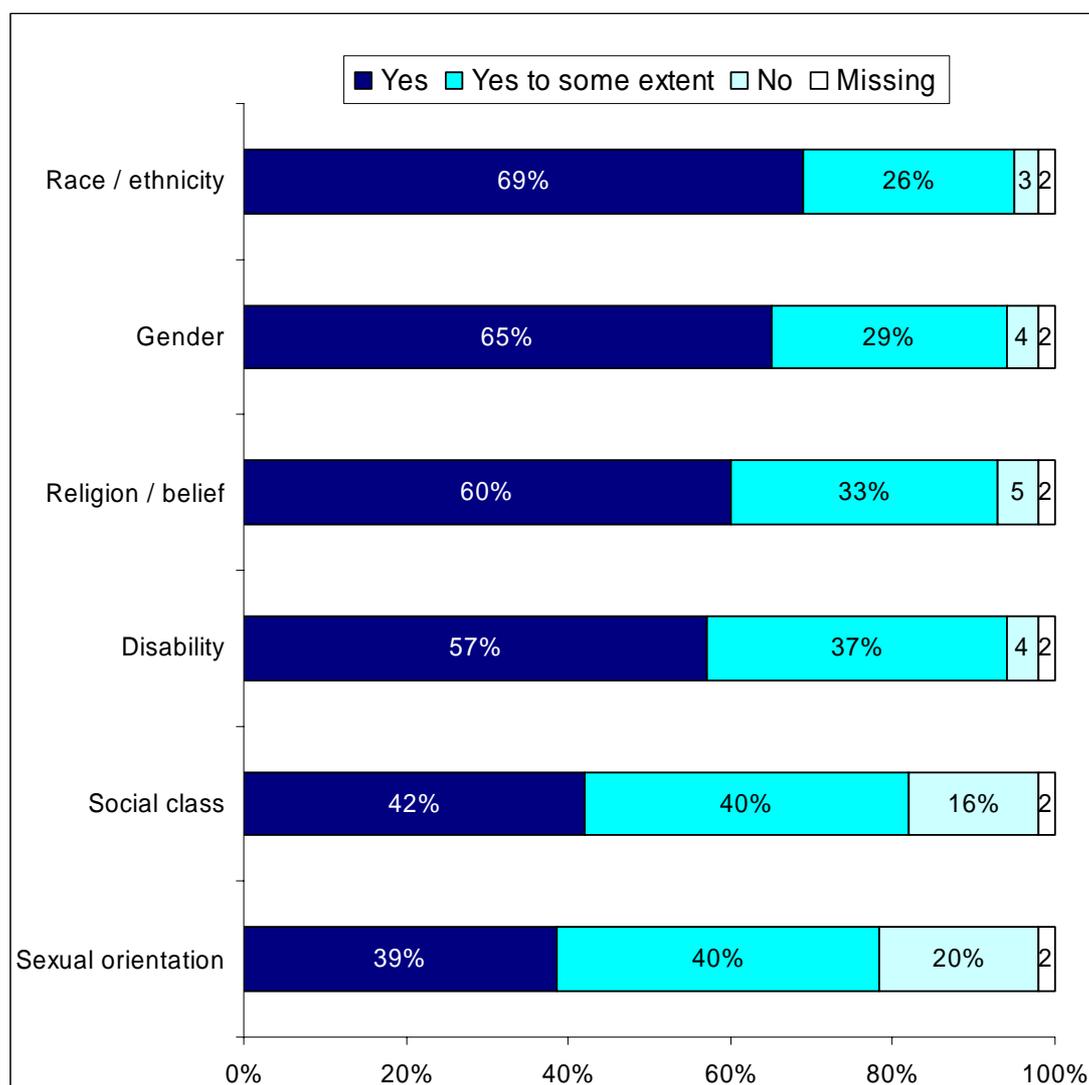
Sexual orientation has not been addressed formally in my school. [It is] only encompassed in the anti-bullying policy. Social class is only addressed regarding extreme cases (neglect, poverty etc) and not middle class pupils.

10.2 Teachers' understanding of the implications of equalities issues for classroom practice

In item 19 teachers were asked about their own level of understanding of the implications for classroom practice of each of the six equality issues. As set out in Figure 10.2, the vast majority of BME teachers said that they understood the implications of all six issues, at least to some extent, and over half indicated that they fully understood disability, race / ethnicity, gender, and religion / belief.

However, one in five of BME teachers recorded that they did not understand the implications of sexual orientation for classroom practice. In addition to this, 16% said they did not understand the implications of social class.

Figure 10.2 Level of understanding of implications for classroom practice of equalities issues



(Base = 538. Some percentage signs are not shown due to lack of space.)

Ethnicity

Black / Black British teachers were more likely than Asian / Asian British teachers to perceive that they understood the implications for classroom practice of the following equality aspects: disability and sexual orientation. Additionally, teachers from a mixed ethnic background were more likely than Asian / Asian British teachers to understand the implications of disabilities for classroom practice.

Phase

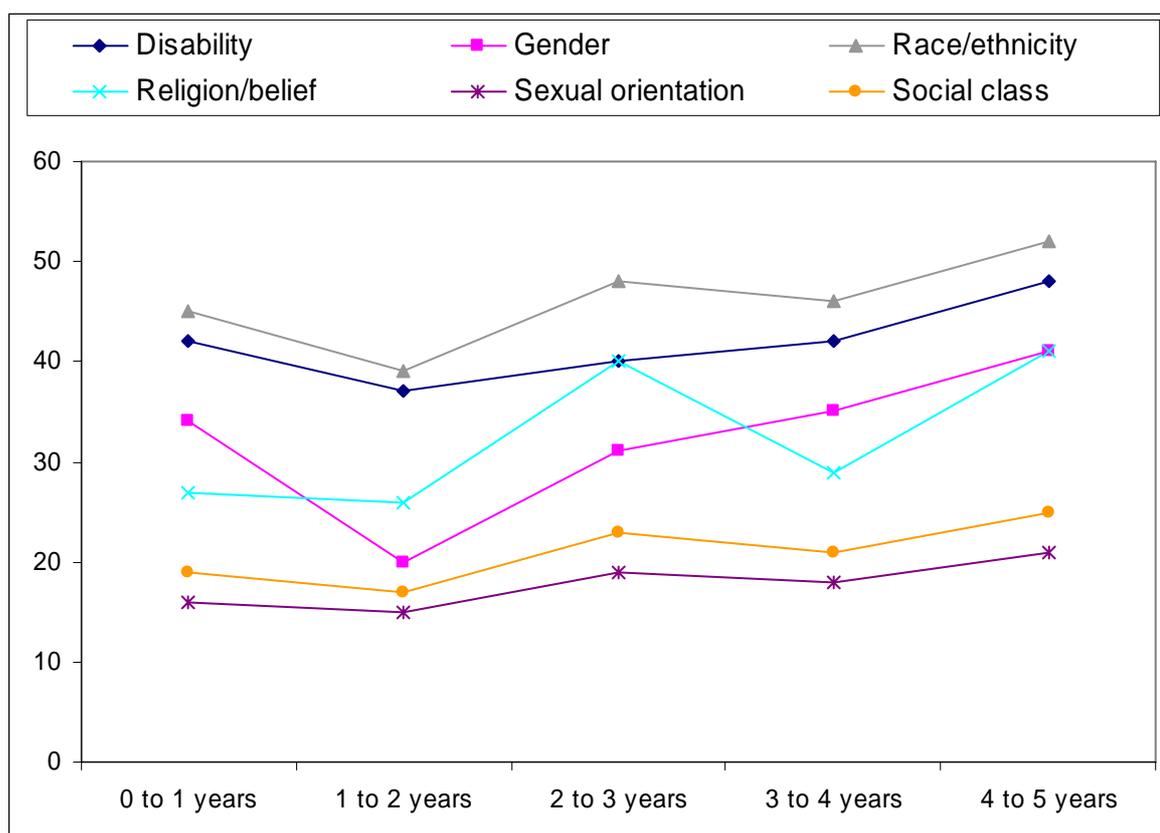
A higher proportion of secondary than primary school teachers stated that they fully understood the classroom implications of sexual orientation as an equalities issue (43% versus 33% respectively).

Length of service

The findings below only cover up to five years of service, because few respondents to the BME survey had more than this number of years service. As such the numbers were too small to conduct an analysis on those who had five years' length of service or over.

Figure 10.3 identifies a trend that sees the proportions of teachers having received training in each equality aspect generally increasing as the length of service increases. It is, however, important to note that relatively high proportions of NQTs reported receiving training in each equality area, while teachers who had served for between one and two years were the least likely to say that they have received training on any of the equalities issues. The difference between these two categories could be explained by NQTs receiving an abundance of training during their first year.

Figure 10.3 Percentages of training received – by length of service



(Base = 538)

10.3 Comparison of training received on equality issues with understanding of the implications for classroom practice

The responses to item 18 on participation in equalities training, and item 19 on understanding the implications of equality issues for classroom practice were compared with each other.

Table 10.1 shows the percentage of respondents who had participated in training on each equality issue, broken down by their perceived understanding of these issues. On all equality issues, of those who had participated in training, virtually all said that they understood the implications for classroom practice at least to some extent, with the large majority affirming that they understood them. This finding can be compared to the percentage of respondents who had not participated in training on each equality issue broken down by their perceived understanding of these issues. Far fewer of those who had not received training said that they understood the implications for classroom practice, although more said they understood them to some extent. Also, between 6% and 25% of teachers who had not received training signalled that they did not understand the implications for classroom practice.

Table 10.1 Participation or not in training on equality issues and understanding of implications for classroom practice

Participation in training on following issues	Understanding of implications for classroom practice			<i>n</i>	<i>P</i>
	Yes	To some extent	No		
Disability					0.000
Yes	72	27	1	247	
No	44	47	9	272	
Gender					0.000
Yes	82	18	–	189	
No	56	37	7	326	
Race / ethnicity					0.000
Yes	79	21	–	257	
No	61	33	6	264	
Religion / belief					0.000
Yes	76	23	1	179	
No	52	40	8	334	
Sexual orientation					0.000
Yes	68	30	2	104	
No	31	44	25	408	
Social class		29			0.000
Yes	70	45	1	115	
No	33		22	395	

Percentages add up to 100% across the rows. Missing cases excluded.

Chapter eleven

Conclusion

This report has not offered detailed comparisons between the BME and general teachers' samples. To have done so risked compounding the manifest limitations of results drawn from one sample with an extremely low response rate coupled with attendant non-response biases (eg an under-representation of 50-59 year olds) by contrasting them with the findings of another sample with a very low response and different non-response biases (eg an under-representation of 30-39 year olds). As described in Section 1.4 and Appendices A and D, in contrast to the pool of general respondents, the BME sample contained: a much lower proportion of older (50 years plus) respondents; a much higher percentage of teachers with less than five years of service; a much lower proportion in management posts; and a higher proportion in primary schools. However, at various points, the present report notes that the general drift of the responses from the BME sample was broadly in line with that demonstrated by the teachers' sample as a whole. By way of example:

- BME teachers' perspectives and ratings of various versions of 'achievement' followed a similar pattern to those of the general sample;
- similarly, BME teachers' nominations of the relevance of different teaching and learning strategies to various interpretations of achievement corresponded fairly closely to those of the general sample; and
- thirdly, the national policies identified by BME teachers as mediating positive effects matched those highly regarded by teachers as a whole.

Moreover, where differences did occur between the two samples – in the proportions planning to retire in the next five years, for example – very often the variations could be explained by contrasting non-response biases and disparities in the make-up of the two responding samples (eg: contrasting age groups). Consequently, in order to examine similarities and differences between the perspectives of teachers as a whole and the BME group, more robust achieved samples are required.

Although the nature of the samples make it difficult to study inter-group variations, the survey of the BME booster sample does serve to highlight the importance of recognising the differences in the perspectives and experiences of different ethnic minority groups⁴. It was found, for instance, that teachers from Asian and Asian British backgrounds were twice as likely as their colleagues from Black / Black British and Mixed ethnic backgrounds to consider that nationally tested areas of achievement were given insufficient priority. The booster survey also revealed that teachers who described themselves as Black or Black British were more likely than teachers who described themselves as Asian or Asian British, or Mixed ethnicity to anticipate that they would progress into management or advanced teacher status posts. To some degree, such differences may reflect different employment patterns, but these are thought unlikely to account for the entire variations. In short, these intra-BME group variations reinforce the need to treat 'BME teacher' groups as differentiated entities, and underline the continuing need for policy deliberations to draw on differentiated analyses of the views and experience of all groups within the profession.

⁴ It should be noted that the GTC has always worked from this premise and not from the assumption that BME teachers are a homogenous group.

About the General Teaching Council for England

The General Teaching Council for England (GTC) is the independent professional body for teaching in England, with a legal duty to maintain a register of qualified teachers, enable the teaching profession to regulate itself, and provide advice to government and other agencies on principal matters affecting teaching and learning. The GTC works for children, through teachers, and is committed to securing the highest possible standards of learning and achievement for young people.

The GTC pursues this commitment in several ways. It works to:

- promote education policies based on teachers' understanding of pupil needs
- support teachers to influence and lead change
- enable teachers to set and maintain high standards of conduct and competence that characterise the profession
- make a career in teaching professionally fulfilling, so that teachers can thrive and will stay in teaching
- improve the quality of teachers' initial training and their access to continuing professional learning and development opportunities
- help the public understand the contribution that teachers make to society.