

Teachers TV

Annual Impact Assessment

Qualitative Research Report (2009)

Ipsos MORI



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Background

Teachers.tv is an innovative multi-platform service, designed to support the people who work in schools and to improve standards in schools in England. Its programming provides a service to help head teachers, teachers, governors, teaching assistants, trainee teachers, teacher trainers and school support staff deliver education to the highest possible standard.

The service is funded by the Department for Children, Schools and Families, but is operated by a third-party supplier and is editorially independent of the Department.

National Curriculum subjects are covered in teachers.tv CPD content, as well as specialist programmes for head teachers, managers, newly qualified teachers and governors. There is general programming too, including a half-hour news programme, documentaries on educational issues, and guidance on topics such as behaviour management. Content is available to view on television via Freesat, Freeview, Virgin Media and Sky TV. The content can also be viewed via the teachers.tv website, which hosts a wide range of programmes from across the National Curriculum which are available to download or stream. Teachers.tv has also introduced pod-casts on other web-based platforms such as iTunes and the Guardian Education site, with a VoD service available using Virgin Media's TV Service. Content is also syndicated online and available through a number of third-party web sites.

The channel has been on-air since February 2005, with research being conducted into its performance and reaction amongst users annually. Following on from our intermediate study last year that focussed on trainee teachers and initial teachers trainers this year's qualitative study has focussed on the needs of mid career who have been in the profession for between 5-8 years. It seeks to continue to offer fresh insight around the barriers and motivations to users watching the teachers.tv channel and utilising the website, and the impact of both the channel and the website on teachers, pupils, and schools.

Sample

This research broadens the range of teachers interviewed when compared to the previous interim research project and returns to the wider annual study sample. In putting together a qualitative sample we seek to achieve a wide ranging sample of teachers rather than trying to put together a sample that is an accurate cross-section of the teaching population or that tries to be 'representative' in a quantitative sense.

There are five key variables that we do want to ensure are covered when recruiting participants, both in terms of individual teachers and the school in which they work. These are the location and type of school, the type of teacher, the individual teacher's use and attitude towards teachers.tv, and the school's policy/attitude towards using teachers.tv.

The sample we recruited for his study contains a mix of: teachers.tv watching behaviour, success of teachers.tv promotion within the individual schools, geographical spread, gender, primary and secondary, subject area, and years in the profession. Teachers interviewed were a from a mix of secondary and primary schools, a mix of level (Senior Managers, Middle Managers, Heads of Department, Subject Co-ordinators, Class Teachers), school types (LEA, voluntary aided, Academy, Trust,) and levels of achievement (Successful/Beacon, 'average' schools, failing, single sex, mixed).

This study has particularly focussed on mid career teachers, those with a minimum of 5-8 years experience. All those interviewed had some experience of teachers.tv, with a mix of **regular users** defined as those watching at least 30 minutes of teachers.tv a month and **light users** defined as those watching at least 30 minutes of teachers.tv every 2-3 months.

Methodology

A mix of methodologies were chosen to conduct the research, both to aid collecting a range of response (groups being more generative, with 1-to-1 interviews providing greater depth of response) and to fit in around individual teachers' schedules.

We conducted:

- 4 X 2 hour long discussion groups containing 8 respondents each
- 11 X 1 hour Individual depth interviews
- 10 X 1.5 hour long Triad interviews containing 3 respondents

The research was conducted across a mix of primary and secondary schools within the Inner city, urban, rural following locations in: Kent, Sussex, Oxfordshire, the Midlands/Birmingham, Manchester, Leeds and Greater London.

In addition to the interviews, triads and groups, three case studies were conducted in schools where teachers.tv is being used as a result of the school's management team encouraging and promoting its use. The case study methodology uses observation, discussion with staff and managers, and depth interviews to facilitate an in depth exploration of how teachers.tv is used within the school, and the impact it has. We have observed (and asked about) the use of teachers.tv (website and channel) both within, and beyond, the classroom.

Research Objectives

This research project seeks to provide evidence to:

- Identify and assess the impact teachers.tv has had on the learning, skills and confidence of teachers
- Understand the behaviours and attitudes of non-viewers/infrequent viewers to the channel

This research also seeks to develop understanding of the impact of teachers.tv on teachers as individuals and also on the schools in which they teach as a whole.

The research also explores:

- The 'value spiral', previously identified (namely, understanding the offer, easy access to, and a beneficial experience of teachers.tv)
- The range of views held by classroom teachers, year heads and other members of schools management, and explore the potential for developing a typology of views
- The impact of teachers.tv, reactions to the website and barriers to viewing, will be explored further, to best assess whether it is 'filling a gap', or maintaining, or 'raising standards'

This research sought to explore how teachers.tv's mission and objectives might be best achieved in the future, with specific reference to:

- The improvement of the standard of management, leadership, personal and teaching skills through the delivery of targeted training
- The sharing of best practice, innovation and leading-edge thinking from the English education system and beyond
- Enabling teachers to save time, through the delivery of practical ideas, suggestions, tips and resource reviews
- Improved access to classroom resources in a way that complements availability on other platforms
- The informed professionalism of the school workforce to be maintained and has encouraged members of the school workforce to use other resources such as those available on the Web, via the TV, over the phone or by post; and the support of communities of practice around key issues

The overall aim of the study has been to uncover and pinpoint the impact of the channel among teachers in schools, and it has sought to understand the extent to which, the channel and website are embedded (or not) in the every day lives and routines of teachers and the schools in which they work.

Summary of findings

Portrait of the Mid career teacher: Mid career teachers (5-8 years in) are an important and relevant group for teachers.tv to engage with. They are beginning to influence their schools, gain positions of responsibility, and drive change within their schools. They are open to accessing non-core resources such as teachers.tv (and generally have the tech savviness to access it from a broader range of sources); however, they may be limited by time constraints (although teachers.tv can help to make the best use of time).

The impact and role that teachers.tv plays for Mid career teachers: The role teachers.tv plays isn't always immediately clear to most teachers, generally owing to the range of roles it may fulfil. There is evidence that teachers are beginning to share the resource more with others and evidence of bottom up support from newly graduated teachers / NQTs for the service. Teachers.tv's overall role can be summarised as three fold - as a Professional development tool helping (mid career teachers in particular) develop their day to day teaching, as a CPD tool, but in this respect it competes with more formal training that is undertaken as part of the more formal CPD process, and as a classroom resource. There can be an advantage in being perceived as offering all these services to teachers - the broad offer allows the service to be perceived as an adaptable resource. Conversely, teachers.tv can appear to lack a firm identity, especially amongst lighter users.

The most important impacts identified from the current round of research are:

- More regular users are experiencing the desired outcomes of the teachers.tv service e.g. improving the standards of teaching, leadership and management. It is regarded a valuable reflective tool that helps improve teacher's abilities, as a reflection of the profession, and acts as positive reinforcer of techniques / methods some teachers have put in place.
- More regular users regard the service as acting as a hub for teaching news and information. This perception often leads to more regular accessing of the service, and likelihood of accessing a broader range of non-news items. The teachers.tv brand and quality assurance is valued as users don't feel the necessity to pre-vet content before showing it to their students.
- Teachers.tv is seen to be providing tools for those that have ambition to increase their professionalism and leadership skills.
- As with previous research, seeing other teachers teach is still identified as a key strength / selling point of teachers.tv, and the service, used as a training resource for more junior teachers, is again highly valued.
- Newer subjects or smaller subject areas are seen to have a paucity of resources vs. more core subject areas, and teachers.tv is arguably of more value to teachers of these subjects as a resource bank. Increasingly teachers.tv is seen as an exemplar bank for subjects / subject areas where visual demonstration is key.
- Although regarded by teachers to have more of a CPD / PD focus, the resources element is very important to teachers, and could be broadened / highlighted.
- The teachers.tv website is driving the most positivity, interest and use amongst users.
- Major career events are important drivers of interest for teachers to investigate teachers.tv content i.e. crossing pay thresholds, interview advice, returning to the profession after a leave of absence - although the service is not often sold to teachers in this way.

Negative perceptions of and barriers to greater use of the service are seen to be:

- Although the official government line benefits teachers.tv's legitimacy, some find this association limits their interest or raises suspicion around a conflict of interest. This can be reduced by re-iterating Teachers.tv's editorial independence.
- In line with broader trends about internet based content there is a case for providing shorter, bite sized pieces of content (1,2,3 5 minutes duration) in addition to TV style 15 and 30 minute segments.
- Concerns remain around the reality of the content depicted in current teachers.tv content. Teachers.tv should keep pushing the reality of classrooms depicted in its content. The promotion of examples of particularly realistic situations may act as an effective tool to generate interest in the service.
- The association with TV as a leisure device, and the resultant mismatch with professional development material has been explored in previous years and remains an issue. A significant increase in the promotion of the web service as a manifestation of teachers.tv in the 'acceptable' work sphere is a key way of reducing resentment/ cynicism toward the service.
- The TV channel is verging on irrelevant to many and could be seen to be acting as a form of negative advertising for the service - its prominence should be downplayed vs. the website.

The web service could be optimised: Although the web service is described as good, generally, teachers.tv does not show up as a priority resource within Google searches - remedying this would be a quick win for teachers.tv. Although it has established some links with other 3rd party services, the teachers.tv website remains somewhat standalone and there is a case for moving teachers.tv into more of a hub of teaching content, linking it in with other providers and teaching related content.

Main findings

A portrait of mid career teachers

Our research has demonstrated that by the time they are between 5-8 years into their careers teachers are generally comfortable and secure in their roles, and are often looking for new challenges. Many described a sense that they had, after some initial struggles that tend to define the early years of their careers, become “*happy in their [teaching] skin*”. They have taken on greater responsibilities, climbed to higher levels of influence, and now have time to take stock of their own teaching. There is a sense they have more inclination to step back and think about trends in teaching, teaching best practice, and desire to experiment with how they teach as opposed to merely trying to ‘stay afloat’, therefore with resources such as teachers.tv - whether as a classroom resource or as a teaching development tool - there is genuine interest and engagement.

This appears to be an important element, and is perhaps one of the defining parts of being a mid career teacher - they are confident, but not ‘know it alls’, secure in their own skill sets, but not jaded, and willing to learn. Generally they want to be the best teacher they can be, and in this regard they report teachers.tv as having a role to play in helping them be better teachers.

Mid career teachers may also be at the stage where they are looking for new career opportunities either in their own schools or at different schools. Several within the sample were returning to their jobs post having their first child, or from working on supply for several years, and were looking to find out what was new in teaching to inspire them with new techniques. Others had been given new responsibilities such as being made Heads of Department at new schools in different subject areas, or being made Heads of Year and were dealing with the associated challenges of these new roles. Others were becoming responsible for running training or mentoring for more junior members of staff, running inset sessions and generally passing on best practice teaching methods and information.

The mid career teachers we interviewed could be loosely described as part of the ‘internet’ generation, comfortable with a diverse range of technology within their classrooms, and comfortable with accessing teachers.tv in a variety of mediums for example Virgin Media VOD, iTunes, and The Guardian online. However, it is worth noting that some teachers, who had started teaching subsequently after a previous career, may have more limited technological savviness.

Whilst teachers.tv was regarded as a useful tool, teachers at this stage in their careers are facing their own set of stressors that may be hindering their time to access resources like teachers.tv. Where our 2008 study found NQTs may struggle to find time to incorporate teachers.tv in their teaching due to lesson planning commitments / getting to grips with the job, mid career teachers tend to describe excessive bureaucracy, form filling, marking, paperwork and the pressure to meet targets limits their capacity to look at anything that isn’t absolutely core to their teaching days.

- *“The main negative at the moment is just the workload and the pressure because it’s exam time. I have Key stage 4 and 3 GCSE marking, A level marking, then all my other lessons I have to plan for. It’s just the constant demand of little jobs, forms you have to fill in, you put away the time and think in this hour I’ll do this, but then other deadlines will come along - when will I find time to watch teachers.tv?” (Secondary Teacher, Leeds)*

Whilst these pressures reduce the time teachers (especially those mid way through their career) have available to devote to resources such as teachers.tv the teachers who participated in our study tended not to think of teachers.tv as being something that helps them save time but rather as a resource that helps make them make best use of their available time, even if the amount of time is quite limited.

- *“I get an hour of departmental time so I can go through and find stuff that’s relevant”. (Teacher, primary, Manchester)*

This was particularly true of those who are regular users of the website. Some less frequent website users reported difficulty finding something relevant quickly on teachers.tv.

- *“You need time to go through and find what you’re looking for”. (Teacher, secondary Manchester)*

and it helps if you are sufficiently ‘web savvy’ to not be deterred by the breadth of content on the website, it is evident that teachers can, and do, dip in and out quickly but to do this successfully you need to know your way around the site.

Key insights: mid career teachers are a relevant and important target to engage with for teachers.tv. They are at the stage in their careers where they are taking up positions of responsibility and leadership, where they are beginning to drive change and influence others around them and are seeking inspiration to do so. They also have more experience and confidence and want to develop their teaching delivery. They may also be looking at pursuing opportunities outside their current positions, or even returning to the profession after an absence, and similarly are looking for resources to aid them. They are however suffering from general lack of time to invest in accessing non-core teaching resources such as teachers.tv. Using teachers.tv doesn’t necessarily save them time but it is considered to help them make the best use of their available time.

Current perceptions of teachers.tv

The role teachers.tv plays isn’t always immediately clear in many teachers’ minds. In part, this is because teachers use teachers.tv in a number of ways or gain a number of benefits from any particular programme. A programme following a teacher’s development from being a good to an outstanding teacher may not only inform about teaching methods but may contain footage that can be used in other ways i.e. illustrating a practical that can be used in class rather than having to undertake the practical ‘live’.

We asked teachers to describe what kind of teacher teachers.tv would be - what kind of teacher would provide the type of information teachers.tv offers? The answer reflected the breadth of information the channel and website offer:

“It’s like me”.

“It depends on what I’m asking of it”.

This latter comment illustrates a key benefit offered by the channel and website - and one of the key barriers to increase use. The sheer breadth of information on offer means that teachers.tv can be peer, a year head, Department Head, or member of school’s management team, whilst this can be a strong driver to increased use, for less technologically savvy users the sheer breadth of information of offer can also be intimidating.

A recurring theme amongst the answers to this question is that teachers.tv is not a 'trendy' teacher but rather, if a teacher, it would be the slightly quiet, unassuming, but well-respected teacher who quietly gets on with being a good teacher without making a 'song and dance' about it. One participant went a little further describing teachers.tv as *"It's a mid career geography teacher with leather elbow patches"* - not fashionable (although at some stage leather elbow patches will come back into fashion!), but hardworking, with staying power and enough experience to be able to offer good advice if you can ignore the slightly untrendy and weather beaten exterior.

The views about what teachers.tv currently provides, what it should provide, and what it stands for were widely divergent. Many views and opinions expressed within the 2009 research were consistent with previous year's findings in terms of both negative and positive comments made.

What is evident specifically within the 2009 research is that there is a *generally positive reaction to teachers.tv content currently amongst users*. There is a sense that teachers.tv has developed and is continuing to develop a unique role and identity amongst its more regular users. Users report an increasing awareness of the web-based offer, and there is a greater awareness amongst users of what teachers.tv could and couldn't be used for. Less experienced teachers, and those part way into their career (c4-6 years), feel teachers.tv is developing and maturing with them, as their own careers progress.

Given the vocational nature of a teaching career, teachers are keen to share useful resources with colleagues mid career, and more experienced teachers are also happy to be led by younger and less experienced colleagues about content from resources such as teachers.tv.

There is evidence from the latest round of research of 'bottom up' support coming through schools driven by recent graduates / NQTs who have had exposure to teachers.tv within their training - this would have been expected in line with 2008 findings which found a relatively consistently high level of support amongst this segment of teachers / future teachers - suggesting these graduates are maintaining engagement with teachers.tv and sharing it with others when they are eventually employed.

- *"When I had a training session recently I think someone mentioned it in some detail. She's younger though; perhaps she watched it when she was in university". (Secondary Teacher, Leeds)*
- *"Some of the recent grads coming to the school mention it, and they have suggested several times where they think it may suit achieving a teaching outcome. I'm not sure how I'd feel if they suggested that I should look at it myself for CPD though". (Secondary Teacher, Dagenham)*

This 'bottom up' flow of information about teachers.tv content and relevance to teaching life, is due in part to the fact that in many schools the staffroom is a place where staff felt able to be a 'teaching geek'. It is somewhere where they could talk to colleagues about material and resources that had impressed them. In this respect teachers.tv is a topic of conversation that participants feel able to talk to colleagues about.

- *"If I saw something interesting on teachers.tv - yes, I'd tell colleagues about it the next day in the staff room". (Infant teacher, Kent)*

The three roles of teachers.tv

Teachers.tv was identified as having three primary roles for teachers in teaching careers.

- It is a 'CPD-esque' skills development tool (helping teachers develop their teaching skills);
- It is a source of classroom resources (unlike with trainees where this was a relatively limited function, this was a widespread use, influenced by the 'stage of career' each teacher was at and influenced by the subject they teach, often being subject specific), and;
- Teachers.tv is a wider educational context tool (providing information and insight into issues that related to the wider teaching and educational context, such as the national curriculum and government policy).

The majority of participants thought their day-to-day teaching professional development (PD) was different from the more formal Continuing Professional Development (CPD) process teachers have to undergo each year. The day-to-day nature of this development is what makes this professional development (PD) not CPD.

The two are interlinked and can overlap. Whilst a minority made no distinction, for many, they are seen as *very* different concepts.

- CPD is about the *formal* training and recognition of that training that teachers are required to do each year. At the end of each term and each year it is about demonstrating that the required amount of training has been undertaken and signed off by ones' manager.
- Professional development is not formal and is led by the individual.

Whilst CPD is seen as being useful it was also seen as a process of 'ticking boxes' as well as actually developing as a teacher. PD is simply about allowing oneself to develop as a teacher.

CPD is also relevant at particular points in a teacher's career - when promotion is sought or when looking for a new job. CPD is a formal process - and teachers.tv has a role to play in this formal process. One primary teacher, for example, in central London reported attending training run by her LEA, which used teachers.tv clips throughout the day's training. The clips were recalled, not because of their content, but because the teacher attending the training thought it was very clever of the LEA to use a free resource (such as teachers.tv) on a training course her school had to pay for her to attend.

Some teachers were concerned about developing professionally in response to a sense that they had 'stagnated' and were looking for some sort of inspiration - new ways of teaching, new teaching methods, new ways to engage the children. Interestingly this sense of stagnation was less evident across the London based mid-career teachers, than those in other areas.

The mid career teachers we researched all considered teachers.tv to be a useful tool in helping them develop professionally. For many of them, **teachers.tv is one of the most accessible and relevant tools in helping their professional development**. Teachers.tv is considered less important in terms of Continuing Professional Development as this relies on more formalised approaches to the delivery of training.

Key insights: Teachers.tv has an important role as a Professional development tool helping (mid career teachers in particular) develop their day to day teaching. Teachers.tv also has a less clearly defined role as a CPD tool, but in this respect it competes with more formal training that is undertaken as part of the more formal CPD process. It also is seen to have a role to play as a teaching resource. There can be an advantage in being perceived as offering all these services to teachers - the broad offer allows the service to be perceived as an adaptable resource. Conversely teachers.tv can appear to lack a firm identity, especially amongst lighter users.

Positive perceptions and impacts of teachers.tv

As most teachers will testify there are a lot of teaching and CPD / PD resources available to teachers competing for teachers' attention. Accordingly, the scale of the success of a service such as teachers.tv needs to be framed within the context of no single resource, regardless of its quality, being thought capable of covering the CPD / PD / teaching resource / wider context information tool landscape alone. Teachers.tv however, is having a positive impact on those in the profession. No other single resource is able to encompass these three functions in the same way, teachers.tv's wider context function adds functionality other resources lack.

Of its three functions identified, its weakest role is as a classroom resource, but those who use it in this way do value the function it fulfils. Measuring these impacts across the entire profession is beyond the scope, or intent, of qualitative research, but the following information gives a flavour of current perceptions and where notable impacts are occurring.

- **Teachers.tv is regarded by regular users as a valuable reflective tool that over time helps improves teachers' abilities. It was regarded as a reflection of the profession, acting as valuable positive reinforcement of techniques some teachers had put in place**

Ipsos MORI asked teachers which website would they choose to keep if they could only access one website for the next two weeks. Only one participant chose to keep teachers.tv. Whilst this appears to suggest that teachers.tv is not highly valued this is not the case. The website participants chose to retain reflected the pressures of lesson planning. Teachers need access to sites that offer resources that can be used in the classroom. For mid career and more experienced teachers lesson planning is not the 'all consuming' pressure it was at the early stages of their careers, but it is still a constant pressure and presence. Teachers.tv offers this function - it can provide resources that can be used in the classroom - but it is not what it is best at, and other sites do this better (national grid for learning, proprietary sites such as Espresso, and for teachers of younger children, Sparklebox). **If access to teachers.tv were removed, teachers could carry on being teachers, but what would be lacking is the access to material to help them to reflect on, and be, better teachers.**

- *"I wouldn't be lost without it (teachers.tv) but I think again particularly due to the constant drive for targets to sit and watch something that is going to develop you rather than carry out some admin task is a good thing I think that opportunity just to sit and reflect and talk about other people good practice".
(Primary Teacher, Brighton)*

For regular users the impact of teachers.tv within schools and on the teacher's routine can be relatively subtle, but nonetheless important. Teachers.tv serves to provide snippets of thought, best-practice, advice and evidence which will serve to impact a teacher's overall approach. **The act of watching teachers.tv can be seen to be an opportunity to reflect on the 'art' of teaching - away from the day to day pressures of teaching, marking, administration, and paperwork allowing teachers to focus on developing their craft to**

deliver great lessons. At best, teachers.tv is serving to help teachers think more strategically about their approach to teaching, and eventually to become better at directing others.

- *“You watch other people and you analyse them and that makes you analyse yourself, and just think about how you can make things better for the kids...how you can improve your lessons because I think 2 out of 3 lessons are supposed to be outstanding, there is a lot of pressure”. (Secondary teacher, Leeds)*
- *“I suppose what I watch comes into my teaching subconsciously, it might change what I might do subconsciously, but it affects my leadership more, if I’m managing in a different way then it changes my teaching in the sense that I’m watching others more...it will change things at a strategic level”. (Secondary teacher, Kent)*

Teachers.tv is often described as serving up ideas, a starting point for lessons - not necessarily a complete solution of a packaged up complete lesson plan, though enough to get the teacher thinking.

- *“Ideas, like those initial starting points for things, if it has one of those short little fifteen/twenty minutes things and if you see one linked to what you are doing, you can see something along there and think I can do that or see that and twist it and change it and it gives you the initial idea for maybe something new”. (Secondary teacher, Chingford)*

It is also seen to provide positive reinforcement for teachers that they are doing something right, proven through when they see their teaching styles and techniques mirrored back to them through teachers.tv.

- *“It’s great positive reinforcement when I am seeing something that I’m already doing and my position on certain practices is valid - so it’s good. It’s also great when I can show it to a NQT and say -Told you so!” (Secondary teacher, Kent)*

The official nature of teachers.tv content i.e. it being a reflection of governmental policies and positions on teaching also made life easier for those in the position of mentoring more junior teachers. Being able to give teachers.tv as an example of a teaching method or outcome with an official teachers.tv ‘stamp’ made convincing potentially disbelieving trainees of their worth easier!

- *“It’s good if it’s not just me saying it especially with training. I can say it over and over again (to my trainees) but there is a sort of officialness about it when it comes from teachers.tv - so I can say - I’m not just saying it, teachers.tv is saying it to!” (Primary teacher, Hackney)*

Key insights: in line with the overall objectives of the teachers.tv mandate, more regular users are experiencing the desired outcomes of the teachers.tv service e.g. improving the standards of teaching, leadership and management. These were the outcomes for some teachers, generally those who are more regular users. The challenge will be to increase the number of teachers engaging with the service to reach these outcomes for a greater proportion of teachers.

- **Teachers.tv is regarded as a valuable destination to find out about new/ current government initiatives, the latest news and events in teaching and disseminate them to others. It also acts as a source of pre-vetted, quality video resources**

Teachers.tv and its association with the Government is seen as offering one of the most official and up to date perspectives on new policies, new methods of teaching, regulations developments and general teaching news. On the whole teachers.tv manages to be credible, being up to date with current methods and issues, but at the same time it is **not** considered by most to be simply a Government mouthpiece.

For some teachers, once aware that this type of content is disseminated here, teachers.tv became an important point of call and was used regularly - an example of the **value spiral** identified in previous research i.e. once having a positive experience with the content, and using more often in the future based on this.

- *“They’ve just started the PPA and bought in a new curriculum for the early years, and I’m the co-ordinator for this - so I know I’m going to have to go to go to go to teachers.tv to find out about this”. (Primary School Teacher, Kent)*
- *“I’ve been using the website, because in September the new strategy came in, so they’ve had some quite useful programmes on about that. Coming from the government it should be accurate with changes that are going on”. (Secondary Teacher, Leeds)*

Also, as an official/ government source of information, most felt that any of the teachers.tv, content would have been thoroughly vetted by the powers that be, and would be safe to show in virtually any teaching / training situations. This reassurance of quality of acts as a time saver for teachers wanting to use video content within their classes or training sessions but lacking the time to view the content in its entirety to check its appropriateness - with teachers.tv there is a perceived built in quality assurance.

- *“(If it’s teachers.tv) You know it’s going to be good - it is official, it carries the government stamp, there is no chance of foul language / inappropriate themes, content - I’ve had some things from the BBC where I’ve had to switch them off half way through because of the language”. (Primary Teacher, Hackney)*

The news service on teachers.tv was seen to be accurate and up-to-date around the latest goings on in teaching. Again, the fact that it was from a governmental source ensured it was more likely to be relevant and error free. For some teachers.tv was also seen as a less painful way of disseminating relevant teaching news or policy changes to staff than in a traditional written document or a staff meeting. Some schools were simply sending teachers.tv links of the relevant subjects for to watch.

- *“I will watch the news on teachers.tv. Coming from the Government it should be accurate with changes that were going on”. (Secondary Teacher, Hackney)*
- *“If we can avoid an hour long meeting by sending around a relevant teachers.tv clip which everyone can watch when they have the time then that would be far more preferable”. (Head teacher, Leeds)*

Key insights: Amongst more regular users the service is seen to be acting as a hub for teaching news and information - this perception often leads to more regular accessing of the service, and likelihood of accessing a broader range of non-news content. In addition, using the service to disseminate information quickly and save time i.e. sending web links vs. holding meetings and not having to pre-vet content give evidence that the service is meeting the stated objectives of enabling teachers to save time.

- **Teachers.tv was also seen as an ideal tool for those that wanted to develop themselves to ‘climb the teaching food chain’**

For those that were interested, teachers.tv was seen to offer the tools for teachers to better themselves and content aimed at higher levels e.g. 'Governors hour' or 'Leadership hour' which gave a sense to viewers of what issues were relevant and important at higher levels within schools. For those willing to look at this type of content, it offered a base of potential fast-track study material.

- *"Leadership hour I do watch, it just so happens that I have a young son and if he wakes me up on a Sunday morning, I do know leadership hour is on at 8am so it is something I can watch whilst he's entertaining himself". (Secondary teacher, Kent)*
- *"I saw one (a programme) about how to progress in teaching and how to eventually become a head teacher, I found this very relevant, as it is something that I'm looking to do - there is not a lot of this sort of thing elsewhere - it's not something that's really talked about". (Secondary Teacher, Birmingham)*

Key insight: Teachers.tv is seen to be providing tools for those that have ambition, and being used by those that are interested to increase their professionalism and leadership skills.

A chance to see others teach

- **Teachers.tv acts as one of the few locations where teachers can view and be inspired by viewing other teacher's lessons, and provide up-to-date visual exemplar material for more junior teachers**

A key impact of the service is its ability to expose teachers to fresh ideas and methods of teaching from observing others in the field teaching. Teachers.tv is one of the few resources where teachers can easily see other people teaching. Many teachers lament the fact that they were exposed to an abundance of different teaching styles as part of their PGCE, NQT years, and this has since tailed off now that they are qualified.

- *"It's nice to get ideas from other people as well. The main thing you find, it's not so much as when you were an NQT, once you've been teaching for a while you don't actually see anyone else teaching anymore, so you don't get any new ideas..... so that's quite nice to be able to have the opportunity to see how other people do it and think oh I've never tried that, that's a nice idea, I can do that in my classroom". (Head of Year, Secondary, Leeds)*

Several teachers interviewed expressed this interest in viewing others teaching was not even from the perspective of developing their teaching, more a general 'nosiness' about other teachers, a desire to be a 'fly on the wall' in someone else's lesson.

There was a useful but nonetheless guilty pleasure in seeing a lesson analysed and having the teaching style broken down as in segments such as 'Good to Outstanding' - an experience that was not available in many other formats. Several teachers also mention that their students themselves are often excited about seeing inside other schools classrooms and other children, with teachers.tv offering them a rare opportunity to do this. On occasions where they have used this type of content, children have been particularly interested/engaged which has encouraged subsequent use.

- *"It's a way of seeing how other people teach and then seeing if it's feasible for me to do that, like there was a music teacher that I saw who got people dressed up in the different styles, like a punk rocker, I thought about whether I could do that, then he got a rocker in to come and mosh, that was something I thought about doing - although I didn't end up using it, it makes you think". (Secondary Teacher, Leeds)*

- “Students also love to compare their class to other children’s classrooms, they’ll go - look at what that kid is wearing! Look what they’re doing; it’s always a struggle to get their attention so this is good”. (Secondary teacher, Hackney)

A finding re-iterated from 2008’s research was the usefulness of teachers.tv as a resource for less experienced teachers (NQTs) and its use by teacher trainers and mentors to meet more junior teacher’s training needs.

- *“Young teachers coming into it are more inclined to watch a general thing like teachers.tv because there’s more they don’t know about teaching. At that stage it’s washing over you and there’s not awful lot that’s new to you - it’s more relevant to you than when you’ve been teaching for a few years like me”.* (Primary Teacher, Brighton)
- *“I don’t think I’d use it with all staff, but for NQTs to go on and see other NQTs talking, and to know that they’re not alone and that it’s hard for everyone, I think that is really useful. I think that it’s a good direction when you have small groups that you could refer to specific things...I don’t think everyone realises how useful it could be”.* (Secondary Teacher, Leeds)

Also, the nature of teachers.tv, which allows for users to view content in their own time through self directed study, is seen as a useful tool for certain training situations. Teachers mention using teachers.tv in situations to deliver ‘indirect’ training to their NQTs where traditional direct evaluation and face to face feedback would have been difficult. Use of teachers.tv served to ‘soften’ the evaluation for the trainees - they can view the relevant content in their own time, in private, and reflect on required changes to their teaching based on the content. This avoids the potential for damage to their confidence, and nervousness/ anxiety associated with traditional direct observation and evaluation of lessons.

- *“I had a NQT who was having issues with behaviour management - I didn’t want to work on this by going in, observing a lesson and stressing him out, and making him even more nervous about his teaching. So I gave him a teachers.tv clip on my iPod to borrow, have a look at, and then work into his teaching - he started using some of the techniques and it really made a difference”.* (Secondary Teacher, Dagenham)
- *“School sends you out on courses and then it’s down to you to be back for staff meetings. It is done to you, but then as a teacher, as a coordinator you have the opportunity to do it to others”.* (Secondary Teacher, Dagenham)

Key insights: Seeing other teachers in action and the associated learning’s is still identified as a key strength / selling point of teachers.tv. The services use as a training resource for more junior teachers remains strongly valued resource for some teachers.

Teachers.tv’s role for non-core/non traditional subjects

For more traditional core subject areas such as mathematics, science, English, teachers regarded resources available to them as quite broad - so there was less incentive for them to look at services such as teachers.tv to complement them. In newer subjects such as Citizenship, ICT, Tourism, Business subjects, or subjects starting in later year groups such as Sociology there is seen to be less conventionally available content, so specialist resources such as teachers.tv are sought as a resource to supplement what teachers have available.

With other areas of government initiative such as Personal, Social, Health and Economic (PSHE) education, teachers perceived there were a limited range of resources available for teachers teaching this (again versus more core subjects);

- *“Having things for all curriculum areas, never much history, geography, and music. Fill in the gaps that the government don’t do. Government only focus on core subjects”. (Secondary Teacher, Greater London)*

Teachers.tv, is seen as being able to offer relevant and unique content for teaching these subject areas.

- *“Citizenship is just a few years old, and there just aren’t the same resources available - teachers.tv is great as it is one of the few places I can find relevant content to show children about citizenship issue”. (Secondary Teacher, Hackney)*
- *“I found this excellent anti-racism resource that I used recently in my Citizenship class, it had all of these Manchester United footballers putting across an anti-racism message - it was a brilliant resource, I shared it with some other teachers I know”. (Secondary Teacher, Manchester)*
- *“We have enterprise education, which is 5 days of teaching for everyone, builds up work ideas. It’s a new thing that has been compulsory to follow at key stage 4. There’s pressure on me to find things to use in classes, teachers.tv has helped with this”. (Secondary Teacher, Greater London)*

Another area where teachers.tv shines is where the content being communicated by teachers has an intrinsic visual element to it. Physical Education teachers describe finding teachers.tv particularly useful for providing exemplar clips of kids/ adults demonstrating certain activities. This is consistent with similar findings from the 2008 research where Physical Education and Science teachers were using teachers.tv to demonstrate basic scientific experiments or Physical education activities.

- *“I found a brilliant teachers.tv resource on cheerleading once. They had cheerleading at the school and the kids absolutely loved it. They had so many children. They had pretty much everyone doing the cheerleading. I was thinking it wouldn’t be possible to get that many children doing it at our school”. (Secondary Teacher, Manchester)*
- *“It’s really simple stuff, like showing children how to do basic gymnastic moves, I mean I can try and describe it or show them myself, but its great having a simple clip to show them”. (Secondary Teacher, Manchester)*

Key insights: Newer subjects, or smaller subject areas are seen to have a paucity of resources vs. more core subject areas, and teachers.tv is of arguably of more value to these subject teachers as a resource bank. Increasingly teachers.tv is seen as an exemplar bank for subjects/ subject areas where visual demonstration is key; highlighting this aspect would increase its reputation as a resource.

- **Although seen more as a CPD resource, the resource element of teachers.tv is valued**

After discussion teachers generally come to the conclusion that teachers.tv is primarily a **(C)PD resource**, over a teaching resource. For many teachers however this means that teachers.tv is less of a priority. The hierarchy appears to be day today lesson preparation,

then if time allows (generally increasing with experience) day to day professional development - being a better teacher and then finally -CPD - something that is happens on specific inset / training days and something that is not their responsibility to organise/ take care of. Again, (consistent with previous research), the degree of responsibility teachers felt for their CPD often decreased the longer they had been in the profession, but conversely their capacity to fit PD into their everyday teaching lives increased with experience as proportionally lesson planning took us less time.

Many teachers felt that even though they believe that teachers.tv has more of a CPD focus, they were prepared to spend more time investigating it and trying to use it as an actual material resource for teaching. Teaching resources were seen to be first and foremost the responsibility of individual teachers, the hunt for new resources never ceasing for teachers at all levels. Although, as mentioned previously, there is a wide breadth of resources available to teachers, most were forever on the lookout for new, relevant resources which were interesting for the children. Although they might be viewing teachers.tv for PD or CPD or wider teaching context purposes if material appropriate for the classroom is seen then it will be appropriated and used accordingly. For this reason teachers want time codes on the video clips and copies of any materials (such as PowerPoint presentations) used in the clips.

- *“They would get soooo many more people if they played on teachers resources or at least associated it with some teacher’s resources. They would go for the resources and more than likely look at the CPD content. It’s only when you go on there and have a play you go wow there is some great stuff on here - but there could be more, better organised resources”.*
(Primary Teacher, Manchester)
- *“I found some great things on authors, how to interview authors, visiting an authors home town. I only found out you could use it as a resource as I was using it for professional development. I think most teachers view it like this, and don’t realise there is some useful resource stuff on there also”.*
(Primary Teacher, Dagenham)

Key Insights: From the research it appears that teachers.tv would be best positioned as a PD, a CPD and a general resource for teaching (currently it is regarded more of as a PD/CPD resource). Resource focused teachers.tv content should have PD elements intertwined with them to covertly get across PD as pure PD resources can be less enticing to teachers on their own (this would be like giving teachers a little honey (**resources**) with their medicine (**CPD**)).

Users more prepared to invest time in the website than the TV channel

- **Particularly in the recent round of research the worth of the teachers.tv web site is mentioned and its utility for a range of teaching outcomes valued**

There is evidence amongst those interviewed that they were prepared to spend more time investigating the website and utilising it as a resource. There is also evidence to suggest that a greater number of teachers are sharing web based information e.g. web links and podcasts amongst their peers. The website doesn’t suffer from negative commentary like the TV service does and doesn’t impinge on user’s personal ‘me’ time as it can be accessed from work / school. Users can quickly and easily access something personally relevant to their subject / year group and teachers value the user feedback / abstract around the content of the clips to quickly see what is useful/ interesting/ relevant to them.

- *“I just think there’s more on there, and you can go on and search for what you want, whereas you have to put the TV channel on. If I’m not interested in that I’ll turn it off, and then I’ll forget to look at it again”.*
(Primary Teacher, Chingford)
- *“The teachers.tv website is good though I don’t watch TV much anymore, more likely to watch iPlayer. It’s just so simple you can watch anything you like, and if you see something good you can email links to other people”.*
(Primary Teacher, Leeds)
- *“A lot of the kids live on an estate and I saw a great thing on (teachers.tv on) Knife crime in Hackney - great topic for the year 5s and 6s, but great for us to generate ideas with the web you don’t have to worry about putting it into someone’s pigeon hole, you can just click on it send it and it’s done”.*
(Secondary Teacher, Hackney)

Although not as widely used amongst the sample as the main web-page, there was some use of content downloaded through 3rd party internet by users, who generally found the content useful and valued the method of delivery.

- *“I use the iTunes site to get teachers.tv pod-casts mainly to use for training purposes for my NQTs - I can download them, and show them the content on my iPod which is great”.* (Secondary Teacher, Dagenham)

Key insights: the website is seen as far and away the most positive expression of teachers.tv and is driving the most positivity interest and use amongst users. Again is consistent with perceptions of teachers around the website from previous years. Any promotional activity, future development should focus on this as a platform. 3rd party platforms (e.g. iTunes) although not widely used at present, are valued by those that do.

- **Teachers.tv was seen as a tool to help teachers in key moments of their careers. Although many felt the service was not promoted specifically as a tool to help in this capacity, it was an invaluable resource at these times**

Several points in teachers’ careers came up consistently where teachers.tv may have a role to play. Specifically these are: when crossing threshold (to the upper pay spine); when applying for a new job; when returning to teaching after a leave of absence; or in preparation for lesson observation.

Crossing threshold was described as a stressful time in any teacher’s life where they are required to justify their achievements to warrant a pay increase. Several teachers mentioned that teachers.tv offered valuable advice in this capacity, and had recommended it as a resource for others looking to cross threshold. Teachers also feel the need to be able to ‘talk the talk’ when it came to an interview for a new job either externally or internally - they viewed teachers.tv as a useful way of getting hold of relevant information quickly and easily i.e. the latest initiatives and the latest trends in teaching - something which teachers didn’t always prioritise in their day to day teaching, though felt like they may be questioned about in a job interview.

- *“If I was going for a new job I might use teachers.tv to get more information for that. For example if I wanted information on behaviour strategies or something else that I thought they may want to ask me about in the interview”.*
(Secondary Teacher, Leeds)

- *“I’ve just changed jobs recently - so I’ve used teachers.tv to find out what the latest initiatives are - I’ve tuned in and gone, I know what this is, I know what that is, I’m ready to go for the interview”. (Secondary teacher, Hackney)*

When actually changing roles or to new positions, teachers.tv was used as a resource to give a ‘flavour’ of the new position or role so teachers felt prepared in advance.

- *“If I was going to teach reception I would definitely have used it (teachers.tv). It depends what you’re teaching. There would have been no other way for me to learn how to teach in that setting.” (Primary Teacher, Manchester)*

Teachers.tv was also seen to provide practical job interview advice concerning interview techniques, again invaluable for teachers, and difficult to reliably source elsewhere. Teachers returning to the workforce after having a child or switching back from supply teaching to full time teaching describe using teachers.tv to update themselves around what they may have missed during their absence.

- *“I have been off on maternity leave for almost a year and I’m just about to return to school, I’m returning soon so I just switched on teachers.tv to see if there was anything I could be thinking about when I return”. (Secondary Teacher, Chingford)*

Some teachers express concern about being observed either internally or by Ofsted, especially after a period of absence such as a holiday; teachers.tv was seen as a useful way for ‘jogging’ their teaching brains potentially ‘raising their games’ for the occasion.

- *“When I’m being observed I might, just as some extra ideas when I’m planning a lesson, but after the summer holidays when you’ve forgotten everything and you think, ‘God I can’t actually stand in for another class because I’m just going to melt and have a breakdown’. So it’s quite useful then”. (Secondary Teacher, Brighton)*

Key insight: Major career events are important drivers of interest for teachers to investigate teachers.tv content i.e. crossing threshold, interview advice, returning to the profession – highlighting the availability and relevance of teachers.tv resources for these career events would likely drive interest in the service from a broader range of users.

Negative perceptions and barriers to greater use of teachers.tv

The following describes the key areas where users view teachers.tv negatively. Issues tend to arise primarily around awareness of what the service has to offer, and especially are present when teachers concerned have limited awareness of the web based service. As the research was conducted primarily amongst current users of teachers.tv, there were fewer negative responses than would be expected than if the research was conducted amongst those who are non-users or rejecters of the service. However, the negative perspectives generated serve to offer guidance around what could be improved, and the priority for what should be improved around the service currently. The following identifies and discusses the primary areas of concern:

- **Teachers.tv can be regarded as a top down, unrealistic promotion of government initiatives (the ‘official government line’ in a negative sense)**

Whilst some teachers found the official backing of teachers.tv reassuring in a quality assurance sense, others feel like the service acts to parrot the official government position without sufficient critical investigation of the relevant teaching issues. Additionally, many

teachers aren't always aware of the stated editorial independence of teachers.tv, and even if they are, there isn't always belief that this is the case.

- *"Although I don't use it much I always tend to regard it is a creative though 'dead-zone' they (teachers.tv) are always parroting the same tired government positions and policies - why can't they produce more content which is more critically robust". (Secondary teacher, Leeds)*

Key insight: As mentioned previously, having the official government line benefits teachers.tv's legitimacy, although some find this association limits their interest or raises suspicion around a conflict of interest. Re-iterating its editorial independence and continuing to produce programmes that demonstrate this is key to convincing those concerned about its governmental provenance.

Programme length

- **Reviewing teachers.tv content is too time consuming with the average programme being of 15-30 minutes in length - far too long for the average teacher to spend time investigating, especially as a resource**

Many teachers found that the length of content of teachers.tv was too long - they couldn't justify spending 15-30 minutes investigating the content of a single clip/ episode. Although some acknowledge that this type of format is a step change from older paper based or traditional video based CPD / learning resources which were more time consuming to access, there is still demand from teachers for shorter length video content. When commissioned teachers.tv was ground breaking in its utilisation of short programme length but now the TV channel has made the transition to the web, there is a perceived need to reduce the length of clips to reflect that newer platform.

This finding is consistent with the larger societal trends around desires by individuals for greater condensing of information into smaller, bite size chunks; this is reflected in the rise of internet wikis, blogging, texting and micro blogging (e.g. 'Twittering' - blogging using less than 40 words per entry). In terms of planning, many teachers are especially pushed for time due to their other commitments - any video content that will be shown in a lesson needs to get to the point very quickly both for when teachers are reviewing it in planning and when it is shown in a lesson.

- *"Kids have a short attention span. The clips can be shorter so you can get 2 minutes on what you want. If you want to watch the whole thing, you can watch the whole thing. But you can also watch two minutes worth". (Primary Teacher, Primary)*
- *"I have a maxim for when I'm looking for resources and planning - a 10 to one ratio for every 10 minutes of teaching I do I will spend 1 minute looking for resources / planning. So for a 50 minute lesson, I am only prepared to spend 5 minutes planning. So for a 15 minute teachers.tv clip - forget it!" (Secondary Teacher, Manchester)*
- *"If I have to sit and watch minutes in order to get 30 seconds worth of stuff is a waste of my time. The website could give you an abstract and you could click on the bit that you want." (Head teacher, Secondary, Leeds)*
- *"There's not a need to put a 15 minute video on when the only benefit is from a few seconds". (Teacher, Chingford)*

Many teachers, even advocates / supporters of teachers.tv feel that the web service could learn something from the way YouTube and Teachers Tube provides video content. These websites' content is described as short and concise which are quick and easy to review, with a vast range of content to peruse. 15-30 minutes is regarded as TV style packaging which many teachers feel is on the decline - short and snappy content matches the way users consume content from the web and is a preferable model for teachers.tv to follow.

- *"If I was looking for video content to show within a classroom I'd probably go to YouTube to be honest. It's efficient. The clips aren't very long at all. You get lots of results when you search". (Teacher, Manchester)*

Key insight: especially for online content, there is a case for providing shorted, bite sized pieces of content (1,2,3, 5 minutes), in addition to TV style 15 and 30 minute segments.

- **Teachers.tv depicted classroom situations are unrealistic, with immaculately behaved children, far below the usual number in an everyday classroom**

The above point has been re-iterated in each annual research piece; however it is still a relevant criticism and reason given for not using the service more. Although it doesn't necessarily prevent viewing or use of the service by teachers, the fact that teachers.tv doesn't necessarily capture the reality of their teaching means that it distances teachers from the service and reduces the services credibility in their eyes.

A lack of reality also serves to cheapen teachers' own struggles. For example if they are shown content on challenging behaviour with a vastly reduced class size it provokes anger/ridicule about the relevance of the content.

- *"The classes are very small. I've never seen phonics done with eight children before. That's what I saw yesterday. I've never done it with eight children without a boy kicking his shoes off in the corner". (Primary Teacher, Kent)*
- *"They never tend to have anybody difficult, usually in a class you always have at least one child who is challenging in some way and they never appear to have anybody and you always wonder where they are, where the little boy with autism is or the little one with speech problems". (Secondary school teacher, Hackney)*

There is general consensus that if students were shown to be less than perfect it would create a sense of solidarity with the viewers - 'We (teachers.tv) know what you're dealing with'. At the same time this type of 'real' world content may serve to create a buzz/excitement about teachers.tv as most teachers feel that this type of 'real world' teaching example isn't currently available.

- *"UK drama and movies are famed for their gritty realism - why can't they do the same for teachers.tv?" (Secondary Teacher, Dagenham)*

Key insight: Teachers.tv should keep pushing the reality of classrooms depicted in its content. The promotion of examples of particularly realistic situations may act as an effective tool to generate interest in the service.

Viewer's mindset

All the teachers we interviewed who used either the website or TV channel were not able to recall the names of programmes they watched, with the exception of 'From good to outstanding' or "Governors hour". The programmes were described in terms of their content

or in terms of the presenter's expertise, or the presenter's name. This lack of recall of names of programmes, even for regular viewers suggested they were not watching it in the same manner or with the same mindset as when watching other TV channels.

When using the website users are concerned with content not with names. Search engine use centres around keywords not programme titles. Even when watching for enjoyment (as a minority of participants did) they appeared to have a learning mindset, as they were able to recall the content and the learning points clearly rather than the programme name. This learning mindset has an important impact upon the way viewing teachers.tv is framed in participants' minds.

As with previous years' research the way that teachers.tv is framed to some teachers is that is a service that they should be accessing in their free time, away from teaching. A failure to do so could be regarded as teachers neglecting their duties. As you would imagine, this perception can generate significant negativity and animosity toward the service amongst overworked teachers, especially the TV based service which, due to the nature of its format, suggests that it should be viewed during teachers' non-teaching time. It risks creating an unfair expectation of something to be used in teachers' free time, and something that teachers should feel guilty about not using/ viewing.

- *"Most people associate TV with leisure, whereas teachers.tv is just work. When it first came out I laughed at people who said they watched it in their spare time".(Teacher, Kent)*
- *"What other profession has a TV channel which expects you to watch after you have finished for the day -where is lawyers TV or doctors TV? It is completely unrealistic to expect teachers to do this". (Secondary Teacher, Manchester)*

As with previous research, and as mentioned previously, there is far less resistance generated toward the website however, which, due to it fitting within the expected sphere of work, is seen as just another teaching resource which serves to make life easier for teachers.

- *"It's like, you're sat there watching Teachers TV, it's like, 'Oh for god sake, just stop'. So having the website is probably something that is a bit more friendly to teachers really".(Primary Teacher, Brighton)*

Key insight: The association with TV as a leisure device and the mismatch with professional development material has been explored in previous years although it still remains an issue. As mentioned earlier the website is far more positively received, so dialling up of the profile of the web service, which is more acceptable as it sits within the work sphere, is a key way of reducing resentment/ cynicism toward the service.

- **A further key barrier to greater use of teachers.tv was interpreting the service solely as a TV only format i.e. users were unaware of the web-based offering**

This is cause for concern as a key driver of engagement with the service and a likelihood of sharing it with other teachers was exposure to the web service. However, amongst our sample some were still accessing solely and often forming their opinions about the service based the TV service. Negative opinions around the service tend to focus on TV specific issues e.g. not knowing the schedule of service, never being able to find content relevant to their years and subjects, not being able to navigate through content to find relevant sections, and the limited time when teachers.tv is on Free-view, all of which could be addressed if users had been directed toward the website.

- *"I didn't realize that there was a website". (Secondary teacher, Leeds)*

- *“It is really difficult. If you had a science night, for example, then you knew that 4.00 on a Friday you could get something that might be relevant. I would direct myself to it more, but the fact that I never know what is on the TV channel means that I am unlikely to access it”.(Primary Teacher, Brighton)*
- *“I probably did know there was a website but I never researched it or looked up Teacher’s TV: I did not make that connection”. (Secondary Teacher, Leeds)*

Some teachers argue that, although some teachers are still accessing via the TV channel, that it may have outlived its usefulness. This is in line with the broader societal trend of the shift from the passive consumption of information, of which TV is an example, to a more active paradigm through interactive mediums such as the internet. Negative opinions around teachers.tv based on the TV service suggest that the legacy of teachers.tv TV access serves as a negative embodiment of the teachers.tv brand which it needs to move past in order to be more readily embraced by a broader range of users.

- *“I certainly question whether the TV channel is useful, the content is, but whether the medium is, especially when everyone has access to broadband”. (Head Teacher, Secondary)*

Key insight: the TV channel is verging on irrelevant to many and could be seen to be acting as a form of negative advertising for the service - its prominence should be downplayed vs. the website which generates far more positive feedback from users.

- **Consistent with previous research limited awareness around what is available on teachers.tv is preventing greater engagement**

This tends to be reinforced by the TV channel as it always appears that content is always for someone else, lessening teacher interest, and lessening the likelihood that a teacher would return to and investigate content. However, for some, the depth of subject/ year specific content the website also is seen to not contain sufficient depth to generate interest amongst users. There was seen to be a bias toward core subjects over non core, less popular subjects as well.

“It’s got some really interesting stuff but the main problem I have is that it’s not always specifically for me, a lot of it is the core subjects. If it was to be used in the classroom, it’s speaking to the teachers, which is good for me, but for the kids it’s often pointless”. (Secondary Teacher, Dagenham)

“When I click on other subjects there are a lot more resources that could be used in the classroom, things you could actually show pupils, I think maybe its because music is not a core subject, I think its my subject that narrows me down, for example I think when I looked at music there were only 2 clips that I could actually use in a classroom”. (Teacher, Chingford)

Key insight: Although, identified as a common negative perception amongst users, perception will likely change over time as the library of web-based teachers.tv content grows, and more users migrate from the TV service to on-demand services such as the website.

The Google effect on teacher’s resources

Participants reported a variety of routes by which they discovered teachers.tv. These are by “osmosis”, through family members who are teachers, recommended by a mentor / colleague / peer / visitor, TV channel hopping, for relaxation *“I watch it [for pleasure] until my husband comes home - then we watch the football”* and through Google or other search engines.

This last route is of particular interest. Many teachers report that the web has virtually become the most important, if not sole location, they use for finding teaching resources - if teachers.tv can capture more of this traffic it will be a simple way to achieve greater exposure for the service.

Many teachers searching for resources on a daily basis report that, although searching for a range of teaching based resources, teachers.tv rarely, if ever was present in the search results (informal testing by Ipsos MORI on a broad range of teaching related search terms has determined this to be the case). Teachers describe being under such time pressure that they will not spend large chunks of time wading through search results but will search and generally only look at the top 2 or 3 results. More often than not the results will be from the BBC, teachernet, Primary Resources, Teaching union sites or the like are at the top of search results unless 'teachers.tv' is specifically searched for.

"If you put the word, teaching or teaching resources, into Google it's not got the TV bit in, it's not going to come up". (Primary Teacher, Manchester)

"I think when you Google something teaching related, BBC always pops up as one of the first. It seems to have a lot on it, does the BBC website - I don't think I've ever actually searched for something and teachers.tv has been the first point of call". (Teacher, Leeds)

If teachers.tv is below the 'radar' of non regular users who are searching online for resources the benefits teachers.tv offers are potentially lost. In this research we explored whether users need to be technologically savvy to make (best) use of the website. One participant in Oxfordshire summed up the view of many participants by saying *"you don't need to be technologically savvy to use the site, colleagues of all ages use it"*. This was said with a nod of the head to a colleague who was walking past who was due to retire at the end of this term. Savviness is not required however a baseline of familiarity with the web generally is beneficial otherwise it is easy for users to feel swamped by the sheer number of results that come back on searching the site.

In this respect the website is to a limited degree a victim of its own rigour. The breadth of the site can result in it feeling a little intimidating to new users. It is not putting people off using the site but it is preventing them from exploring the site as fully as they might otherwise if it were not so 'deep' and 'broad'.

The 'tipping point' at which teachers.tv becomes a part of a teacher's toolkit is dependant upon not only the effectiveness of their first exposure, but also (if using the website), their ability to search the website effectively. The website offers the best opportunity for tipping past the tipping point and it also offers the best opportunity to make the most of the value spiral. Using very short clips, (i.e. teachers.tv news: "(Prince) Harry admits he 'can not do maths'") offers a potentially very strong hook to allow users to understand the offer, have easy access, and beneficial experience of teachers.tv, shorter clips in particular offer an opportunity to enable regular exposure. With regular exposure comes 'spiralling', that is, once you get to a certain height you maintain altitude, maintaining easy access, understanding the offer and thus having and maintaining a beneficial experience of the site. Another potential hook to allow spiralling is wider use of targeted emails informing users of material that would interest them.

"What would work for me is on a weekly basis if they sent an email saying what was uploaded. If there's nothing there I can delete it, if there's something there and I've got five minutes I can go see it rather than go physically check it [the website]."

At present users are not aware of the benefits resulting from registering with the website and thus the risk sliding down the value spiral.

Teachers (like most other web users) make judgement calls about the quality of the research findings - more highly ranked pages/ resources, are regarded as more high quality. So if teachers.tv is either absent, or far down the list of ranked web search findings, it will be viewed negatively, disregarded or potentially not even seen.

“If you typed into Google and teachers.tv came up in your search, because you’d be like, ‘Oh right, well that’s Teachers TV, I know I can rely on that, so I’ll use that, whereas there will be all kinds of things that come up before that so you tend to use them instead”. (Primary Teacher, Manchester)

Following on from optimising its place in search rankings, the website could be acting more in the role of a resource hub - linking or being linked to a range of other teaching sties e.g. unions, curriculum websites, and or other relevant teaching websites. Many describe that it feels somewhat of a standalone teaching resource now, however it could be exponentially more powerful were it to be ‘linked in’ to the wider web community.

“Sometimes I stumble across things just because they are linked to other resources I use - I’ve never come across teachers.tv that way before however”. (Primary Teacher, Leeds)

Key insight: Although the web service is described as ‘brilliant’ by many, it is only brilliant to those who know about it. There is room for increasing the exposure of the service. Teachers.tv doesn’t appear to be optimised to show up at the top of general Google searches when teachers are looking for resources or general teaching based content - remedying this would be a quick win for teachers.tv exposure. Also, although establishing some links with other 3rd party services, the website still feels somewhat standalone to users. There is a case for continuing to turn the teachers.tv website into a hub of teaching content, linking it in with other providers and teaching related content.

Conclusions/ way forward

Teachers.tv is used in a variety of ways by members of the teaching profession, It is valued as a classroom resource (CR), as a tool for (informal) professional development (PD) and as a tool for more formal continuing professional development (CPD) and as a wider context tool (WC). These categories are assigned to the bullet points below with bold denoting particular relevance. It is valued at strategic career points, and is thought highly enough of by teachers that it can be the topic of ‘water cooler’ conversation in the staffroom.

In summary the teachers and school managers we interviewed as part of this research want:

- Teachers.tv website to be the flagship product over and above the TV channel - the website provides content on demand, thus making the TV channel ‘redundant’. A minority who would prefer to watch on TV but admit t they would watch via the web if unable to watch TV
- The website to be renamed to strengthen its role as a resource not as entertainment
- Teachers are keen to have more precisely targeted promotion of the website. (WC, CR, (C)PD) They need to be made more aware of the benefits that arise from registering with the site
- Teachers want the classroom resource function to be developed more fully. (CR)

- The teachers we interviewed want to share their own materials on the site (user-generated content) (**CR**, (C)PD)
- 15 minute and 30 minute clips have a role, but there is also demand for shorter (1, 2,3, 5 minutes) clips (WC, **CR**, (C)PD)
- Develop a more sophisticated system on the website to identify programme content (WC, **CR**, (C)PD)
- Better search tools - additional layers of searching or clarify the use of existing layers (WC, **CR**, (C)PD) without making the search process more complex for technologically unaware users.
- Developing the role of NQTs and less experienced teachers who appear to have a role helping more experienced teachers to stay abreast of new developments. Given the apparent willingness of more experienced teachers to encourage this role the less experienced teachers are ideally placed to act as teachers.tv ambassadors. (WC, CR, (C)PD)
- Users would like to see time frames against the clips (**CR**, (C)PD) and any resources used on the footage should be provided alongside the clip on the website (i.e. if a PowerPoint presentation is used in the clip then it be available on the website without having to search for it separately) (CR)
- Users also want better links to other resources - teachers think it feels too 'stand alone' & not integrated at the moment (WC, **CR**, (C)PD)
- Allow individual home pages, users want customised settings / web content for individual users (WC, **CR**, (C)PD)

In addition to these suggestion put forward by participants we recommend:

- In conjunction with having teachers promoting teachers.tv within schools as Teachers.tv ambassadors - developing inset materials to be delivered in schools (not by a member of staff from that school) demonstrating the benefits of 'spiralling'(WC, CR, (C)PD)
- Working to ensure the website ranks higher on Google searches (WC, CR, (C)PD)

Appendix

Case study 1

Case study 1 is an Infant school in Kent with c250 pupils, 8 teaching staff, 3 managers (2 of whom teach ½ time). On the staff are 2 NQTs and 4 mid career teachers. We spoke to 6 teachers (including one assistant Head) and the Head. Teachers.tv is a resource used by members of this school teaching staff. The Head teacher and the two Assistant heads all promote the use of teachers.tv by members of the school staff. It is used both by individuals and it is also used as a resource by staff when formally presenting training material to colleagues in a CPD context

The decision to use and promote teachers.tv within the school was a result of one of the school's 2 NQTs contacting the teaching Head to show her material found on teachers.tv that the NQT felt would be relevant to an issue within the school, namely dealing with a change in the national context within which infant schools operate.

Related to changes in the curriculum the Head teacher suggested that the NQT deliver the material to all the school staff as formal training.

The Head Teacher would not have considered using teachers.tv (and subsequently promoting it amongst her staff) if had not been for that NQT showing her the materials she had found.

The training delivered consisted of the NQT leading a discussion around the content of a 15 minute clip that was shown to all teaching staff.

As a result of the success of this session the head teacher has encouraged staff to use teachers.tv as the basis of subsequent formal training sessions.

Whilst the head teacher is happy for staff to use the site as a resource, and she has no reservations about the quality of the content, when the material is presented in a formal training session, if it includes classroom footage, she wants to retain a high degree of quality control as the content will be representing an approach the school is advocating and check the quality of the teaching:

"I want staff to show me what they are presenting before they present it, I want to check the teaching being shown is of a sufficiently high quality"

Staff who were not familiar with teachers.tv then started to use the website as a result of the first training session.

Whilst this formal use of the website has become an accepted part of school life the relatively infrequent occurrence means its impact is less significant that it might be; reflecting the intermittent nature of CPD reported by teachers interviewed throughout this research project.

Teachers.tv *has* become embedded in the daily lives of teachers within the school - in a more informal way - with peers sharing content of interest. The small size of the school and the relatively young age of many of the staff (some of whom do not have internet access at home) results in staff converging in the ICT lab each day after school. This is to socialise and to prepare work. In this environment teachers.tv has become *part of the fabric of their daily professional development*, that is the informal process of being a better teacher. Staff are sharing teachers.tv content in the ICT lab- literally saying to colleagues "I've found this - have a look - what do you think?" The short programme times are seen as both beneficial and attractive.

There is also an interesting overlap between the TV channel and the website. One member of staff does not have internet access at home but had Sky TV - and enjoys watching teachers.tv at home, partly for PD purposes but mainly for pleasure. She will come into school saying I saw something interesting on teachers.tv last night and colleagues will then, at the end of the school day, find the clip and watch it in the ICT lab.

It is expected that within the school staff will share resources and since that first CPD session with the NQT introducing teachers.tv it has become embedded within school life - both formally but more importantly within the informal PD, and lesson planning, and being used as a classroom resource by the schools staff.

Some staff members were familiar with teachers.tv prior to that CPD session but it had "*fallen off their radar*" and the training session was enough to reinvigorate their interest.

The NQT had undertaken her teaching practice in the school whilst training and it was expected that when she returned as a teacher she would bring "*cutting edge*" knowledge of both teaching methods and resources to the school.

In this school, in terms of significance of impact, teachers.tv predominantly functions as a PD tool, then as a classroom resource and then as a CPD tool. When it happens, CPD is off course important but this function occurs less frequently than daily informal PD that takes place.

Teachers.tv is not the most important classroom resource for any of the teachers interviewed. None chose it as the one website they would keep if their web access was restricted to one site for the next two weeks - but they do think of it as a useful site for classroom resources and also as a resource for helping them think about classroom resources. They introduced an extra level into our analysis of the functions of teachers.tv, creating a 'quasi classroom resource' category. When searching for ideas for classroom resources teachers.tv can be useful in helping develop thinking about what is suitable. Time permitting teachers.tv can help fine tune and focus thinking before looking for the actual materials to be used in the classroom than other more dedicated websites. Seeing good teaching on teachers.tv helps that process.

Teaching assistants in the school are not using teachers.tv. After being asked if they were (giving the example of a school in London where TAs using teachers.tv in their weekly TA only staff meetings) a number of members of teaching staff said they would go away and consider whether it would be useful for TAs to use teachers.tv in their weekly meetings. This demonstrates a phenomenon evident elsewhere in this research and past research - people use teachers.tv in habitual ways and need a distinct driver to make them use it in a different way. Rather like the Oxfordshire primary teacher (with a remit for CPD in her school) who was a relatively new teachers.tv user but who had not thought about teachers.tv's role as a CPD tool until asked about this, the teachers in this school had not considered other ways they could use teachers.tv such as with their TAs

Without teachers.tv the staff in the school think they would not be as up to date, as promptly, as they currently are with curriculum and relevant policy/strategy changes and they would not be able to develop as teachers as successfully and as seamlessly as they currently do using teachers.tv.

In this first case study, the use of teachers.tv has evolved from the 'bottom up' with less experienced staff sharing with colleagues the opportunities offered as a result of its use. The Head Teacher supports this process but also wants to retain a degree of 'quality control' over the use of materials and resources (such as teachers.tv) used to help deliver staff training and CPD in her school. This contrasts with the situation in the second case study school. A

much larger secondary school - staff throughout the school are aware of and use teachers.tv both as a CPD tool and as a classroom resource - and the main driver for the continued and developing use of teachers.tv comes directly from the school's SMT.

Case study 2

"not just used for training but useful for me"

The above quote describes teachers.tv and was made by a classroom teacher at a secondary school in Preston, the second case study school visited. It is a specialist Sports, Maths and Computing college with approximately 720 pupils and 96 members of staff. For this case study we interviewed 14 members of staff. Teachers.tv is a resource used by members of this school's teaching staff, both in the classroom and as a CPD resource. For CPD purposes it is not only used by individuals, but is also used by the Schools SMT (and other staff) when delivering training to all teaching staff. It is also used when delivering training to specific staff sub groups such as teaching staff with specific responsibilities, (i.e. dept. or year heads), counsellors/SENCOs, TAs and classroom supervisors.

Whilst the Head teacher, The Deputy Head and the Assistant Head are all advocates of teachers.tv - the primary drive for the use of teachers.tv throughout the school, both as a CPD resource and as a classroom resource - comes from the school's Deputy Head who is a *passionate* advocate of teachers.tv

The Deputy Head cannot recall how she learnt about teachers.tv but she remembers its launch. Responsible for CPD throughout the school, and keen to show CPD to be a "whole school responsibility" the Deputy Head, in a relatively recent development, has used teachers.tv clips in recent Inset training, and is encouraging staff to use the service in and out of the classroom. When deciding to try to utilise teachers.tv more for delivering CPD in the school and in deciding to seek to develop individual staff member's use of teachers.tv she was aware that she would be developing existing pockets of individual use. The Deputy Head could not pin down why she had decided to incorporate the greater use of teachers.tv into the school's CPD process - she just saw its use (in terms of teachers.tv's quality, functionality and format) as a good fit with her vision for CPD within the school. Inspired by teachers.tv the school has found funding to equip one classroom with video recording equipment and they plan to record their own staff teaching as part of their CPD provision. This is a direct result of the Deputy Head's passion for teachers.tv being translated into CPD action.

The School's Head Teacher not only is an advocate of teachers.tv as a tool for helping his staff develop, but he also uses it for his own personal development - reflecting his own highly developed interest in leadership issues. He reported watching teachers.tv on a Saturday morning.

The Assistant Head also reported using teachers.tv. For example, when seeking promotion she had found and watched clips of Head Teachers dealing with troublesome individuals (played by actors), as a means of best preparing herself for promotion. The assistant head preferred the clips to those provided by DCSF stating that the teachers.tv material avoided "plastic children" unlike the DCSF supplied clips. Using similar language to the Deputy Head, who reported that other sources used "plastic schools" but teachers.tv did not, both individuals thought that teachers.tv brought a degree of realism to 'in classroom' footage that was absent from other sources. The assistant head admitted that she "wouldn't know where else to look for video clips" apart from teachers.tv.

Members of the English department reported a particularly successful use of teachers.tv as did the school's two Counsellors. The English department, as part of a revision session looking at the different ways in which poetry can be interpreted (and seeking to explore the idea that there is not one 'correct' answer) showed a clip to pupils of a teacher from another school analysing the content of a poem that the pupils had previously considered. In the video clip the interpretation differed from the meaning the class has considered. In addition to considering this different interpretation, the use of the video clip had a further unplanned but welcomed impact. The students noticed that the teacher's performance on screen differed significantly from the way in which their own teachers acted and worked. The pupils realised that was, in the main, due to the different resources available to that teacher in a different school. This led to a forthright discussion about the resources available in their own school. The staff felt this discussion would not have taken place if the pupils had not seen the teachers.tv clip, and was a useful deviation from, and addition to, the planned lesson content.

Teachers.tv clips were used by the Deputy Head in a recent Inset day focussing on different methods of group working. Feedback forms completed by staff on the day, and their comments made during our case study visit, indicate that they found the video clips useful as a means of facilitating discussion that otherwise would not have occurred. Providing a common set of terms of reference, the use of the clips allowed a higher degree of discussion and allowed staff to avoid having to spell out what they did in the classroom. Instead they were able to say "I use the methods as shown in the first clip". For staff not familiar with teachers.tv its use in this way provided an inherent quality guarantee. If it is good enough for the Deputy Head to use with all staff, then it must be good enough for personal use as well. Combined with the Deputy Head's very vocal support of the service these factors were a key part in ensuring that staff as individuals used the service. Use by diktat was not evident but use by recommendation did occur, resulting from the Deputy Head's infectious and often repeated enthusiasm.

The use of the clips in the INSET training also allowed some joined up working across departments. The English staff mentioned their wanting to use one particular method of group work they had seen in the clip, and they would not have considered this approach had they not seen the relevant footage. They were concerned that such an approach was too dissimilar to the approach the students were familiar with, and thus it would not be feasible to try. The Geography department staff, who had seen the same clip, were able to report that they already used this 'alternative' method with the pupils and that the pupils were not only familiar with this method but were also happy to work in this way. This sharing of knowledge, directly resulting from the shared viewing of the teachers.tv clip, allowed the English department staff to try the technique confident that it was not new to the students. Staff from both departments felt this knowledge sharing would not have been possible without the shared understanding gained from watching the video clips.

A PE teacher whose remit had been extended to include PHSE had started using teachers.tv to develop her PHSE teaching. A viewer of teachers.tv on TV, she was not aware of it being available online. She was not the only member of staff unaware of the website and like the others who were unaware, this assumption stemmed from the service's name: teachers.tv. These staff members assumed that the materials used in the Inset day had come from a teachers.tv supplied DVD. On learning about the website the PE / PHSE teacher thought that it would be a useful website given that it offered the opportunity to view content on demand.

Another member of staff who also watched teachers.tv on TV but who did not know about the website, allowed us to accompany her on her first surf of the site. Her benchmark resource was 'teachit.co.uk' and she felt that teachers.tv compared very favourably to teachit.co.uk. Although only a brief surf, because of unavoidable teaching commitments, she was impressed with the "clear categories" and the "straightforward navigation" that the site offered. She felt it would quickly become a competitor / compliment to her current favourite

resource (teachit.co.uk) and she was keen to see how well the search function “filtered” material. On a first speculative search she thought it appeared to work “pretty well”.

The schools two counsellors / SENCOs reported a particularly successful recent use of teachers.tv material in the classroom. Working with “low ability” year 8 pupils the pupils had been shown an edited clip of Cherie Booth talking about human rights issues. Being able to tell the year 8 pupils that they were watching materials designed for year 9s was a great boost to their confidence and the visual nature of the materials suited that classes’ particular, and specialised, educational needs. The next (as yet undecided) topic the class would be covering would be based around another teachers.tv clip. The SENCO staff spoke of teachers.tv providing “exactly what I needed”, with the clips being “easy to find” and they are perceived to be of a good quality. Once the next topic had been chosen a suitable clip would be found using teachers.tv search provision, and there was no doubt in their minds that the site would provide appropriate material.

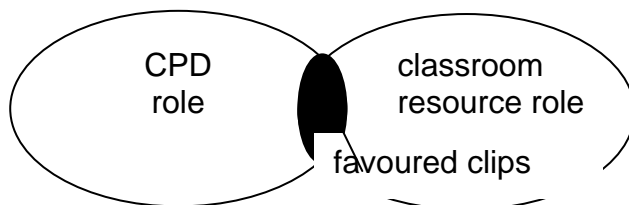
Despite using teachers.tv in the classroom these two members of staff had not thought about using teachers.tv as a CPD tool - despite attending the recent Inset day that used teachers.tv materials. Their view reflected a view evident elsewhere in this school - one also expressed by staff we have interviewed from other schools - whether it is TV or website use - users become entrenched in a particular ‘route’ and ‘reason’ and thus do not consider alternative uses. Paradoxically, this seems particularly evident when the route and or reason is particularly successful and/or convenient.

The school uses a system of cover supervisors as an alternative to using supply teachers. Cover supervisors are members of staff, who understand how the school operates, who know particular pupils who have particular specific needs, and whose role is to ‘mind’ a class if the regular teacher is absent. The cover supervisors have been trained using teachers.tv as have TAs and SENCOs in the school.

One of the school’s DT teachers was the only staff member to criticise teachers.tv during our case study visit. Due, in part, to his inability to receive the service at home, either on TV or online - by virtue of living in a rural area only partially covered by a Welsh TV transmitter, and without broadband connection - his limited exposure to the service suggested to him that teachers.tv’s provision was no better, nor more useful, than other material available. He thought the clips used in the recent Inset day did not add anything extra to the day’s training, and that conversations between staff without the clips as stimuli would have been as informative. He thought that DT would be poorly serviced by teachers.tv although he acknowledged that because of his limited exposure to the service, this was an assumption. If the service were to offer anything useful to him it would need to be offer 3 minute long clips, as he could only view the material online in school and he would have to fit in the use of teachers.tv between other tasks. As is, he felt there was no clear driver pushing him to use the service and there were some very strong practical barriers preventing him from using the service away from school. He felt the service did have merit but that it was primarily of use for new(er) teachers, not those, like him, with “more experience”.

Teachers.tv’s website site offers “easy searching” with “everything in one place”. Staff reported having their own “favourite teachers.tv clips”, including ‘the penguins that want to be fish’ and ‘bum to gum’ (from the science staff). One member of the maths department reported using the same single clip 2 – 3 times per year simply because he cannot find a better example, that explains the area of a circle. Despite this praise this latter member of staff had not been inspired to look for other material on teachers.tv - instead he expects colleagues to furnish him with materials as “ideas are shared throughout the department” and he thought that usually “good stuff will get to me”.

During the case study the use of teachers.tv clips in the classroom was observed. The aforementioned favourite clip from 'gum to bum' is intended as a guide for teachers, but nevertheless was used in class. This was despite the commentary saying "this is a good example for pupils". The staff member would have preferred it if the commentary simply said this "is a good example" (without the 'for pupils') as she "inwardly cringed" each time the clip was used in a class thinking that it exposed her use of the clip in the 'wrong' context to her students. The year 8 pupils observed for this case study did not pick up on this issue, and despite this concern the clip was a particular favourite because it has a duality of function that is particularly valued by this teacher. Not only is it a teaching resource that can be used in the classroom - but it is also a CPD resource showing the teacher innovative ways of teaching and essentially how to be a better teacher. It is a favourite because it performs both these roles simultaneously and whilst it may be enough for a clip to do either of these two things – the clips that do both are favoured and even treasured. Other teachers did not express this benefit in the same explicit terms but in describing the favoured use of teachers.tv resources teachers throughout the school (sometimes unknowingly) particularly valued those clips that perform this dual.



Watching the use of the clip in class highlighted one benefit of teachers.tv (also subsequently reported by another science teacher in the school). The benefit is that teachers.tv clips are downloadable. Downloadable clips can be saved on the schools computer network and the teacher is not relying on a potentially unreliable streamed link 'live' in class. BBC clips are also a popular source - particularly in science lessons - but these cannot be downloaded and instead need to be streamed - thus teachers.tv clips are preferred as they are considered "more reliable". They become more reliable by virtue of being downloadable. In reality, it is the reliability of the schools network that is the issue, but the reliability is at least partially, if not fully, attributed to the clip itself as the unreliable network precludes the use of streamed sources.

"Teachers.tv covers stuff that is slightly beyond the curriculum" and as such is seen as a particularly valuable tool for both helping teacher's develop and for helping staff deliver interesting and informative lessons. It is one tool within a bigger toolkit of available resources (other favourites mentioned by other teachers interviewed included teachit.co.uk and geographyatthemovies.co.uk) and it was felt that "as we develop - teachers.tv develops too" allowing the 'relationship' to continue as the school and its staff members develop over time.

Within this school the everyday business of being a better teacher was seen as a core part of each teacher's personal CPD. Delivered by the Deputy Head and supported by one colleague who had taken on some of the school-wide day to day CPD responsibility (to help her career progression) CPD is generally thought to be part of teaching life and the responsibility of all staff. It is not thought of as a process that requires staff to jump through hoops at particular points of their career. It was impossible for staff to unpick whether this 'embeddedness' of CPD results in the extra use of teachers.tv or whether the use of teachers.tv helps embed the CPD function. It appears to be a little of both, and the two have a symbiotic relationship. In this school the embedded nature of CPD would not exist in the form it currently does without teachers.tv being part of that process.

The Schools SMT team, along with individual staff across departments and different levels of responsibility strongly report a belief that the school is a better place, and that they are better teachers because of the continued and developing use of teachers.tv. The use of the service witnessed in class, the examples given by staff and the passion with which they spoke, all suggest, and help confirm, that this view is an accurate one. This school illustrates how well teachers.tv can assist staff within a school when the use of teachers.tv is embedded into school life and when championed by a member of, or members of, the school's SMT.

Case study 3

Case study 3 was conducted in an Oxfordshire primary school. In a small village, it comprises 155 pupils, with 6 classes. There are 3 full time classroom teachers and 3 classes each taught by job sharing teachers. For this case study we interviewed 6 members of staff. Teachers.tv is used throughout the school, not only by teaching staff (ranging from mid career teachers, and those nearing the need of their careers to NQTs and members of the SMT) but also by TAs as well.

The impetus for using teachers.tv stems from one of the school's two deputy heads (DH). Responsible for teaching a year 5 and year 6 class, this DH has 15 years experience and has a responsibility for delivering CPD throughout the school.

The use of teachers.tv is a relatively recent development in the delivery of the schools CPD function, and arises from a combination of factors. The first driver which has contributed to the use of teachers.tv being developed across the school was the DH's personal introduction to teachers.tv. Having been told about its potential as a source for lesson content information, she started using the resource on an ad hoc but relatively regular basis, as a source for finding classroom resources.

The CPD needs of the school (and of the members of staff therein) vary according to the needs of the staff at any particular time. The DH believes that the "needs of the staff reflect the individual needs of pupils" - for example, one teacher currently has a pupil with autism and is thus keen to learn more about this subject. An additional driver of the school's CPD needs is the changing national context within which education is delivered and this has led the DH, and thus the school as a whole, towards teachers.tv. With the ongoing changes to the national teaching context, for example, the introduction of Assessing Pupil's progress (APP), she has sought out additional sources of information. The "DCSF standards site" (www.standards.dcsf.gov.uk) is useful, in that it provides information regarding the "mechanics" of the changed context that APP brings. However, this "nuts and bolts" information lacks insight – it is thought to only convey what *should* be done - not *how* it should be done. Noticing that the teachers.tv site has information about APP on it the DH was delighted to learn that teachers.tv offers precisely the insight she required, namely how other "real teachers" are approaching this challenge. The content from teachers shows how they have done things and whether or not these approaches were successful. Less "dry" than the DCSF information which was said to "lack realism" - the content, including, for example, a critique by a head teacher commenting on her school's efforts to approach APP - gave useful insight in how she could begin to approach what is to her mind a significant task.

The other driver for the increased use of teachers.tv has been the LEA's "ever-evolving" approach to delivering CPD for teachers across the County. The cost of attending training has increased significantly in recent years. Rather than having an 'expert' visit the school and train the relevant staff members the premise is now one whereby a member of staff attends a training event and is then deemed "expert enough" to convey the information learned back to their peers. This is thought to place inappropriate pressure on staff members - expecting them to be (near) expert on any number of potentially complex issues. There is also the potential for "Chinese whispers" or information being 'lost in translation' - having the

message delivered by a staff member, who themselves has only been basically trained, offers potential for the message to become distorted.

Teachers.tv is seen to have a role in supporting those staff members who, as a result of the LEA's education policy, have to become expert in particular subjects that are not within the confines of their core teaching remit. Its "realism" and "relevance" was praised as providing genuinely "good quality material".

The DH was planning to deliver CPD training during a staff meeting the week after the case study visit. At the time of the case study, she was undecided whether she would show a relevant teachers.tv clip or simply steer colleagues towards it. She was confident that her colleagues would subsequently view the clip if it was not directly included in the staff meeting.

Thoughtfulness | Convenience

Teachers.tv is perceived by the DH to just be on the correct side of what has subsequently been called the thoughtfulness versus convenience divide. As reported by staff in other schools, teachers consistently report facing time pressures of not having enough time to fit everything in - the DH wants to use, and to recommend, a thorough resource, but she also wants one that is time-efficient. There is inherently a balance needed between being concise and being thorough. The teachers.tv format of 10 -15 minutes was deemed appropriate for CPD material allowing enough material to promote healthy debate. Particularly when practice from other schools is seen - this provides sufficient food for thought and inspiration for the viewer/browser to have a go and get "stuck in" - either in terms of facilitating dialogue with colleagues or directly trying out the techniques themselves. This is why teachers.tv was the preferred source for APP information. The DCSF standards site was useful and informative, in that it provides the facts - "but nothing more" but teachers.tv was more insightful, in that "you get to see real people doing it". Using both sources is deemed ideal as you have a useful balance of information.

"TTV shows people and children - rather than [the DCSF's] forms and boxes"

As part of the schools CPD approach TAs are being encouraged, as a self help resource, to use teachers.tv. The drive for this has come from both the DH and also from one TA. This particular TA, the wife of one of the teachers at the school and formerly a nursery teacher, has used teachers.tv whilst working as a TA. Due to start a PGCE next year at Oxford Brookes University she intends to use teachers.tv throughout her future training. Telling her TA colleagues about the materials she has found, and with encouragement from the DH, other TAs in the school are starting to use the site more, and they have watched teachers.tv clips in staff meetings they have attended. The clips used were specifically focussed towards the needs of the TAs and not just the classroom teaching staff.

All the staff we interviewed in this school who use teachers.tv that think that 10-15 minutes is the optimum length for a video clip. Even in the busiest of lives staff can find 10-15 minutes to watch a clip of this length. This time span is thought to allow sufficient detail to make it a worthwhile exercise. Whilst the benefits of shorter clips (2, 3, 5 minutes) are acknowledged, there was a concern expressed that you'd still need to look at the longer clip, after seeing the shorter one, to be able to gain any real insight. Thus the main function of the shorter clip was thought to be as a 'taster' for the longer clip, rather than as a useful resource in its own right. On further questioning, respondents acknowledged that learning one or two headline facts could be useful in its own right.

7-8 minutes was considered to be the optimum length of clip to show to primary age school children in the classroom.

The schools topic planning is co-ordinated through the Hamilton Trust. The school pays the Trust a subscription and the Trust provides resources for the school to use. When a new member of staff joins the school (as a NQT has recently done) the Trust send a person into the school to brief the new member of staff about the service they offer and how they can best help that new member of staff.

It was suggested that teachers.tv should do something similar - informing schools in person about what they can offer. One member of staff thought this was not the best use of teachers.tv's funding and that teachers.tv associates should have more of a knowledge sharing role to play, within both their own schools and schools they are partnered with.

It was also suggested that teachers.tv should work with organisations such as the Hamilton Trust to best support staff in their development and in the delivery of their teaching.

The year 1 teacher interviewed has a modern foreign languages remit within the school and is another recent convert to teachers.tv. Primarylanguages.org.uk was her route into teachers.tv. Emails from the primary languages site offer tangible and useful resources - usually in the form of URL links to resources - either classroom or CPD focussed. The emails themselves are considered a valuable resource and were thought to demonstrate the potential for teachers.tv emails to be a more highly valued resource. Whilst 'primary language' mails were safely in her inbox, teachers.tv mails sat in her spam folder. She felt their content was too unfocussed to be of particular use or importance. Her initial introduction to teachers.tv was via a primary languages link to a teachers.tv clip about how French handwriting is taught in schools. Paraphrasing the content of the email, it was described as saying, "use this clip". Intended as a clip for CPD purposes, the teacher used "snippets" of it in class to show her pupils what "French handwriting" looked like. She has since used teachers.tv (again via a link from the primary languages site), watching a programme that suggested lesson starters for modern foreign languages. Teachers.tv short clips were praised by this teacher. Sharing the view of all her colleagues we talked to in the school the "download-ability" of the clips was praised - avoiding the need to negotiate the peril of streaming video in class.

Teachers.tv was criticised for having poorly labelled clips, which could result in inaccurate search results. For example a clip about 2D shapes was recalled by another member of staff. Labelled as being about 3D shapes, this was frustrating as the error was only apparent as "you watched the clip". Although the brief synopsis of each clip was welcomed, more information - and more accurate information - was wanted.

The modern foreign languages teacher felt "short changed" - "Why on teachers.tv's home page are only 4 subjects listed?" - with the plea to either list all subjects or just list 'subjects' as a heading with a link though to a comprehensive list. This suggestion was independently made by another member of staff but is contrary to the NQT's view - she thought there were already too many "layers to have to go through". "Why can't I click on English, KS1 and then search on key words". Primary resources was described as a site "where you're one click away from the information". Teachers.tv is not considered in the same way - "you've got to wade through 4 or 5 layers to get what you want." This was not a big issue for those familiar with the site, but it was a 'niggling' dislike. "Using any website, and teachers.tv in particular, can become a bit of a magical mystery tour", as your search leads you "further into the site". Users acknowledged that this was in part due to the site's breadth of content.

As part of an accompanied surf, the NQT, when searching using the keywords 'KS1 literacy' pointed out that the fifth result was a KS2 resource, and thus she questioned the accuracy of the search results.

The school's year 1 teacher raised the following issue at the end of the interview. He asked, rhetorically, if teachers.tv could work with work with staff, or with schools, to help deliver teachers.tv's resources in a more strategic manner, rather than as it is currently, led by individual staff members in an ad hoc manner. "We have individual education plans" for our pupils - can that model not be used as the broad basis for improving the way teachers.tv works with schools, or with organisations such as the Hamilton trust that support schools? This would allow the school or the lead teacher to work with teachers.tv to have a 'game plan' set out.

Conclusions

All three case studies have demonstrated that starting with the support from one member of staff, whether that is an NQT, or a member of the SMT, teachers.tv can become embedded within the life of a school, and contribute in a significant manner to the delivery of improved lesson content and the development of staff skills. Whilst all three schools researched are using teachers.tv in slightly different ways to deliver CPD within their schools the common strand is their belief in it being fit for that particular purpose. It is thought to be relevant to real life in the classroom. It has an almost unique ability to offer a view into teaching approaches, techniques and staff development practice in other 'real' schools, and this is particularly valued. It is what differentiates teachers.tv from other resources. It is this ability, that that only teachers.tv can offer that, for some staff, makes their occasional frustrations when using the website bearable. The resources on offer make the effort worthwhile, and it is this unique offer that has resulted in teachers.tv becoming embedded in school life within the three schools studied.

Discussion guide example

Teachers TV Impact study
Depth interview
(and depth interviews within case studies)

Discussion Guide
28/04/09 FINAL

Overriding objective:

To examine and assess in depth views from teachers regarding:

- The impact TTV channel and/or website has on them as teachers, their school and their wider profession
- How TTV channel and website are used by themselves and their school
- What difference TTV makes in terms of their abilities to teach, their learning, and their confidence

When used within the case studies we will supplement the content of this guide with additional questions based upon issues identified by the researcher during the case studies

Welcome, ground rules and introduction (5mins)

- Moderator: Welcome, group procedure and rules, recording, confidentiality, toilets, fire exits, turn off mobiles, no one will be identified by their comments today.
- *Explain:* The purpose of today's session is to gain an understanding about Teachers TV and its role in their lives as teachers, and it's role in their school
- Moderator to ask respondent to introduce themselves
- Job title / role
- How long they have been a teacher
- Whether they are a primary or secondary teacher and what subjects they specialise in (if any), and any particular professional focus/specialism
- *Note: when moderator talks about TTV, they are referring to all forms of TTV - the TV broadcast on free view and sky, the website, Also TTV content syndicated via 3rd party services such as iTunesU, Education Guardian, YouTube, TTV in DVD format*

What do they like about teaching?

- What's good? What's bad?
- What's changed over the years?
- What do you enjoy? What do you dislike?
- What would they change if they could change any one thing?

Spontaneous impression of TTV (10 mins)

- What do you think of TTV
 - What's good, what's not so good?
- What does TTV stand for?
- What is its purpose
- What are the values you associate with TTV?)

Probe:

- Do you view it as just another TV channel or is it a useful resource to use for - if so a resource for what? What kind of resource is this?
- Is it another entertainment channel to enjoy - more than just a teaching resource?
- Where do you think TTV's focus is - Is it a tool for a teacher's personal development, or is it more of a classroom resource tool?
- Is it suitable for some things and not for others?
 - Where does TTV work and where doesn't it work?
- Does it fill a gap or need? If so, what is this?
 - If not, why not?

TTV content (10mins)

- In terms of content, what is your impression of the content on TTV?
 - What programmes are you aware of that are actually on TTV?
 - What are programme names that stand out in your mind?
 - (If no recall of programme names, prompt for content details)
 - What are the programmes, if any, which you think are worthwhile (either personally or to use as a teacher training resource)?
 - What are the programmes that you dislike, or would avoid?
 - (either personally or to use as a teacher training resource)
 - What are the proportions of each - are there more you enjoy, or would prefer to avoid?
 - Bottom line: Is the content meeting your needs as a teacher, your pupils and your wider school?

Viewing and usage of TTV (5mins)

- How do you use TTV as a teacher (if at all?)
- Do you record / download specific programmes on TTV for later use?
- How do you incorporate TTV into your teaching? How often do you incorporate TTV into your teaching?
- Is the decision to use TTV driven by your personal point of view or is their a faculty/institution point of view / policy on including TTV resources within their teaching?
- What situations have you used TTV for previously?
 - Is it something that you use for your own skills development and knowledge base
 - Have you ever used it during classroom hours or as a recommendation for something extra that your students may benefit from viewing?
 - What are the reasons you would view or use a TTV resource?
 - What have been the results of incorporating TTV resource if used?
- What competes for your attention with TTV?
 - Do different resources serve different functions?
 - Other teaching resources?
 - Other media?
 - What can TTV do to make it your preferred resource?

Impressions of TTV website (10 mins)

- What do you think of the TTV website?
 - Have you visited previously / how often would you use this?
 - How long have you been using the site, have you noticed any changes since you started using it
 - Probe on impact of changes
 - If you haven't visited, why not?
 - What do you like / dislike about the site?
 - Does it simply back up the TV channel or it is a resource in its own right?
 - As for TTV, is it just another website or is it a notable destination site for teachers to gather information?
 - Is it a teaching resource site or more aimed at teacher's personal development?

- Do you use the website to stream content/ programmes from the website to view, or save them for later use?
 - If so, is this something that you would do by yourself? With others?
 - How often would you stream or download content?
 - Do you stream/ download material for use in the classroom? At home? In meetings?
- Can you use the web site with out being a TTV channel viewer?

Comparison - How do the website and the TV channel compare / complement each other?

- When would you use one and not the other?
- What are the strengths and weaknesses of each?

Discuss: TV broadcast on free view and sky, the website, Also TTV content syndicated via 3rd party services such as iTunesU, Education Guardian, YouTube, TTV in DVD format

Impact of TTV (10 mins)

- Has TTV changed the way you teach?
- How has TTV changed the way your school operates, delivers teaching, inset training etc.
 - What has changed and why?
 - Has TTV impacted on how you feel about teaching / inset sessions?
 - E.g. has it resulted in you feeling more positive or negatively about any aspect of teaching?
- How does TTV fit into school life?
 - Do school managers promote it?
 - Do attitudes towards TTV vary by experience or seniority?
- Are there any examples you can give where TTV has been successfully **embedded** to improve teaching/ educational outcomes?
 - Please describe this in as much detail as you can
- Does your school have a TTV **champion** i.e. someone that drives TTV usage?
 - Describe their role and it's impact on you and the broader school environment
- Where does TTV, both the channel and the website fit in with the mix of teaching/ training resources
 - Is it suitable or is it not currently that useful?

- Does TTV fill a gap, maintain standards, or raise standards?
- Where do the opportunities lie?
- Has this impact changed over time?
 - If so, how?
 - Have you been using it more as a resource, less, or about the same?

Moving Forward (5 mins)

- *Is TTV channel and/or website an integral part of the teaching you deliver, or training you receive?*
- If so, what aspects / characteristics allow this,
- If not why not?

What one key message would you each like us to report back to TTV?

Thanks and Close

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