

Results of the newly qualified teacher
survey 2006

Annual survey of newly qualified teachers 2006

In February 2006 the Training and Development Agency for Schools (TDA) surveyed newly qualified teachers (NQTs) who had successfully completed their initial teacher training (ITT) in England during the academic year 2004/05. The survey asked them to assess the quality of their training and how well it prepared them for their first teaching post. This report contains a summary of the results of the survey at sector level.

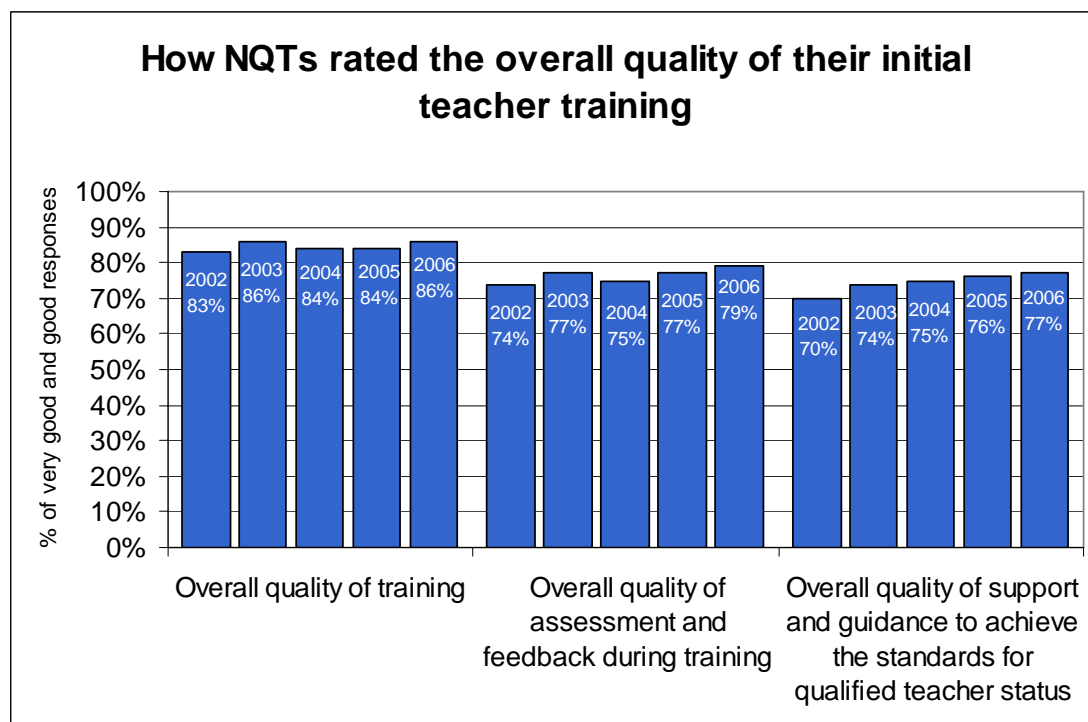
The results of the 2006 survey, together with comparisons with previous years, are used to inform policy and to monitor the outcome and impact of initiatives. They are shared with ITT providers to help them to benchmark their performance against other providers.

Over 14,000 NQTs completed and returned their questionnaires – the highest number of returns since the survey was introduced seven years ago. The sample is broadly representative of the 33,750 final year trainees awarded qualified teacher status (QTS) in the academic year 2004/05, although a slightly higher proportion of responses were received from primary trained NQTs, female NQTs and NQTs aged 25 and over.

Key points

Analysing statistically significant changes in comparison with the previous year's survey, and taking into account the year-on-year trends, the key points demonstrated by the 2006 survey are as follows.

Key point 1: NQTs' perceptions of the overall quality of their ITT are the highest for five years (question 1)

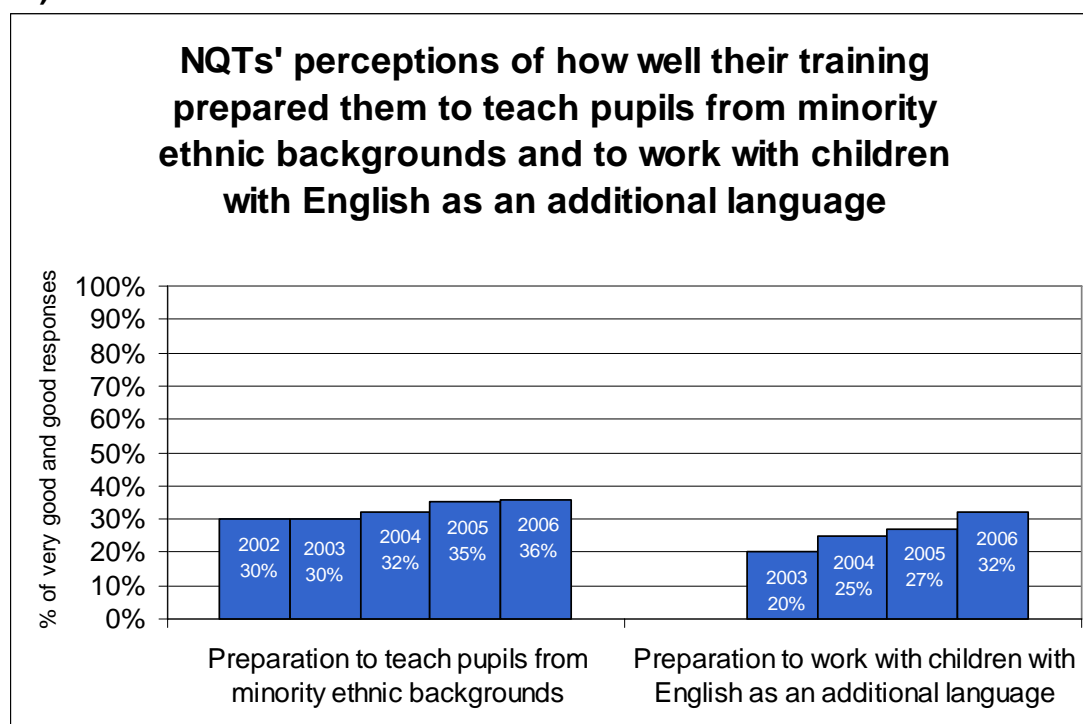


The survey shows that 86 per cent of NQTs rated the overall quality of their training as very good or good – a rating that is equalled by results from the 2003 survey alone. Amongst secondary trained NQTs, the highest ratings came from those trained to teach geography and history; 90 per cent of NQTs in each of these subject specialisms gave ratings of very good or good. The lowest ratings on overall quality of training came from those trained to teach design and technology, information and communications technology (ICT) and music; 82 per cent of NQTs in each of these specialisms rated their training as very good or good. NQTs trained on a primary undergraduate route rated the overall quality of their training more highly than those trained on a primary postgraduate route: 88 per cent of very good and good responses compared to 85 per cent.

The proportion of NQTs in the 2006 survey who rated the overall quality of assessment and feedback during training as very good or good represented an increase of two percentage points compared with the results from the 2005 survey, moving from 77 per cent to 79 per cent. There has been an increase of five percentage points over the five-year period of 2002–06.

The proportion of NQTs who gave a very good or good rating for the overall quality of support and guidance given to achieve the standards for QTS also increased by one percentage point compared with the previous year. At 77 per cent this is the highest rating for this aspect of training since the survey began.

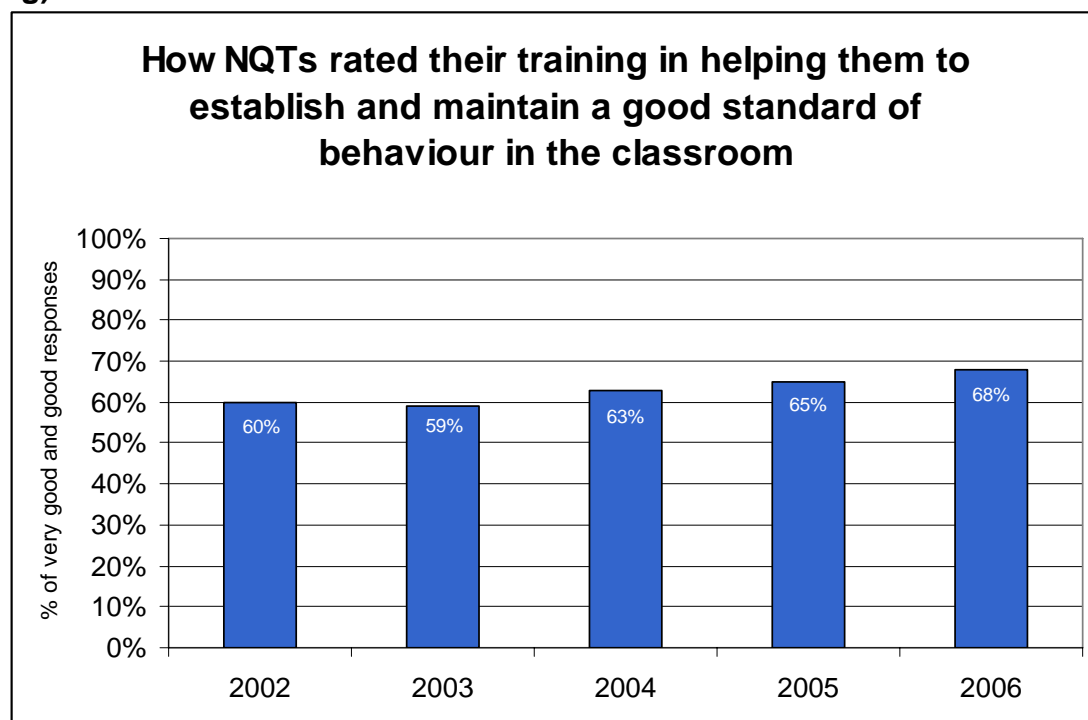
Key point 2: NQTs' perceptions of their preparation to teach pupils from minority ethnic backgrounds and to work with children with English as an additional language have reached a four-year high (questions 2f and 2n)



The positive trends show that the sector continues to make progress in these aspects of ITT, although the percentage of NQTs giving very good or good ratings remains low. When considering how well their training prepared them to teach pupils from minority ethnic backgrounds, 36 per cent of NQTs gave ratings of very good or good; this represents an increase of six per cent over the four-year period 2003–06.

When rating how well their training prepared them to work with children with English as an additional language 32 per cent gave ratings of very good or good; this represents an increase of 12 percentage points over the same four-year period. NQTs trained on employment-based routes indicated that they were better prepared for work with these children: 38 per cent of primary trained NQTs and 35 per cent of secondary trained NQTs rated their training as very good or good in this aspect.

Key point 3: There has been a highly significant year-on-year increase in NQTs' perceptions of how well their training helped them to establish and maintain a good standard of behaviour in the classroom (question 2g)

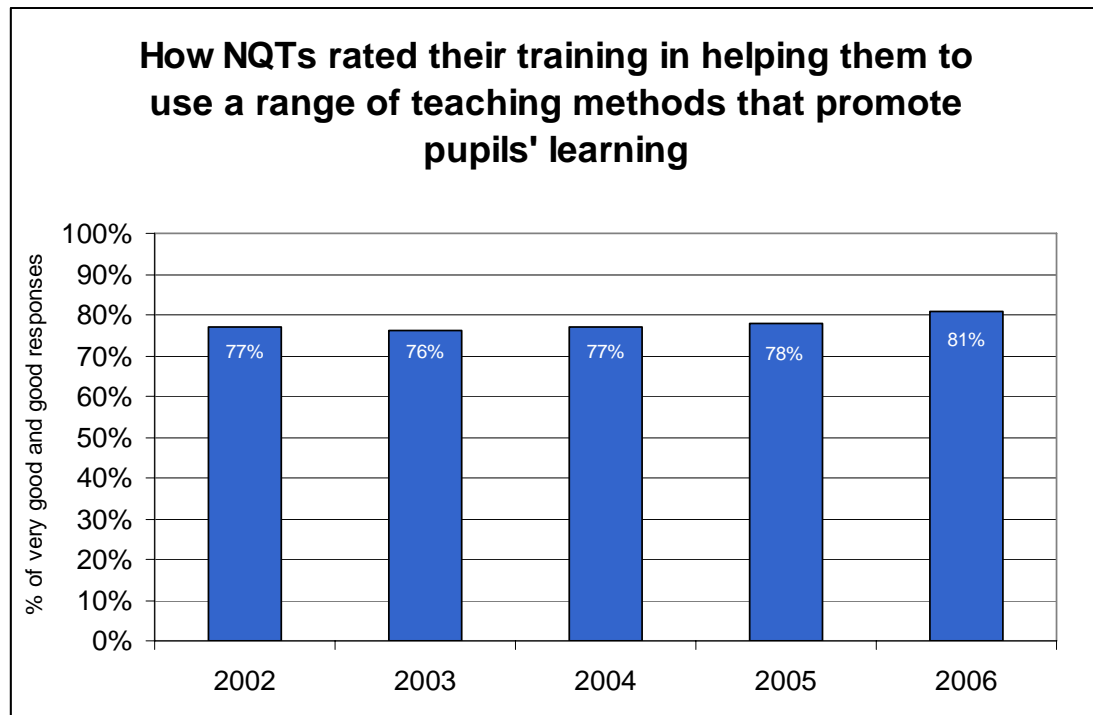


NQTs' perceptions of how well their training helped them to establish and maintain a good standard of behaviour in the classroom indicate a highly significant year-on-year increase of three percentage points (68 per cent of very good and good responses in 2006 compared with 65 per cent in 2005) and an increase of nine percentage points since the 2003 survey.

NQTs trained on employment-based routes felt even better prepared: 79 per cent of primary and 72 per cent of secondary trained NQTs rated this aspect

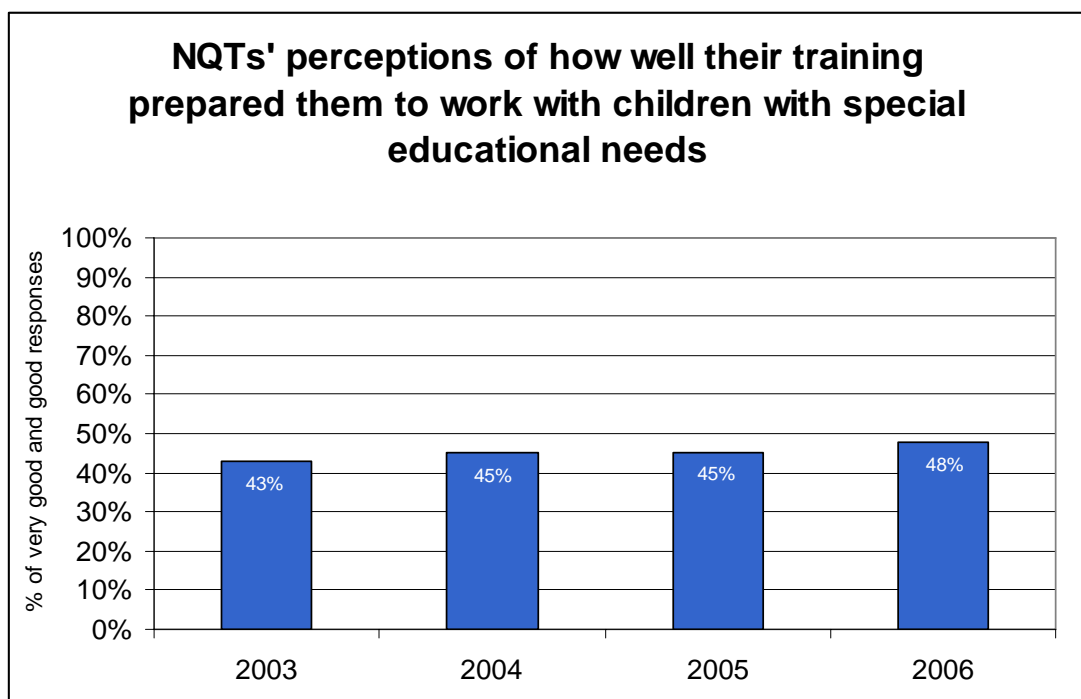
of their training as very good or good. Furthermore, 31 per cent of primary trained NQTs on employment-based routes rated this aspect of their training as very good compared with 19 per cent of NQTs overall.

Key point 4: There has been a highly significant year-on-year increase in NQTs' perceptions of how well their training helped them use a range of teaching methods that promote pupils' learning (question 2h)



NQTs' perceptions of how well their training helped them to use teaching methods that promote pupils' learning increased from 78 per cent giving ratings of very good or good in 2005 to 81 per cent in 2006.

Key point 5: There has been a highly significant year-on-year increase in NQTs' perceptions of how well their training prepared them to work with children with special educational needs



In 2006, 48 per cent of NQTs rated the extent to which their training prepared them to work with children with special educational needs as very good or good. This compares with 45 per cent in 2005 and 43 per cent in 2003. Although the percentage of NQTs giving very good or good ratings is still comparatively low the 2006 survey results indicate an encouraging trend.

NQTs trained on employment-based routes gave this aspect of their training a much higher rating. 58 per cent of primary and 56 per cent of secondary trained NQTs rated this aspect of their training as very good or good.

Other significant points

The 2006 survey showed that NQTs' ratings of certain aspects of their training were lower than in previous years. These include the extent to which NQTs: felt prepared to use the career entry development profile (CEDP); felt prepared to share responsibility for their continuing professional development (CPD); and felt their training provided them with an understanding of the foundation stage.

Fewer NQTs felt well prepared to use the career entry and development profile (question 2k)

In 2005, 55 per cent of NQTs gave a rating of very good or good to a single combined question asking them how well they felt their training had prepared them for both the statutory induction period and the completion of the CEDP.

In the 2006 survey we split this question in two, asking NQTs to rate these two aspects of their training separately. The 2006 results suggest

that preparation to use the CEDP was the more problematic aspect of training (40 per cent of NQTs rated this as very good or good) when compared to preparation to begin statutory induction (56 per cent of NQTs rated this as very good or good).

A review of the CEDP is currently underway and a revised version is expected in early 2007.

Fewer NQTs felt well prepared to share responsibility for their continuing professional development (question 2I)

In 2006, fewer NQTs indicated that they felt well prepared to share responsibility for their CPD: 44 per cent of NQTs rated this aspect of their training as very good or good compared with 63 per cent in 2005 and similar percentages in the three previous years.

Fewer primary trained NQTs felt that their training provided them with a very good or good understanding of the foundation stage

In 2006, 42 per cent of primary trained NQTs rated this aspect of their training as very good or good compared with 50 per cent in 2005.

New questions

In recent years we have introduced a number of new questions designed to gauge the extent to which training prepares NQTs to take on their wider role in the school workforce. These focus on how well the NQTs feel their training has prepared them for various aspects of their role: for example, taking on the teacher's statutory responsibility for pupil welfare and safety (new in 2004); working with teaching colleagues (new in 2005); working with other members of the school workforce to support pupils' learning (new in 2006); communicating with parents or carers (new in 2006).

The 2006 survey results were encouraging: 62 per cent of NQTs rated as very good or good the extent to which their training prepared them for taking on their statutory responsibility for pupil welfare and safety, compared with 56 per cent in 2005; when asked how good their training was in preparing them to work with teaching colleagues, 71 per cent of NQTs gave ratings of very good or good compared with 65 per cent in 2005.

Attachments

Figure 1: Five-year analysis of responses to questions 1a, 1b and 1c

Figure 2: Five-year analysis of responses to questions 2a to 2r and 3a to 3c

Figure 3: Five-year analysis of responses to question 1a by primary phase and secondary subject.

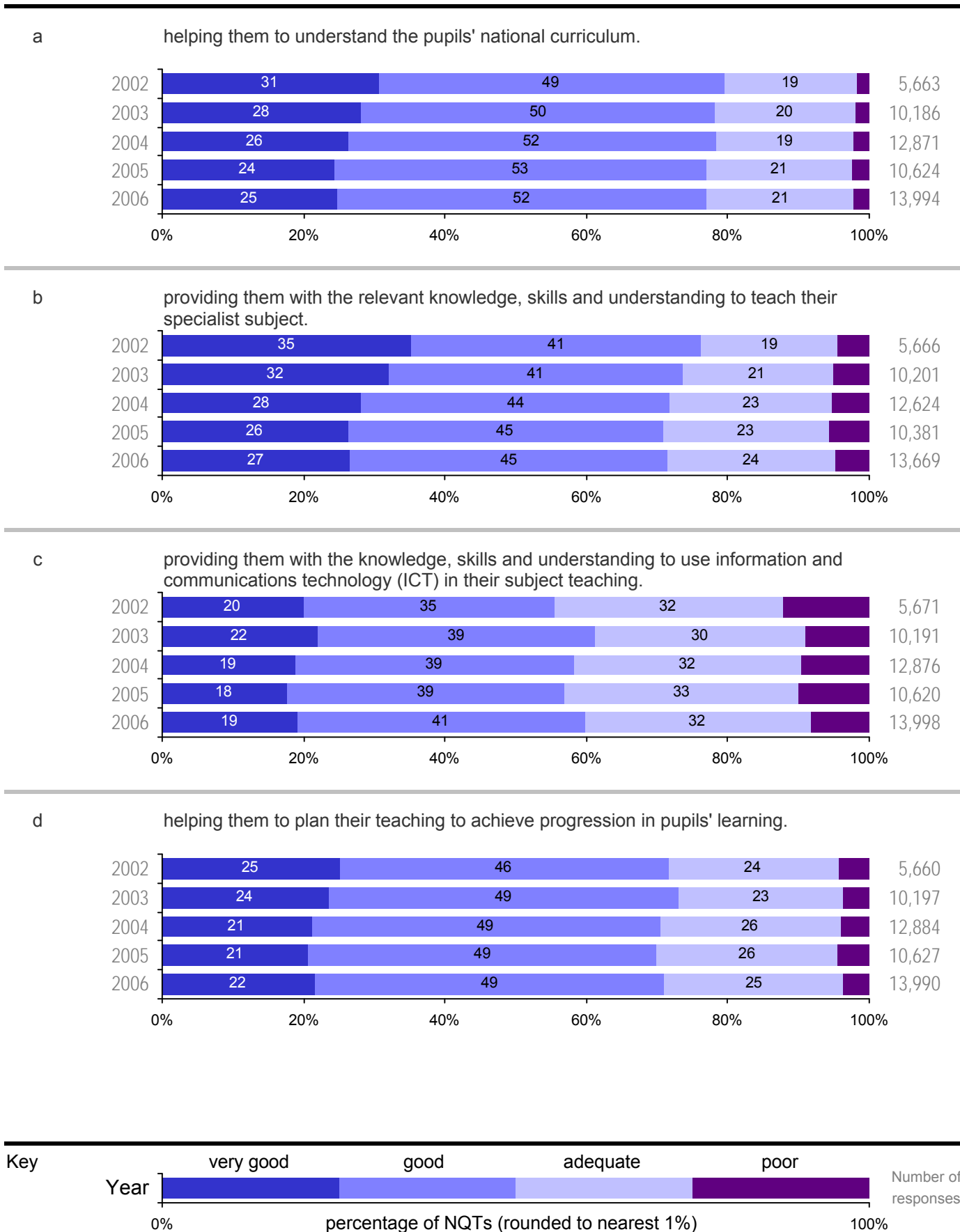
Figure 1 The newly qualified teacher survey

Q 1 How NQTs rated:

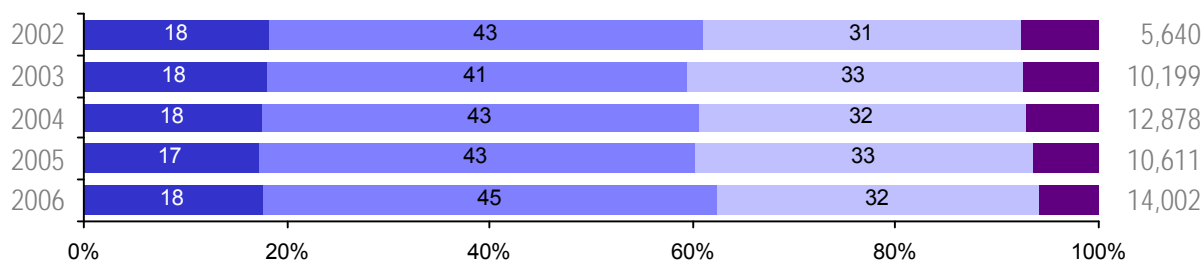


Figure 2 The newly qualified teacher survey

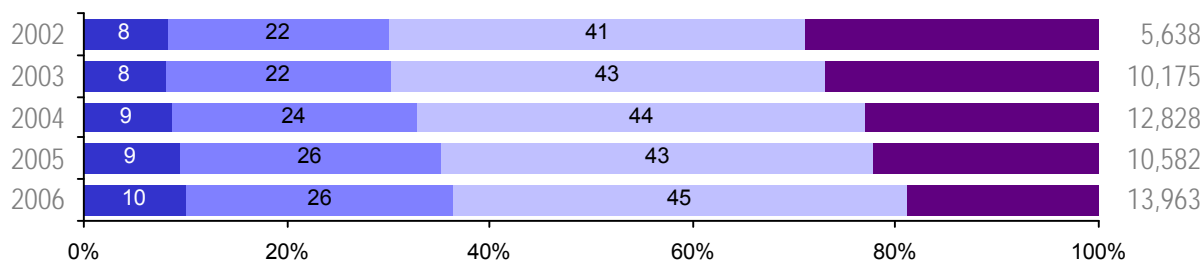
Q 2 How NQTs rated their training in:



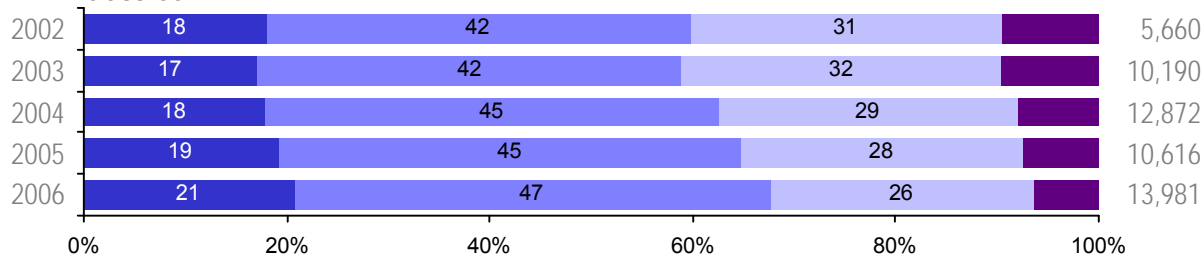
e preparing them to teach pupils of different abilities.



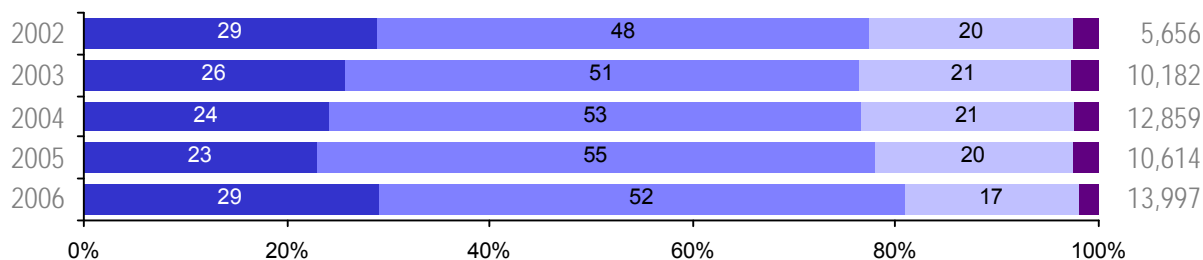
f preparing them to teach pupils from minority ethnic backgrounds.



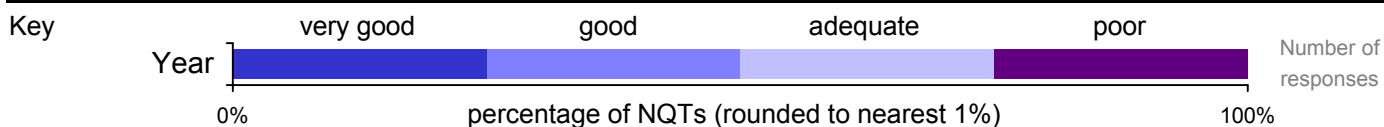
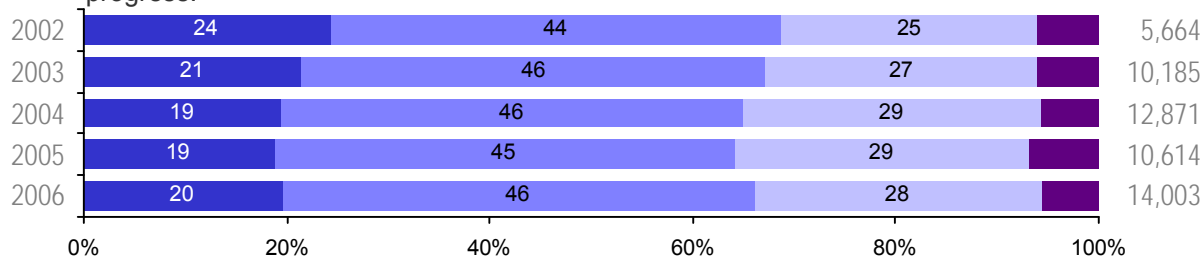
g helping them to establish and maintain a good standard of behaviour in the classroom.



h helping them to use a range of teaching methods that promote pupils' learning.

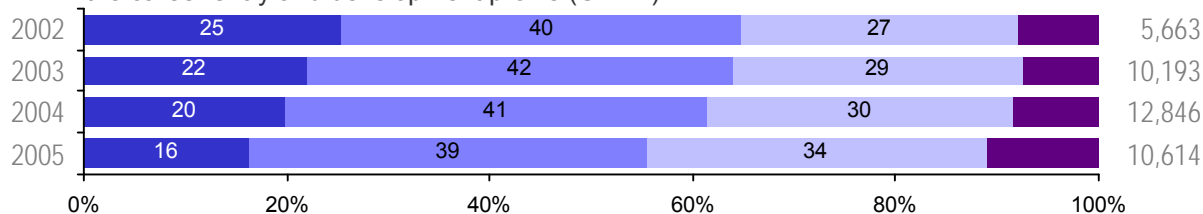


i helping them to understand how to monitor, assess, record and report pupils' progress.



historic

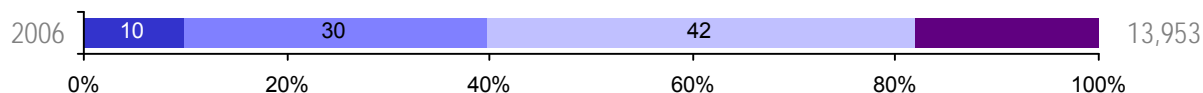
preparing them to begin their statutory induction period, including the completion of the career entry and development profile (CEDP).



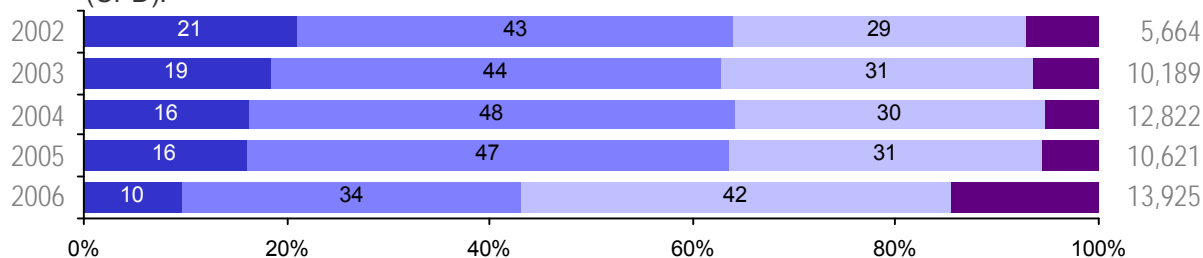
j new in 2006 preparing them to begin their statutory induction period.



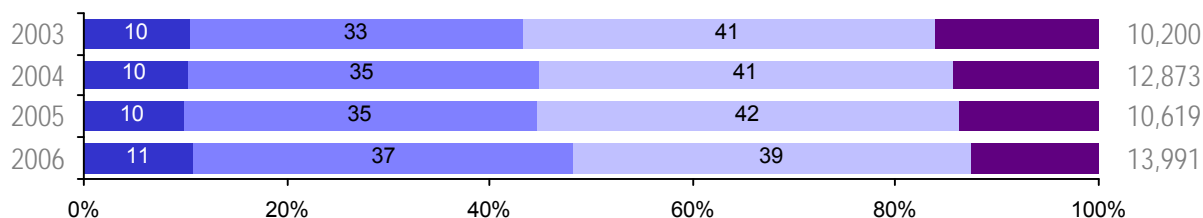
k new in 2006 preparing them to use the career entry and development profile (CEDP).



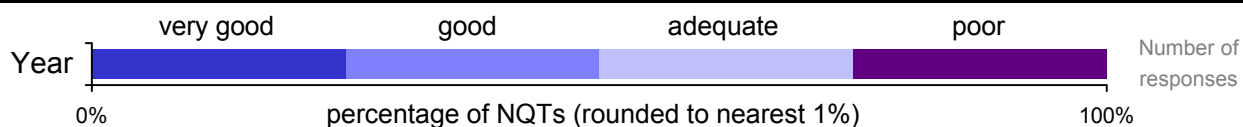
l preparing them to share responsibility for their continuing professional development (CPD).



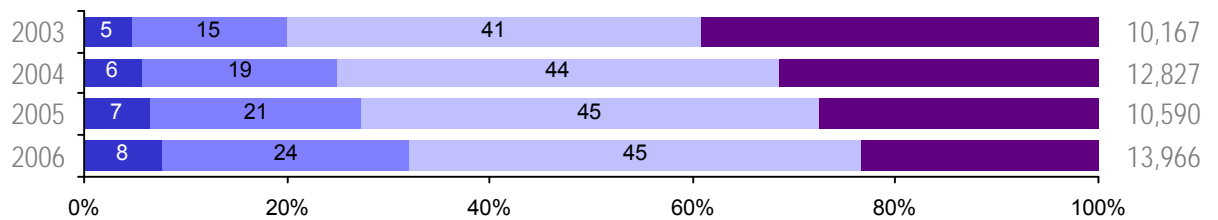
m new in 2003 preparing them to work with children with special educational needs.



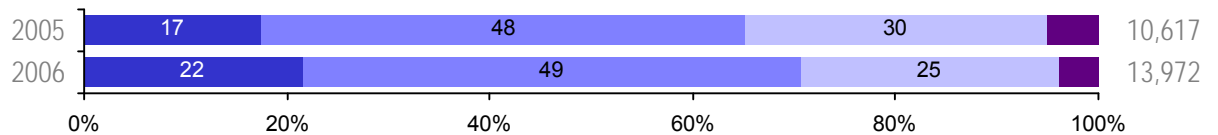
Key



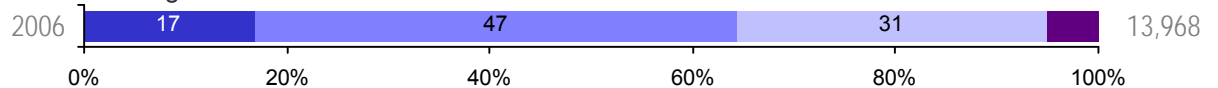
n **new in 2003** preparing them to work with children with English as an additional language.



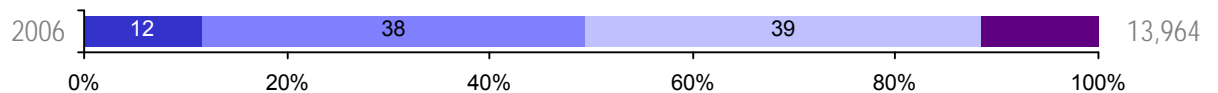
o **new in 2005** preparing them to work with teaching colleagues.



p **new in 2006** preparing them to work with other members of the school workforce to support pupils' learning.



q **new in 2006** preparing them to communicate with parents or carers.



r **new in 2004** preparing them for a teacher's statutory responsibility for pupil welfare and safety.

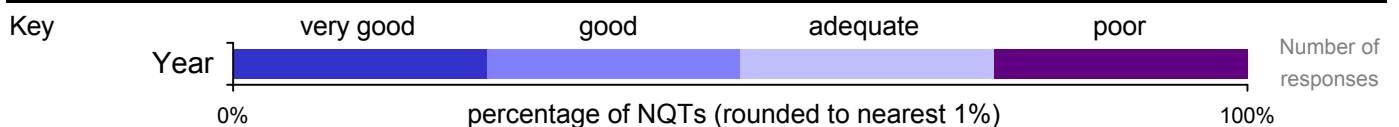
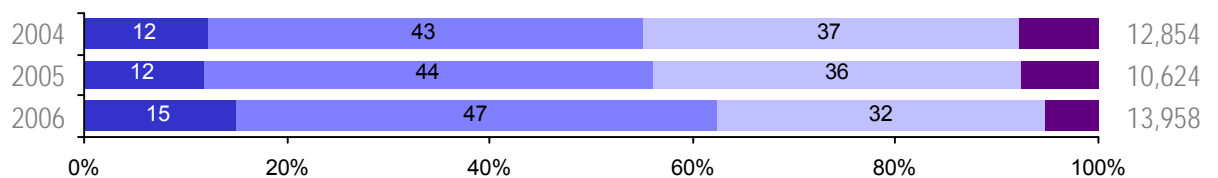


Figure 2 The newly qualified teacher survey

Q 3 How NQTs rated their training in providing them with an understanding of:

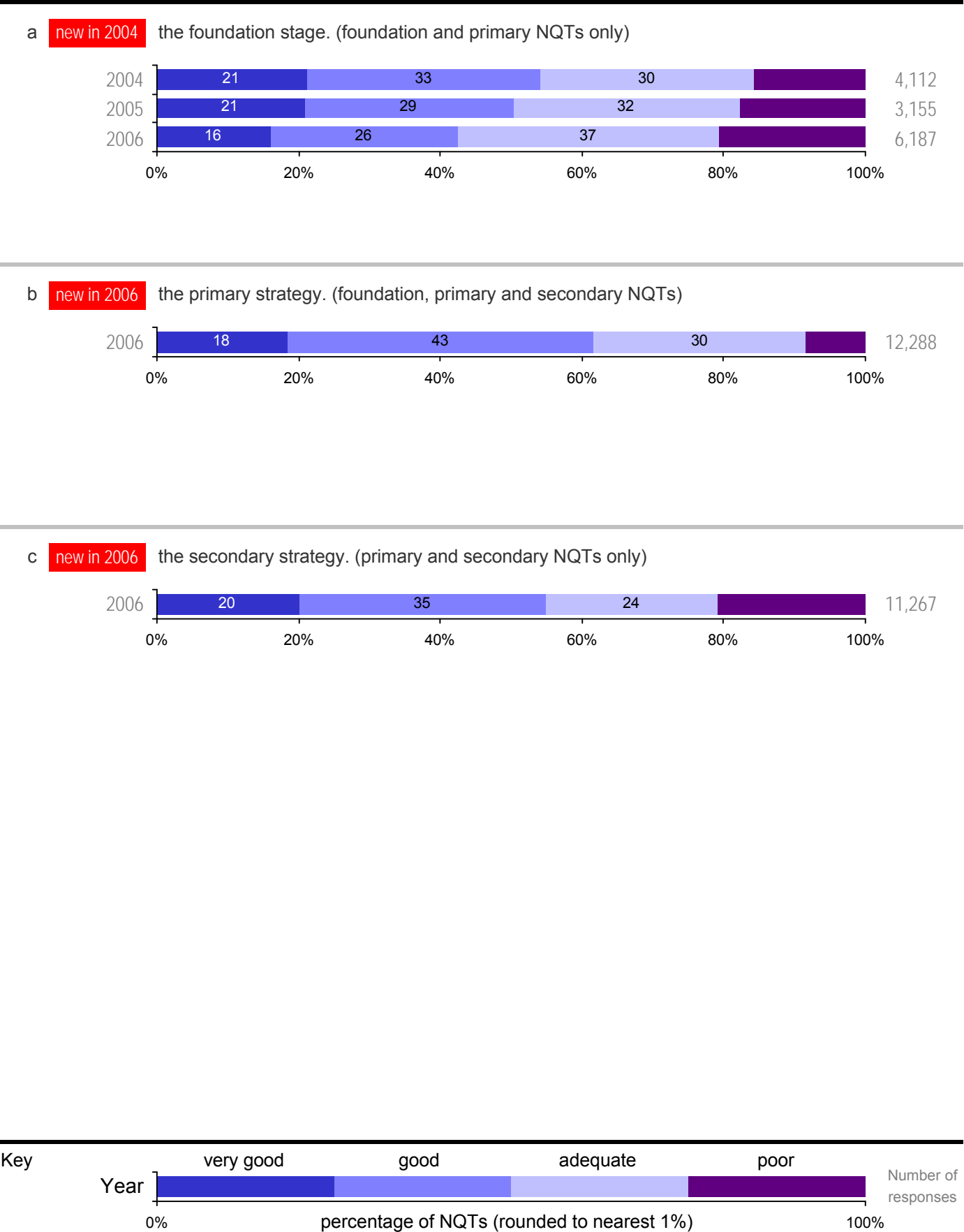
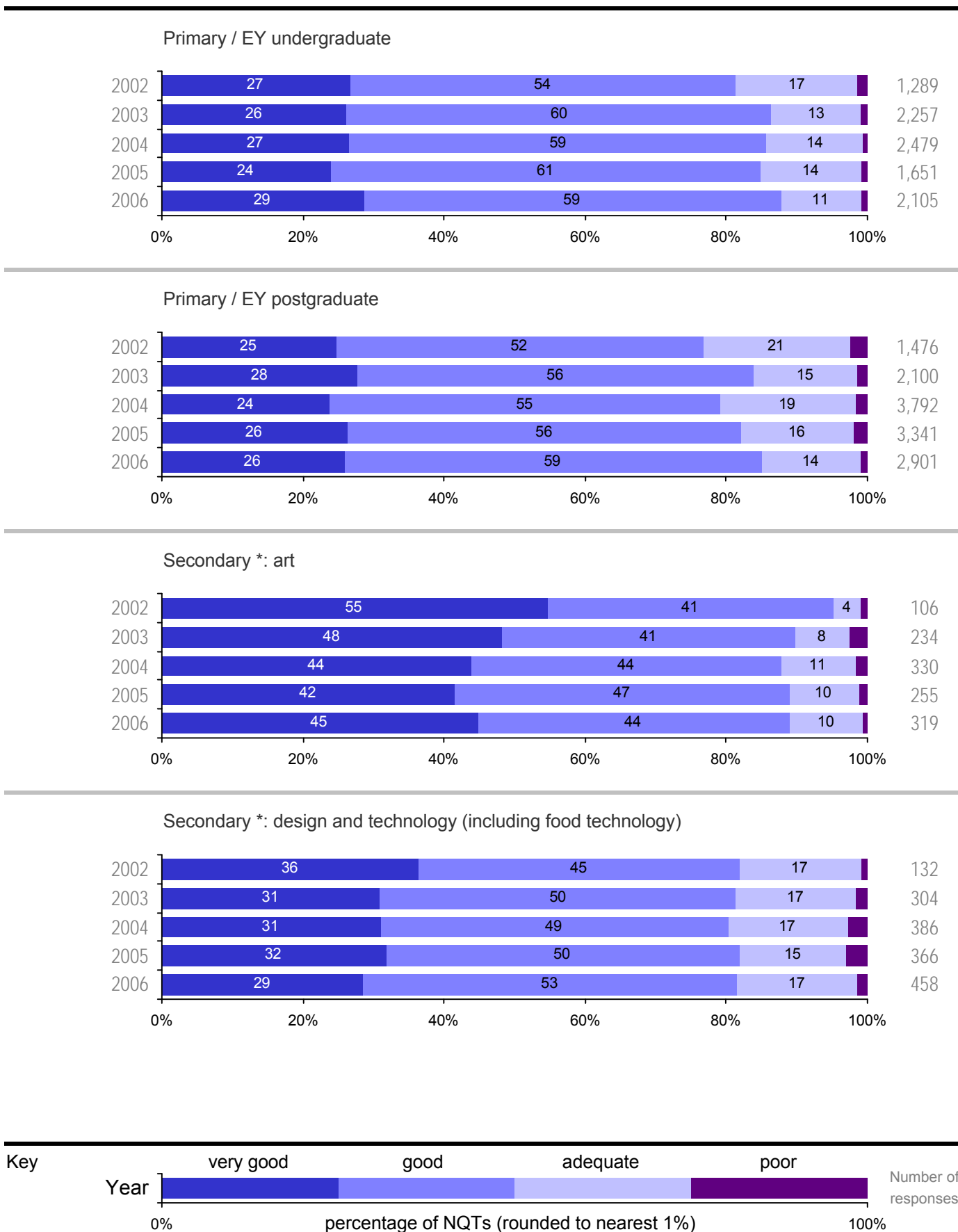


Figure 3 The newly qualified teacher survey

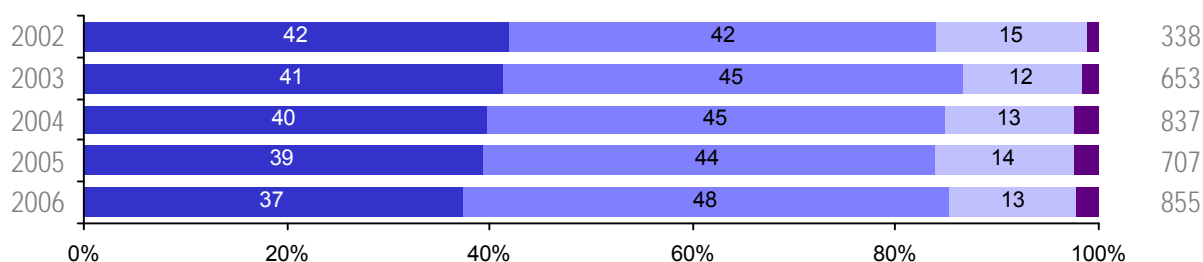
Q 1 a How NQTs rated the overall quality of their training:



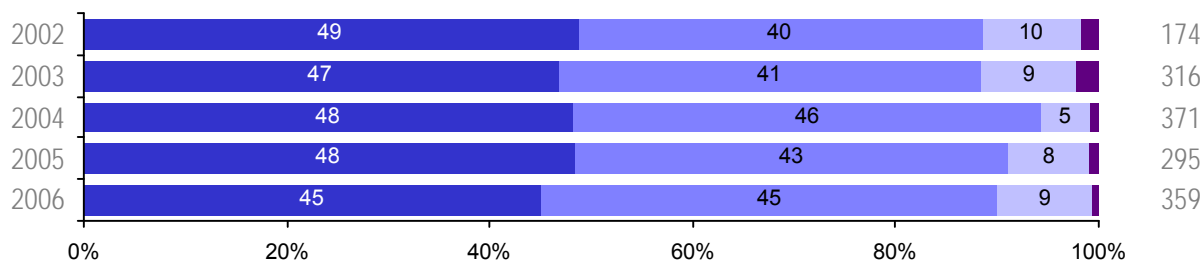
Reference: 2006 / 3 / 1

* including Key Stage 2/3 courses

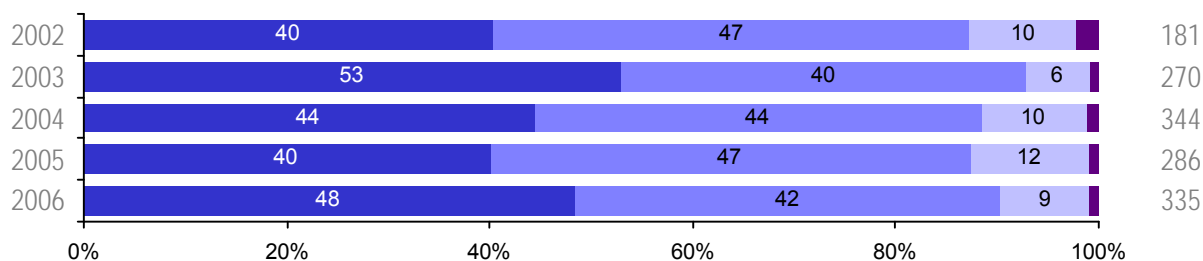
Secondary *: English



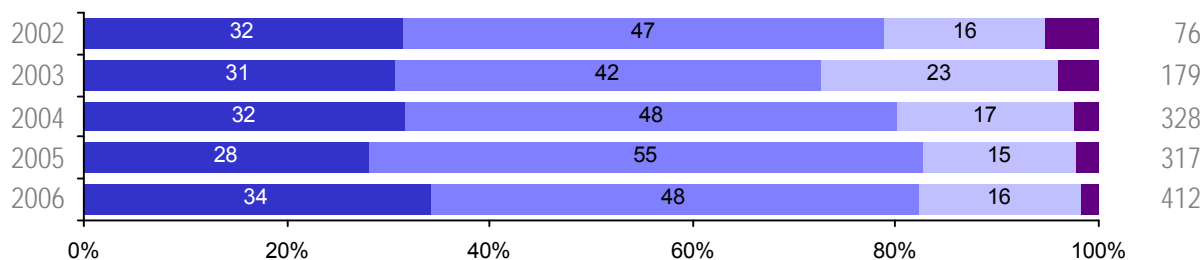
Secondary *: geography



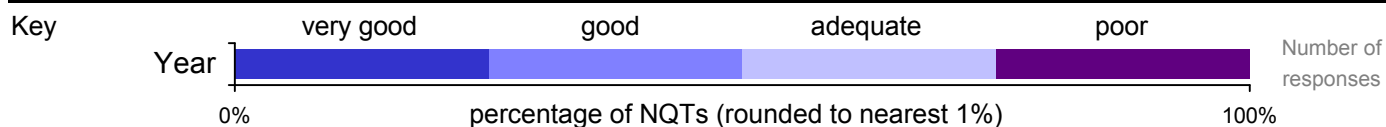
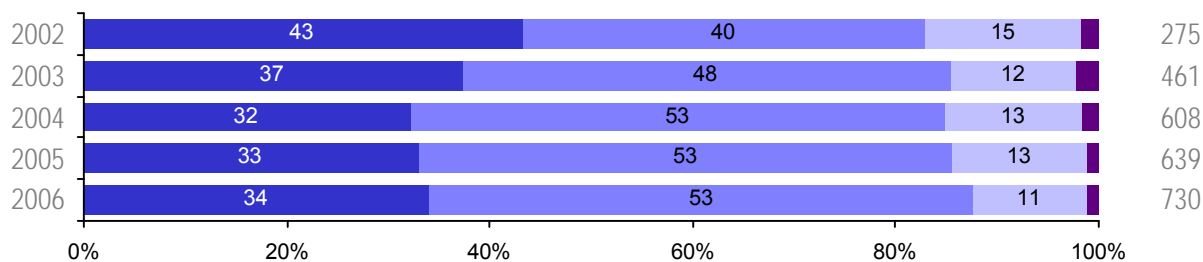
Secondary *: history



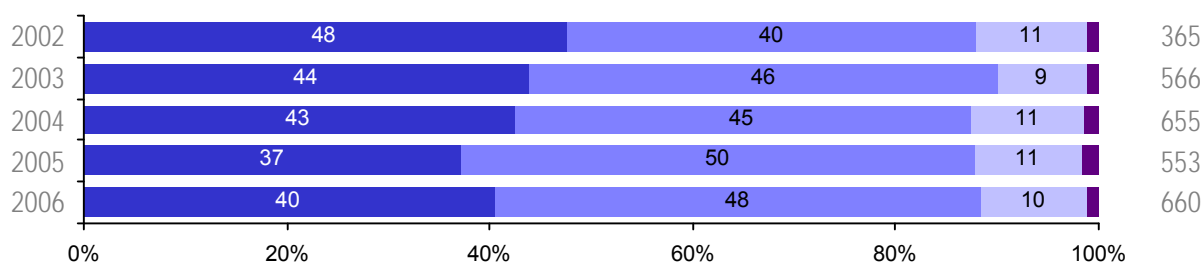
Secondary *: information and communications technology



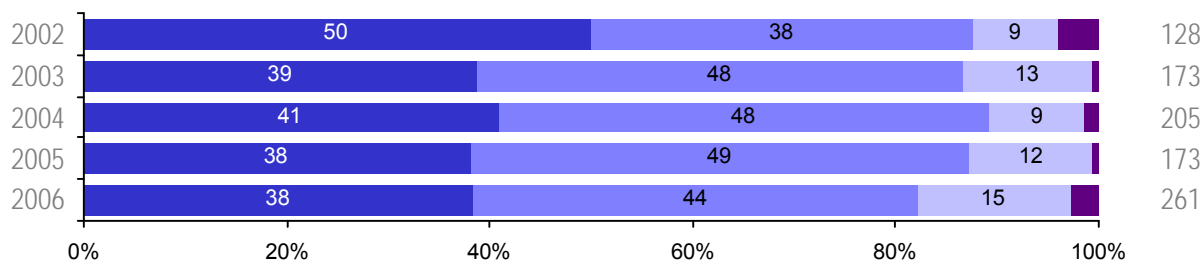
Secondary *: mathematics



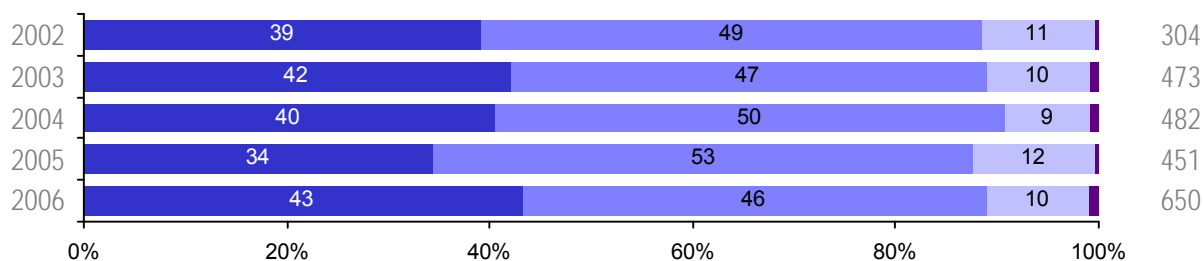
Secondary *: modern languages



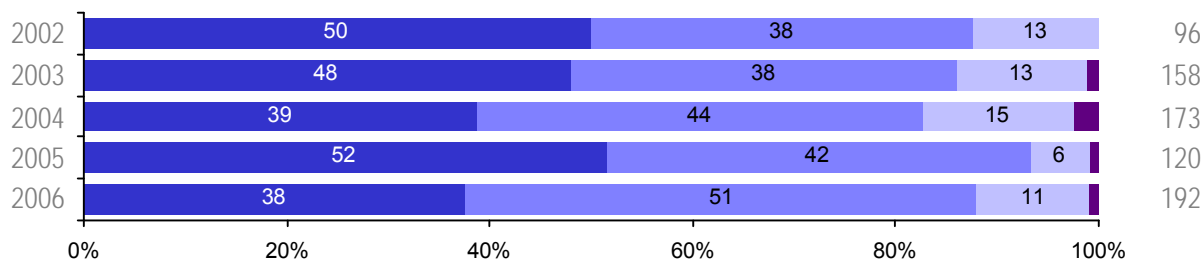
Secondary *: music



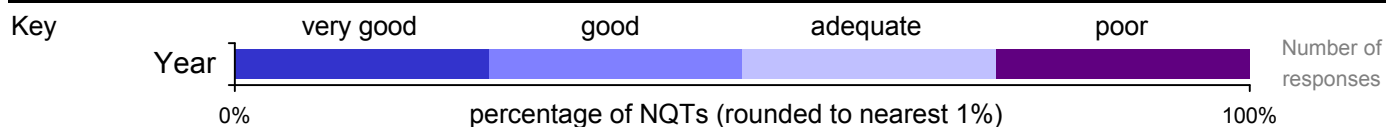
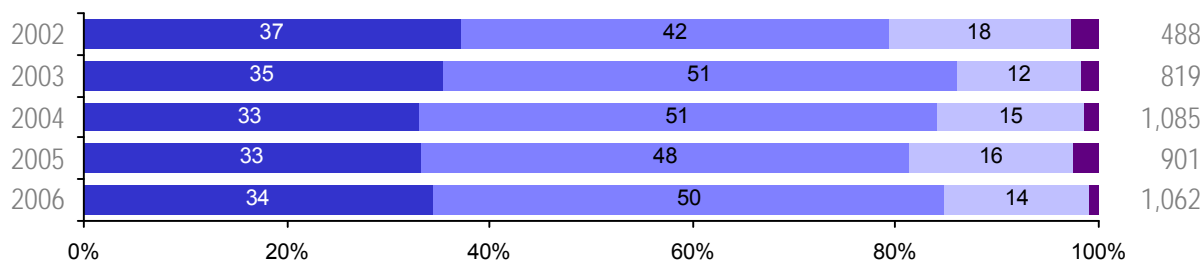
Secondary *: physical education



Secondary *: religious education



Secondary *: science





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■ **5. Which route did you take to gain QTS?** Please shade one box only.

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Postgraduate flexible |
| <input type="checkbox"/> DfES Fast Track | <input type="checkbox"/> Postgraduate (including SCITTs) |
| <input type="checkbox"/> Employment-based (GTP, OTT, RTP, Teach First) | |

6a. Did you participate in any of the following pre-ITT activities prior to making an application to ITT?

☐ Yes ☐ No

If yes, in which activities did you take part?

- | | |
|---|---|
| <input type="checkbox"/> Student associates scheme | <input type="checkbox"/> Open schools programme |
| <input type="checkbox"/> Taster course | <input type="checkbox"/> Discussions with a TDA teaching advocate |
| <input type="checkbox"/> Subject knowledge booster course | <input type="checkbox"/> Subject enhancement or extension course |

6b. How important was taking part in a pre-ITT activity, in influencing you to go into teaching?

☐ Important ☐ Not important

7. Which curriculum area/specialist subject were you trained to teach? Please shade one box only.

If you trained to teach more than one subject, please indicate your SPECIALIST SUBJECT ONLY.

- | | | |
|---|--|--|
| <input type="checkbox"/> primary with no subject specialism | <input type="checkbox"/> art | <input type="checkbox"/> business studies |
| <input type="checkbox"/> citizenship | <input type="checkbox"/> classics | <input type="checkbox"/> design and technology |
| <input type="checkbox"/> drama/dance | <input type="checkbox"/> economics | <input type="checkbox"/> English |
| <input type="checkbox"/> geography | <input type="checkbox"/> history | <input type="checkbox"/> ICT |
| <input type="checkbox"/> mathematics | <input type="checkbox"/> modern languages | <input type="checkbox"/> music |
| <input type="checkbox"/> physical education | <input type="checkbox"/> religious education | <input type="checkbox"/> science |
| <input type="checkbox"/> social science/studies | <input type="checkbox"/> vocational subject | <input type="checkbox"/> other, please specify _____ |

8. In which year did you gain QTS?

☐ 2003 ☐ 2004 ☐ 2005

9. Do you have a disability?

(If yes please answer Q10 and, if relevant, Q11. If no, please go to Q12.)

☐ Yes ☐ No

10. Did you declare your disability to your training provider?

☐ Yes ☐ No

11. To what extent do you feel your requests for reasonable adjustments were met?

☐ Very well ☐ Well ☐ Not met

12. What is your employment status?

- | | |
|---|---|
| <input type="checkbox"/> Permanent teaching contract | <input type="checkbox"/> Not currently teaching but looking for a teaching post |
| <input type="checkbox"/> Fixed-term teaching contract | <input type="checkbox"/> Not currently teaching and not looking for a teaching post |
| <input type="checkbox"/> Supply teaching | |

13. May we contact you about your experience of teacher training?

(answering this question is optional)

- ☐ I consent to the TDA contacting me again about issues specifically addressed in this survey.
- ☐ I consent to the TDA contacting me again about issues relating to my training and teaching which may fall outside of the scope of this survey.

If yes, please provide your e-mail address and telephone number below (please write clearly in CAPITAL LETTERS):

E-mail: _____ Tel: _____

If you wish, you may add additional comments on your training: _____

The Training and Development Agency for Schools (TDA) will hold and use all the data supplied, including contact details, within the provision of the Data Protection Act 1998. The personal information on this questionnaire will only be used by the TDA and/or its agreed contractors; otherwise all information will be kept STRICTLY CONFIDENTIAL. Visit www.tda.gov.uk/privacy to view our privacy statement and/or contact us. The results of this survey will be anonymised before any publication. The TDA is committed to improving the quality and efficiency of all routes into the teaching profession, and the data from this survey will be solely used for this purpose.

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The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below or by e-mail:
corporatecomms@tda.gov.uk

Please tell us what you require and we will consider with you how to meet your needs.

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