General Teaching Council for England
Survey of Teachers 2007

Report one / **Teachers' Careers and Views on Professional Development** / January 2008

GTC

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Acknowledgements

Associated reports and documents

Appendices
A full set of appendices accompanies this report, including methodology**,** questionnaire**,** frequency tables, trend data, profile of teachers and supporting cross-tabulation tables.

GTC Survey of Teachers 2007, second report: Teachers' views on pupil achievement
The survey questionnaire asked several questions about teachers' views on and experiences of pupil achievement. Data from these items are reported in a second report, entitled *Teachers' views on pupil achievement*.

GTC Survey of Teachers 2007, third report: Black and minority ethnic teachers' views on pupil achievement, careers and continuing professional development
The GTC was also concerned, as in 2006, to gauge the views and experiences of black and minority ethnic (BME) teachers. Therefore, alongside the 2007 survey, a booster survey was conducted. Questionnaires were distributed to a booster sample of 2800 BME teachers, of which 461 eligible questionnaires were returned. To these were added the 77 responses from BME teachers to the main sample, making a total of 538 responses. Data from these responses are reported in the third report, entitled *Black and minority ethnic teachers' views on pupil achievement, careers and continuing professional development*.

Contents

Executive summary

Introduction

This document is the first of three reports on the findings of the General Teaching Council for England's (GTC's) Survey of Teachers 2007. It focuses on teachers' career plans and the provision and uptake of professional development opportunities by teachers in England. The findings are used to inform GTC policy and advice to the Secretary of State for Children, Schools and Families.

The second report focuses on pupil achievement and the third on the views and experiences of black and minority ethnic teachers on pupil achievement and career development. These reports are available as separate documents.

In 2007, GTC commissioned the independent research organisation, ORC International, to undertake this annual survey of a sample of registered teachers. This is the fourth such annual survey of teachers commissioned by the GTC, and findings from previous surveys are available on the GTC website at www.gtce.org.uk/research/tsurvey/.

Research questions

This report poses three main research questions:

- What are teachers' future career plans?
- To what extent do teachers access professional development opportunities and why do some teachers not take up or have access to such opportunities?
- To what extent have teachers received training in equalities and are there any gaps in that training?

Research methods

A stratified random sample of 10,000 teachers was drawn from a pool of 428,758 eligible teachers registered with the GTC. In total 2489 teachers completed and returned questionnaires, a response rate of 25%. This response rate is very low – considerably lower than that for the 2006 survey (37%).The major consequence of any response rate that falls so low is to compromise the validity of the results. In relation to the present 2007 survey it means, for example, that we cannot be sure that the views and attitudes expressed by the one-quarter of the sample that responded to the survey are not systematically different from those of the three-quarters who chose not to reply. Given that a substantial majority of teachers in the target sample did not respond to the questionnaire, any generalisation from the achieved sample to the wider population of teachers cannot be made without many reservations. This limitation should be borne in mind when interpreting the findings described in this report, and the salient results of this survey should be perceived as the basis for hypotheses that warrant further investigation.

Furthermore, the achieved sample contains statistically significant non-response biases due to an under-representation of teachers in the age group 30-39 years, men and secondary schools, and an over-representation of teachers in the age group 50-59 years, women and primary schools. These non-response biases should be considered when assessing the 2007 survey findings.

Key findings

Teachers' career development projections

The second chapter in the main body of this report addresses the first of the research questions posed by this survey: what are teachers' future career plans?

The large majority (83%) of teachers signalled that over the next five years they expected to continue to develop in their current role.

About one in ten teachers (9%) anticipated becoming an advanced skills teacher (AST), and the same proportion expected to gain excellent teacher status (ETS).

Nearly one-third (32%) envisaged moving into leadership or management posts other than headship, while 6% anticipated becoming a head teacher and 9% thought it probable that they would take the National Professional Qualification for Headship (NPQH). The male bias among school leadership looks set to continue in so far as a higher percentage of men (41%) than women (29%) anticipated moving into management posts other than headship, and men were twice as likely as women to envisage becoming a head teacher.

Some teachers projected that they would leave the teaching profession within the next five years: 29% planned to retire; 15% planned to move to employment outside of teaching; and 12% planned to take a career break. More than half (56%) of the head teachers who answered the relevant item expected to retire in the next five years.

Meeting professional development needs and why some needs were not met

Chapter three is concerned with the second of the survey's research questions: to what extent do teachers access professional development opportunities and why do some teachers not take up or have access to such opportunities? This broad aim was narrowed down to two questions, 'In the last 12 months, do you feel that your professional development needs were met?' (item 5) 'and if you answered no at question 5, please explain why you feel this way' (item 6).

A brief note on the current understanding of and recent developments in the policy context of professional development will be helpful here. Professional development is an ongoing policy priority for the GTC – the Policy and Research Committee of Council oversees the development of policy to enhance teachers' professional learning, and believes that this must be at the heart of a 'vibrant and forward-looking' profession. The shared purpose of continuing professional development (CPD) is to develop professional expertise, skills and confidence in order to raise standards of learning and further school improvement. The current GTC vision is articulated in recent advice on personalising CPD, where the GTC states the critical importance of every teacher having access to and participating in effective, relevant and sustained professional development.[1]

Examples of effective, relevant and sustained professional development could include: collaborative learning with colleagues or in a school network; classroom observation; engaging with subject / specialist associations; being a mentor or coach; undertaking school-based research; or taking a secondment / sabbatical.

Overall, just under one-third (30%) of teachers felt that their professional development needs over the past 12 months had been fully met; just over half (53%) felt that they had been met to some extent; and 17% felt that their needs had not been met.

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[1] This advice is available at www.gtce.org.uk/policy/policypapers/

The percentage of teachers who felt that their needs were met fully has increased from 20% to 30% since 2004. Meanwhile, there has been a corresponding decline from 23% to 16% in the percentage of teachers who felt that their needs had not been met. Three possible explanations for these trends are posited:

1. recent CPD provision is meeting the needs of teachers more;
2. a decline in teachers' expectations and definitions of their CPD needs; or
3. the non-response biases coupled with falling response rates.

Among those teachers whose professional development needs were not being met were higher proportions of men than women, of teachers aged 30-49 years and of secondary school teachers than their primary colleagues.

Compared to those in their first 3 years of teaching, those with 3-5 years' service were more likely to register that their CPD needs had been fully met, and less likely to indicate that they had not been met.

The most common reasons why teachers felt that their professional development needs had not been met were that they were not offered the opportunity to attend sessions (this was especially the case among supply teachers); a reported lack of funding to attend training; and a shortage of time to attend.

Participation in training and understanding of equality issues
This final substantive chapter in the full report presents the evidence on the third research question for this part of the 2007 annual survey: 'To what extent have teachers received training in equalities and are there any gaps in that training?'

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

Teachers were asked whether or not they had participated in training on six aspects of equality: disability, gender, race / ethnicity, religion / belief, sexual orientation and social class. For each of these six areas, more teachers had not participated than had participated. However, there is some evidence that more teachers are being trained in equality issues in 2007 than in 2006: compared to the results for the same question asked in 2006, the percentages of teachers that have received training in each of the six areas had increased.

With regard to the aim of identifying training gaps, the issues of social class, sexual orientation and religion / belief would appear to be the most obvious lacunae: substantial majorities of teachers reported their non-participation in training for these areas.

Pointing to another type of gap, higher percentages of teachers from urban than other local authority localities indicated that they had participated in training on all of the six equality issues. The disparity was particularly sizeable for training in the area of race / ethnicity.

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

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

Conclusion

The conclusion highlights three policy implications to emerge from the survey's findings:

- The results of the 2007 survey do little to allay the concerns about retention within the teaching profession. The findings point to the challenges of retention *per se*, and also suggest that a number of teachers may be disillusioned in their current employment. In view of the importance of these issues and the value to children's education of promoting high levels of job satisfaction among teachers, it would seem crucial to take account of the trends reported here, as well as the reasons for the possible disaffection of some members of the teaching profession.
- The 2007 survey lends support to the view that some (unspecified) elements of recent CPD provision in England are effective in meeting the professional development needs of teachers. The percentage of teachers who felt that their professional development needs were met fully has increased from 20% in 2006 to 30% in 2007. Over the same period, there has been a corresponding decline from 23% to 16% in the percentage of teachers who felt that their needs had not been met. These results should be seen in the wider context of current CPD research literature in order to identify the CPD activity that appears to be meeting the needs of teachers and examine whether the apparently encouraging findings described here could be the product of other factors.
- By the time of the 2007 survey more teachers had participated in training that focused on the six equality areas than at the same point in 2006. The survey also shows there is a strong relationship between teachers who participated in the training on each equality issue and their reported understanding of the implications for practice. However, the survey suggests that more remains to be done to ensure that all teachers can access up-to-date training in these critical areas.

Chapter one
Introduction

1.1 Background to the study

The General Teaching Council for England (GTC), the professional body for teaching, maintains a register of qualified teachers and works with registered teachers to help improve standards of teaching and the quality of learning. Since 2004, the GTC has conducted annual surveys of representative samples of teachers on this register. This is the fourth annual survey of teachers commissioned by the GTC; findings from the previous surveys are available on the GTC website www.gtce.org.uk. The GTC commissioned ORC International, an independent research organisation, to undertake the 2007 survey of a sample of registered teachers.

The results of the GTC Survey of Teachers 2007 are set out in three separate reports. The first and present report describes teachers' perspectives on their career development intentions and their recent experiences of professional development. It also investigates training in the area of equalities.

The second report focuses on teachers' views on pupil achievement, including ways of raising achievement, tackling underachievement, the impact of school-level efforts to address underachievement, parental involvement and national policies. This report also depicts the data on which teaching and learning strategies were considered particularly effective or ineffective for different types of achievement.

The third report focuses on the views of black and minority ethnic (BME) teachers on career development, professional development and experiences of raising achievement and tackling underachievement.

1.2 Research questions

The 2007 survey aimed to investigate three main research questions:

- What are teachers' future career plans?
- To what extent do teachers access professional development opportunities and why do some teachers not take up or have access to such opportunities?
- To what extent have teachers received training in equalities and are there any gaps in that training?

1.3 Summary of methodology
The questionnaire

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

Trend questions

The GTC identified which survey questions from previous years should be repeated. All or most parts of nine questions were repeated from the 2006 questionnaire; four of these had also appeared in the 2005 and three in the 2004 questionnaires.

Sampling and distribution

A stratified random sample of 10,000 teachers was drawn from a sample pool of 428,758 eligible teachers registered with the GTC; that is, those who were in service in state schools in England in September 2006. The stratifying variables were gender, age, type of school, phase, and government office region. The survey was distributed by post (to home addresses where these were available) in the last week of February 2007 with postal and email reminders sent in March. It was also made available online for those who preferred to respond in this way.

Achieved sample

In total 2489 teachers completed and returned questionnaires, a response rate of 25%. This response rate is very low – considerably lower than that for the 2006 survey (37%). The major consequence of any response rate that falls so low is to compromise the validity of the results. In relation to the present 2007 survey it means, for example, that we cannot be sure that the views and attitudes expressed by the one-quarter of the sample that responded to the survey are not systematically different from those of the three-quarters who chose not to reply. Given that a substantial majority of teachers in the target sample did not respond to the questionnaire, any generalisation from the achieved sample to the wider population of teachers cannot be made without many reservations. This limitation should be borne in mind when interpreting the findings described in this report, and the salient results should be perceived as the basis for hypotheses that warrant further investigation.

Compounding the limitations of the low response rates, a comparison of the achieved sample with the population in terms of the stratifying variables revealed some statistically significant non-response biases. As explained in Appendix A, chi-square tests identified three variables where differences between the drawn sample and the achieved sample were significant: gender, phase of education and age. With regard to gender, male respondents were under-represented (21% in the achieved sample compared to 26% in the drawn sample), while women were over-represented (79% compared to 74%). For phase of schooling, secondary school teachers were under-represented among respondents (40% in the achieved sample compared to 44% in the drawn sample), whereas primary school teachers were over-represented (48% compared to 45%). For age, the 30-39-year group were under-represented (22% in the achieved sample compared to 26% in the drawn sample), while teachers in the 50-59-year range were over-represented (34% compared to 30%). Hence, the achieved sample contains non-response biases due to an under-representation of teachers in the age group 30-39 years, men and secondary schools, and over-representation of teachers in the age group 50-59 years, women and primary schools. These non-response biases should be considered when assessing the 2007 survey findings. The non-response biases could, of course, be more acute for specific items where the response rates are lower.

Who responded to the survey?

Key personal characteristics of responding teachers were:

- **gender**:
  - 79% female; and
  - 21% male;
- **ethnicity**:
  - 93% white;
  - 3% BME; and
  - 4% preferred not to say/missing;
- **age**:
  - 4% 20-24 year olds;
  - 13% 25-29 year olds;

- – 22% 30-39 year olds;
- – 24% 40-49 year olds;
- – 34% 50-59 year olds; and
- – 2% over 60 years;
- **disability**:
  - – 2.5% with a disability, a previously unknown statistic.

Key professional characteristics of responding teachers were:

- **role**: 28% class teachers, plus a further:
  - – 21% class teachers with special curriculum / non-curriculum responsibilities;
  - – 15% heads of department, year or key stage;
  - – 4% assistant heads;
  - – 5% deputy heads;
  - – 7% head teachers;
  - – 8% supply teachers;
  - – 3% special educational needs coordinators (Sencos);
  - – 2% advanced skills teachers (ASTs); and
  - – 7% other;
- **terms of employment**:
  - – 73% full time;
  - – 22% part time; and
  - – 5% missing;
- **length of service**:
  - – 39% 0-9 years;
  - – 20% 10-19 years;
  - – 17% 20-29 years; and
  - – 24% 30 plus years.

Key school context characteristics of responding teachers were:

- **phase**:
  - – 48% primary;
  - – 40% secondary; and
  - – 12% other;
- **school type**:
  - – 57% community;
  - – 14% voluntary aided;
  - – 9% foundation;
  - – 8% voluntary controlled;
  - – 5% local authority-employed supply teacher;
  - – 3% special schools;
  - – 2% agency-employed supply teacher; and
  - – 1% pupil referral units;
- **schools in mainly urban / other local authorities**:
  - – 44% urban local authorities;
  - – 54% other local authority; and
  - – 2% unknown;
- **measures of school challenge**: for as many teachers as school-level data were available, 25% of respondents were evenly distributed into each of four quartiles, from relatively low to the highest level of attainment / special educational needs (SEN) and linguistic / socio-economic challenge faced by their school.

Measures of school challenge

These were developed by taking all respondents working in schools, and linking the anonymised records to a range of data held by the Department for Children, Schools and Families (DCSF). These data were as follows: school type, percentage of pupils with special educational needs, percentage of pupils eligible for free school meals, percentage of pupils with English as an additional language, and key stage results. These imported data were used to create two measures of school context. The first is largely determined by a school's key stage results and by the percentage of pupils with special educational needs. We refer to this as 'attainment / SEN challenge'. The second measure is largely determined by the percentage of pupils in the school with English as an additional language, and the percentage of pupils eligible for free school meals. This measure is referred to as 'linguistic / socio-economic challenge'.

Analysis and how data are reported

The data were also linked to further background information taken from the GTC register of teachers and DCSF school data – length of service, local authority – and also to role, working status and key stage, which were asked in the questionnaire. The data were analysed using Bellview Fusion, Excel and SPSS software. Topline frequencies and two- and three-way cross-tabulations were produced.

Throughout the report results are presented as percentages. Exceptions are made in some instances where the base (that is, the total number of teachers answering that question) was less than 100 and is not compared to other results where the base is above 100. Where appropriate, results are combined to show overall positive or negative percentages, for example, 'highly likely' plus 'likely'. To calculate these combined percentages, the frequencies for 'highly likely' and 'likely' are added together and divided by the base then multiplied by 100.

Unless stated to the contrary, the percentages presented in the report are derived by excluding missing data (due to respondents not answering specific items) and the 'not applicables' from the totals. There is an argument not to exclude them, but the argument to do so is more persuasive, especially when (as is the case with this survey) the quantity of missing data reaches sizeable proportions.

For each questionnaire item, results from teachers with different personal and professional characteristics were compared. For other data, including those for school context (see later), notable differences and patterns are reported. As a general rule, comparative findings that do not achieve statistical significance[2] are not reported; a # indicates where exceptions to this are made (ie # = not significant).

Advanced statistical analyses were also carried out on selected parts of the data: factor analysis, decision trees and regression analysis. An explanation of these statistical techniques can be found in the appendices that accompany this report.

A more detailed account of the survey's methodology is offered in Appendix A.

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[2] At the 0.01 level and above

Chapter two
Teachers' career development projections

Summary

This chapter addresses the first of the research questions posed for the 2007 survey: What are teachers' future career plans?

The large majority (83%) of teachers signalled that over the next five years they would continue to develop in their current role.

About one in ten teachers (9%) anticipated becoming an advanced skills teacher (AST), and the same proportion expected to gain excellent teacher status (ETS).

Nearly one-third (32%) envisaged moving into leadership or management posts other than headship, while 6% anticipated becoming a head teacher and 9% thought it probable that they would take the National Professional Qualification for Headship (NPQH). The male bias among school leadership looks set to continue in so far as a higher percentage of men (41%) than women (29%) anticipated moving into management posts other than headship and men were twice as likely as women to envisage becoming a head teacher.

Some teachers projected that they would leave the teaching profession within the next five years: 29% planned to retire; 15% planned to move to employment outside of teaching; and 12% planned to take a career break. More than half (56%) of the head teachers who answered the relevant item expected to retire in the next five years.

2.1 Career projections within the teaching profession

In item 4 of the survey, teachers were asked how they envisaged their career developing over the next five years. The item consisted of nine statements, against which teachers were invited to indicate their level of agreement or disagreement. Table 2.1 displays the results for the first six of these nine statements.

A large majority (83%) of the teachers who responded to this item signalled that it was highly likely or likely that they would continue to develop in their current role over the next five years. Only 9% thought it was unlikely or highly unlikely that they would continue to develop in their current role over the next five years. These results are very much in line with the reactions to the same statements in 2006[3].

Respondents were also asked whether they saw their careers progressing into other roles; for example, a more advanced qualified teacher status, management positions or a head teacher. Generally, most indicated that they were highly unlikely, unlikely or undecided whether to envision their careers developing in these ways. It should also be noted that a significant minority – between 32% and 35% – either chose not to respond to these five statements or felt they were not applicable to them.

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[3] When comparing the findings from the latest survey with those from earlier years, due allowance needs to be made for the fact that the frequencies presented here are based upon 'valid percentages' and, as such, have excluded 'missing' and 'not applicable' data. In previous years, this was not the practice: when reporting overall frequencies, missing data were generally included.

As displayed in Table 2.1, the main findings to emerge from these statements included:

- 9% of the teachers who responded anticipated becoming an AST;
- 9% of teachers anticipated gaining ETS;
- a relatively high 31% of responding teachers anticipated moving into leadership or management posts other than headship;
- 9% of teachers registered that they were highly likely or likely to take the NPQH; and
- 6% envisaged becoming a head teacher.

It is worth reiterating that these percentages resembled those found in the 2006 survey (though the NPQH statement was not posed in that year).

Table 2.1 Likelihood (%) of career development within teaching over the next five years

Projected development	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	*n*
Continue to develop in current role	53	30	8	5	4	*2113*
Become an advanced skills teacher	2	7	26	29	36	*1632*
Gain excellent teacher status	2	7	28	30	33	*1623*
Move into leadership / management post other than headship	10	22	20	20	28	*1672*
Take the National Professional Qualification for Headship	5	4	11	22	58	*1617*
Become a head teacher	3	3	9	16	69	*1657*

(Base = 2489)

2.2 Career projections by gender and phase

Female teachers (55%) were more likely to see it as highly likely that they would remain in their present role over the next five years when compared to their male colleagues (45%).

Although the percentages of men and women saying that they were highly likely or likely to become an AST were broadly similar (10% male and 9% female), there was a relatively large difference in the proportions indicating that it was highly unlikely that they would progress to this status. Almost half (47%) of all the men who responded to this statement recorded that becoming an AST was highly unlikely, compared to just over one-third (34%) of women. Instead of opting for the strong 'highly unlikely', female teachers were more likely than men to tick 'undecided' or 'unlikely'. This may reflect a tendency for male teachers to adopt stronger resistance to the idea of becoming an AST – and if so, it could warrant further investigation – although the non-response biases may also have been contributory factors (e.g. the over-representation of the 50-59-year group). This possible explanation deserves scrutiny, particularly since the corresponding differences in the 2007 survey were far less pronounced (male 25%, female 22%), and both percentages were much lower than in 2007.

Secondary school respondents (12%) were more likely than primary teachers (6%) to say that they anticipated becoming an AST. Similarly, a higher percentage of secondary teachers (13%) than their primary colleagues (6%) thought that they would gain ETS.

A higher percentage of men (41%) than women (29%) anticipated moving into leadership and management posts other than headship.

Exhibiting a similar trend, 15% of men as opposed to 8% of women anticipated taking the NPQH in the next five years, and 11% of men compared to 5% of women envisaged becoming a head teacher. More respondents in the primary phase than secondary said that they anticipated becoming a head teacher (primary 8% compared to secondary 4%).

2.3 Teachers leaving the profession

Respondents were asked to respond to three statements dealing with a transition away from teaching. They were asked how likely it was that in the next five years they would:

1. move to employment outside of teaching;
2. take a career break; or
3. retire.

As shown in Table 2.2, 15% of teachers who responded to this item registered that it was highly likely or likely that they would move to employment outside of teaching. This represents a slight increase on the comparable figure (12%) in 2006. Matching the 2006 percentage, retirement was considered highly likely or likely by 29% of the respondents to this item. Furthermore, 12% suggested that they would take a career break in the next five years (compared to 14% in 2006). As respondents could answer each question independently there may be cross-over between each of these results (eg a teacher may retire and then work in another industry therefore falling into both g. and i. in Table 2.2 below).

Table 2.2 Likelihood (%) of career development outside of teaching over the next five years

Projected development	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	*n*
Move to employment outside teaching	5	10	26	26	33	*1829*
Take a career break	4	8	18	27	43	*1734*
Retire	21	8	10	11	50	*1686*

(Base = 2489)

Amongst the 18% of respondents who stated that they were undecided about a career break, there were some variations between different groups of respondents:

- **age**: respondents aged 39 years or under were more likely than respondents aged 40 years or over to be undecided about taking a career break;
- **length of service:** respondents who had taught less than 10 years were more likely to be undecided about taking a career break than those who had taught for 10 years or more; and
- **role**: local authority supply teachers 23%, agency supply teachers 30%, class or subject teachers (20%) and AST teachers (37%) were more likely to be undecided about a career break than head teachers (12%) and deputy heads (13%).

With regard to the likelihood of leaving teaching for employment in other fields, 20% of men compared to 14% of women said it was highly likely or likely that they would take this step in the next five years. Also, teachers in secondary schools (20%) were more likely to anticipate moving to other employment areas than their colleagues in the primary phase (11%).

2.4 Career projections of teachers in different roles

The results above are for all teachers, but further data are available that take into account how career expectations vary according to teachers' different current roles.

Head teachers

As set out in Table 2.3, 90% of the 136 respondents[4] who answered the question concerning their current role indicated that they were highly likely or likely to continue to develop in this role over the next five years.

On the face of it, quite strikingly, 56% of the 115 head teachers[5] who answered the question concerning future retirement said that they were highly likely or likely to retire in the next five years. This percentage is close to the comparable figure (58%) from the 2006 survey. It should be noted here that 65% of head teachers responding to this latest survey[6] were 50 years of age or over, which may place these findings into proper context as this cohort of teachers begin to contemplate either retirement or early retirement. It should also be recalled that the 50-59-year age group was over-represented in the overall achieved sample.

Table 2.3 Career projections of head teachers over the next five years (%)

Career projection	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	*n*
Continue to develop in current role	77	13	1	2	6	*136*
Retire	41	15	16	10	18	*115*

(Base = 2172 (a) and 2099 (b) excluding missing values, and 2489 including missing values)

Class or subject teachers

Tables 2.4a and b show separately the career expectation responses for class or subject teachers (Table 2.4a) and class teachers with special curricular or non-curricular responsibilities (Table 2.4b).

Eighty-five per cent of class or subject teachers and also of class teachers with special curricular or non-curricular responsibilities recorded that they were highly likely or likely to continue to develop in their current role over the next five years.

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[4] 179 respondents to the survey said they were head teachers. Only 136 chose to answer this question.
[5] Again from a base of 179, but with only 115 answering this question
[6] 179 baseline

Table 2.4a Career projections of class or subject teachers and of class teachers with special responsibilities (%)

Career projection	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	*n*
Continue to develop In current role	59	26	8	4	3	*628*
Become an advanced skills teacher	2	10	32	29	27	*556*
Gain excellent teacher status	2	9	33	30	25	*549*
Move into leadership / management post other than headship	6	20	21	23	30	*568*
Take the National Professional Qualification for Headship	1	2	10	24	64	*536*
Become a head teacher	0	1	6	18	75	*525*
Move to employment outside teaching	4	11	27	29	28	*573*
Take a career break	5	10	19	30	36	*547*
Retire	13	7	5	13	62	*453*

(Base = 685)

Table 2.4b Career projections of class teachers with special curricular or non-curricular responsibilities (%)

Career projection	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	*n*
Continue to develop In current role	50	35	6	4	4	*473*
Become an advanced skills teacher	1	6	31	30	32	*426*
Gain excellent teacher status	1	7	31	34	26	*420*
Move into leadership / management post other than headship	11	24	21	22	22	*435*
Take the National Professional Qualification for Headship	2	3	10	25	60	*408*
Become a head teacher	1	2	7	15	76	*408*
Move to employment outside teaching	3	8	24	29	36	*430*
Take a career break	3	8	17	29	44	*421*
Retire	17	7	8	10	58	*384*

(Base = 533)

In general, a higher proportion of the class or subject teacher groups than the total achieved sample of teachers said that they would become an AST and/or gain ETS. Teachers with special curricular or non-curricular responsibilities were no more likely to progress to these levels than the overall sample. Again, comparing these results to the overall frequencies

shown in Table 2.1, slightly more of the teachers with special curricular or non-curricular responsibilities anticipated moving into leadership / management roles other than headship. However, slightly fewer of both types of teachers shown in Tables 2.4a and b than the overall sample envisaged taking the NPQH and becoming a head teacher.

Heads of department, year and key stage
As highlighted in Table 2.5, of those heads of department, year and key stage who answered each question, 79% said that they were highly likely or likely to continue to develop in their current role. In addition, 42% anticipated moving into new leadership / management roles other than headship. A higher percentage (16%) than the average for the class, subject and class teacher with special curricular on non-curricular responsibilities anticipated taking the NPQH, but just 4% said that they would become a head teacher. These results suggest that some heads of department, year and key stage envisage progressing into senior leadership and taking the NPQH but not actually getting a head teacher post within five years.

Table 2.5 Career projections of heads of department, year and key stage (%)

Career projection	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	*n*
Continue to develop In current role	47	32	7	8	6	*313*
Become an advanced skills teacher	2	6	22	31	39	*266*
Gain excellent teacher status	2	9	28	27	34	*268*
Move into leadership / management post other than headship	15	27	22	13	22	*279*
Take the National Professional Qualification for Headship	7	9	12	21	51	*277*
Become a head teacher	2	2	7	21	68	*268*
Move to employment outside teaching	5	11	29	21	34	*282*
Take a career break	4	9	21	27	39	*268*
Retire	17	9	13	12	49	*261*

(Base = 363)

2.5 Career projections of teachers in schools with contrasting levels of challenge
The level of linguistic / socio-economic and attainment / SEN challenge faced by respondents' schools was identified through data held at the DCSF. The results were analysed comparing respondents who worked in schools with a higher level of challenge versus those who worked in schools with less challenge. In most cases, there was very little discernible difference in the results that could be linked to the level of challenge faced within the school and therefore by the teacher.

However, in two instances there was some variation. This was in relation to the distribution of primary (235 respondents) and secondary teachers (259 respondents) who indicated that it was highly likely or likely that they would in the next five years move into a leadership / management post other than headship. The results suggest that, across both phases, teachers in schools facing the highest levels of linguistic / socio-economic challenge were

slightly more likely to envisage progressing into leadership and management posts (other than headship) in the next five years than those in schools facing relatively lower levels of this challenge. This is illustrated in Table 2.6.

Table 2.6 Moving into leadership and levels of school challenge (% (n))[7]

Career aspiration	Type of challenge	Phase	Lower challenge		Higher challenge		*n*
			1	**2**	**3**	**4**	
Move into leadership / management post other than headship	Linguistic / socio-economic	Primary	21 (49)	24 (56)	21 (50)	34 (80)	*235*
Move into leadership / management post other than headship	Linguistic / socio-economic	Secondary	23 (59)	24 (63)	26 (67)	27 (70)	*259*

2.6 Groups of teachers most likely to expect career advancement, and to leave teaching

To further analyse the data, additional statistical analyses were carried out on the results. Through factor analysis and regression analysis, the results were examined to see the pattern of respondent's answers across the series of questions concerning their career projections over the next five years (item 4 in the questionnaire). By way of example, if a respondent was highly likely to anticipate achieving ETS, they were also likely to say they were highly likely to become an AST. The analysis then looked across the complete sample of 2489 respondents and grouped those who responded in a similar pattern.

The first step in the analysis grouped the responses into the following categories:

1. **'Recognition of highly skilled classroom teaching'** – this category was derived by conjoining the positive responses (i.e. likely and highly likely) to the questionnaire items that sought to gauge respondent's wishes to achieve ETS (item 4c) and become an AST (item 4b);
2. **'Moving into senior leadership roles'** – this category was derived by grouping together positive responses to the statements on moving into a leadership / managerial post other than headship (item 4d), taking the NPQH (item 4e) and becoming a head teacher (item 4f);
3. **'Leaving teaching' –** this category was derived by combining the positive responses to the questionnaire items on moving into employment outside of teaching (item 4g), taking a career break (item 4h) or retiring (item 4i).

The second step in the analysis took these three groupings and used regression analysis to identify which type of teachers identified with these three groups (and conversely which did not).[8] The results of this analysis are set out next.

1. **'Recognition of highly skilled classroom teaching.'** The following groups of teachers are likely to envisage developing their career by gaining recognition in highly skilled classroom teaching:

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[7] The levels of school challenge faced by respondents' schools were calculated according to the indicators of academic, SEN, linguistic and socio-economic variables specified in the introduction to this report. Teachers' schools were equally distributed into four quartiles (1-4) according to the level of challenge faced – 25% in each quartile. Further information on how the quartiles were created is available in the methodology section of the appendices that accompany this report.

[8] See Table A9 in the appendices for factor solution.

- women rather than men;
- full-time rather than part-time teachers;
- secondary rather than primary teachers;
- those working in London as opposed to any other region;
- class teachers rather than those in cross-school roles;
- and teachers with shorter length of service.

2. **'Moving into senior leadership roles.'** The following groups of teachers are more likely to envisage moving into senior leadership roles in the next five years:

- men;
- primary teachers;
- full-time teachers;
- teachers in roles other than class teachers;
- those with shorter length of service;
- also, men who work in primary schools, who were more likely to envisage moving into senior leadership roles than men in secondary schools.

3. **'Leaving teaching.'** The following groups of teachers were more likely to envisage leaving teaching in the next five years, either temporarily or permanently:

- those working part time;
- supply teachers;
- secondary teachers;
- those from BME backgrounds;
- teachers working in schools with higher attainment / SEN challenge;
- male primary teachers as opposed to female primary teachers;
- also, teachers with longer length of service, which is strongly influenced by those approaching retirement age.

In this chapter, teachers' projections for their career development were discussed. In the next chapter, their experience of receiving support to develop as teaching professionals is investigated.

Chapter three
Meeting professional development needs and why some needs were not met

Summary

This chapter is concerned with the second of the survey's research questions: to what extent do teachers access professional development opportunities and why do some teachers not take up or have access to such opportunities? This broad aim was narrowed down to two questions, 'In the last 12 months, do you feel that your professional development needs were met?' (item 5) and 'if you answered no at question 5, please explain why you feel this way' (item 6).

Overall, just under one-third (30%) of teachers felt that their professional development needs over the past 12 months had been fully met; just over half (53%) felt that they had been met to some extent; and 17% felt that their needs had not been met.

The percentage of teachers who felt that their needs were met fully has increased since 2004 from 20% to 30%. Meanwhile, there has been a corresponding decline from 23% to 16% in the percentage of teachers who felt that their needs had not been met. Three possible explanations for these trends are posited:

1. recent CPD provision is meeting the needs of teachers more;
2. a decline in teachers' expectations and definitions of their CPD needs;
3. the non-response biases coupled with falling response rates.

Among those teachers whose professional development needs were not being met were higher proportions of men than women, of teachers aged 30-49 years and of secondary school teachers than their primary colleagues.

Compared to those in their first three years of teaching, those with 3 – 5 years' service were more likely to register that their CPD needs had been fully met and less likely to indicate that they had not been met.

The most common reasons why teachers felt that their professional development needs had not been met were: that they were not offered the opportunity to attend sessions (this was especially the case among supply teachers); a reported lack of funding to attend training; and a shortage of time to attend.

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

3.1 Extent to which professional development needs have been met

Teachers were asked whether they felt that their professional development needs had been met over the last 12 months (item 5). Those who answered 'no' to item 5 were then asked to explain why they felt this way (item 6).

As shown in the total row of Table 3.1, just under one-third (30%) of teachers said that their professional development needs over the past 12 months had been fully met. A further 53% said that their CPD needs had been met to some extent, indicating that they had some professional development needs that were unmet. However, about one in six teachers (17%) registered that their needs had not been met at all.

Table 3.1 Whether professional needs were met in the last 12 months (%)

	Met fully	Met to some extent	Not met	*n*
Age (years)				
20-29	37	54	9	*418*
30-39	24	57	19	*553*
40-49	27	53	20	*603*
50 and over	33	51	16	*882*
Working status				
Full time	33	53	14	*1809*
Part time	22	54	24	*541*
Role				
Supply	19	44	37	*186*
All other	31	54	15	*2270*
Phase				
Primary	34	54	12	*1181*
Secondary	27	54	19	*982*
Total	30	53	17	*2456*

(Base = 2489)

The same question was asked in all previous GTC Surveys of Teachers. Figure 3.1 shows that there are small but consistent changes year on year which indicate a clear medium- to long-term trend. The percentage of teachers saying that their needs were met fully has increased since 2004 from 20% to 30%. Meanwhile, there has been a slight decline from 57% in 2004 to 53% in 2007 in numbers saying their needs were met to some extent, and also a considerable decline from 23% to 17% in the percentage of teachers saying that their needs had not been met.

Figure 3.1 Whether professional development needs were met – trend since 2004
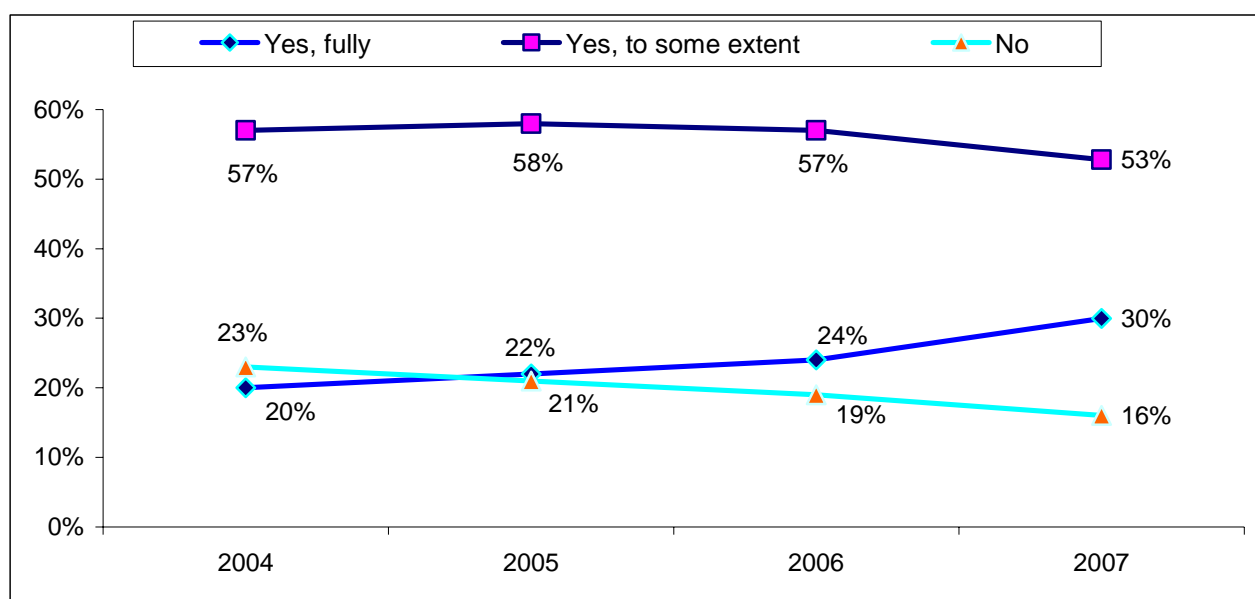
This figure does not show missing data. Missing in 2007: 1% (33). Base in 2007 = 2489.

At the very least, these trends, particularly the rise in the 'fully met' category and the fall of the 'not met' group, are consistent with the view that CPD provision over recent years is increasingly perceived as meeting the professional learning needs of teachers. In simple policy terms, it would seem prudent therefore to identify and further extend the content and format of the CPD activity which appears to be meeting the needs of teachers. However, it is also feasible that the results over time reflect a decline in teachers' expectations and definitions of their needs rather than an increase in the capacity of the CPD provision to meet them. As exemplified in some open-ended comments, these results may also reflect a lingering tendency on the part of some teachers to perceive CPD predominantly in the formal sense of attending courses and funded workshops: in the circumstances of limited prospects or resources to allow attendance at such events, some respondents may have been more likely to consider their professional development needs as 'met'. Moreover, other possible explanations of these trends over time emerge when consideration is given to the issue of which types of teachers were more likely to declare that their professional development needs were or were not met.

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

In exploring which teachers were more or less likely than others to affirm that their professional development needs over the past 12 months had been met, differences were found between various personal and professional demographic groupings. These are presented in Table 3.1.

Age

Looking at the results by age, it is teachers in the middle age bands (aged 30-49 years) who were least likely to say that their professional development needs had been met. More 20-29 year olds and those aged over 50 years felt that their professional development needs were fully met over the past 12 months, compared to 30-49 year olds. For example, 37% of 20-29 year olds said that their needs were met fully compared to 24% of 30-39 year olds. Confirming this result, it was also found that more teachers over 30 years old than younger respondents felt that their professional development needs had not been met. For example, 20% of 40-49 year olds indicated that their needs had not been met compared to 9% of 20-29 year olds. Again, it would seem desirable to set these results in the context of existing and current research into CPD, as well as to investigate further whether these differences signal age-related shifts in levels of expectation (eg a diminution in the levels of professional development need held by the over-50s – perhaps, a more easily satisfied group – when compared to a more demanding and ambitious mid-career group), or suggest greater access to needs-oriented CPD provision for the youngest and oldest members of the teaching profession. Clearly, the outcomes of such an enquiry would carry important policy implications.

Phase

A higher proportion of primary (34%) than secondary (27%) teachers said that their professional development needs over the past 12 months had been met fully. When explaining why this was the case (in the subsequent open question in the survey), secondary teachers often stated that their needs had not been met due to a lack of funding to attend courses.

Taken together, the above findings for the three variables – gender, age and phase of education – suggest a third possible explanation for the declining trend in percentages of teachers registering that their CPD needs were not met at all and the converse rising trend: the non-response biases coupled with the low response rate. The types of teachers identified above as being more likely to post 'not met' responses' (ie men, the 30-39-year-old group and secondary school teachers) are precisely the ones that were found to be under-represented in the achieved sample to a statistically significant degree. In the event of these groups being properly represented in the achieved sample, the 'not met' responses would probably have been higher and the 'fully met' ones probably lower. Moreover, it is interesting to note that over the four years of the annual surveys, the fall in response rates (44% in 2004, 42% in 2005, 37% in 2006 and 25% in 2007) mirrors the rise in the 'fully met' percentages, with both trajectories showing marked movement in 2007.

Employment status

There were 541 part-time and 1809 full-time teachers who answered this question. Although full-time teachers were more likely than part-time colleagues to feel that their professional needs had been met (33% and 22% respectively), there was no difference between the proportions who agreed that their professional needs had been met to some extent (53% and 54% respectively).

Role

More than any other group of teachers, it was supply teachers who were most likely to say that their professional development needs had not been met (37%). Supply teachers were also the least likely to feel that their professional development had been met to some extent (44%). Just 19% of supply teachers felt that their professional development needs had been fully met.

Length of service

Table 3.2 shows the percentage of teachers who said that their professional development needs in the past year had either been met or not, broken down by length of service. The GTC was particularly interested to find out the experiences and views of teachers within their first few years in the profession. Therefore, within this table the first five years of teaching are grouped as single years (top of the table) and after five years of service, teachers are grouped into five year age bands.

Those in the 0-1-year group represent most newly qualified teachers (NQTs) who are entitled to half a day development time per week. The majority (63%) recorded that their professional development needs had been met to some extent. Just over one in five (22%) thought that their CPD needs had been fully met. Interestingly, within the first five years band, relative to those in their first three years of teaching, those with 3 – 5 years service were more likely to register that their CPD needs had been fully met and less likely to indicate that they had not been met.

After 25 years of service, teachers were more likely to suggest that their CPD needs had been fully met – about a third of them signalled this in the three age bands over 25 years.

Table 3.2 Whether professional development needs were met – by length of service (%)

Length of service (years)	Met fully %	Met to some extent %	Not met %	*n*
0-1	22	63	15	*117*
1-2	32	52	16	*126*
2-3	29	56	14	*126*
3-4	38	56	7	*88*
4-5	42	48	9	*113*
5-9	29	53	18	*385*
10-14	24	55	22	*265*
15-19	24	57	19	*220*
20-24	25	55	20	*167*
25-29	32	51	17	*254*
30-34	35	49	16	*373*
35+	34	52	14	*203*

(Base = 2470)

Supply teachers were identified earlier (see Table 3.1) as a group less likely to feel that their professional development needs were being met. The GTC was interested to investigate this further, by length of service – see Table 3.3. Although the base numbers for these calculations are low and so these results are highly tentative, the distribution of the numbers does not allay concerns that these teachers' professional development needs – and those in the early years in particular – are as likely to be met as those of permanently employed teachers. By way of illustration, for the latter, 42% with 4-5 years' service indicated that their CPD needs were fully met (see Table 3.1). This compares with 7% of supply teachers in the same category.

Table 3.3 Whether supply teachers' professional development needs were met, according to length of service

Length of service (years)	Met fully (*n*)	Met to some extent (*n*)	Not met (*n*)	*n*
0-1	1	4	7	*13*
1-2	1	6	0	*7*
2-3	1	1	2	*4*
3-4	1	4	1	*6*
4-5	1	8	5	*14*
Total for less than 5	**5**	**24**	**15**	**_44_**
5-9	3	7	5	*15*
10-14	2	7	11	*20*
15-19	1	6	6	*13*
20-24	3	6	3	*12*
25-29	3	6	11	*20*
30-34	7	11	9	*27*
35+	11	15	6	*32*
Total	35	82	66	*183*

(Base for 0-5 years = 44; for all lengths of service = 183)

3.3 Teachers with unmet professional development needs

So far in this chapter, individual and pairs of variables have been investigated. These data have indicated complex patterns, suggesting that some particular groups of teachers feel that their professional development needs have not been met. However, this is insufficient when it may be advantageous to analyse multiple variables simultaneously. To do this, a decision tree has been produced. Decision trees are an output from regression analysis, a useful statistical technique for identifying which, if any, of the factors identified above are more important to which groups of teachers[9].

As reported above, 17% of teachers said their professional development needs had not been met in the last 12 months, and 82% said their needs were either partially or fully met. These results were used as the basis for the decision tree. This decision tree is shown on page 26 in Figure 3.3. This figure shows only those variables with a significant relationship to those teachers who said that their professional development needs were not met. A summary of the main findings from this analysis is shown immediately, in Figure 3.2, which shows subgroups of teachers who were more likely to say their needs were not met.

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[9] The percentages within each 'node' (box) relate to the percentage of teachers within that subgroup population who said their development needs were not met. All the following variables were put into the statistical model: full time or part time; ethnicity; disability; gender; length of service (LoS); phase; school type; region; urban local authority (LA); role; academic challenge of school; linguistic/social challenge of school.

Figure 3.2 Summary of subgroups that were more likely to say that their needs were not met

Heads of department/year/key stage or without a class teaching role, men, working in schools with low levels of linguistic/socio-economic challenge

Supply teachers, predominantly those working in urban local authorities

Class teachers, with between 5 and 24 years' length of service

Male class teachers, with more than 25 years' length of service

Secondary teachers and teachers in other settings
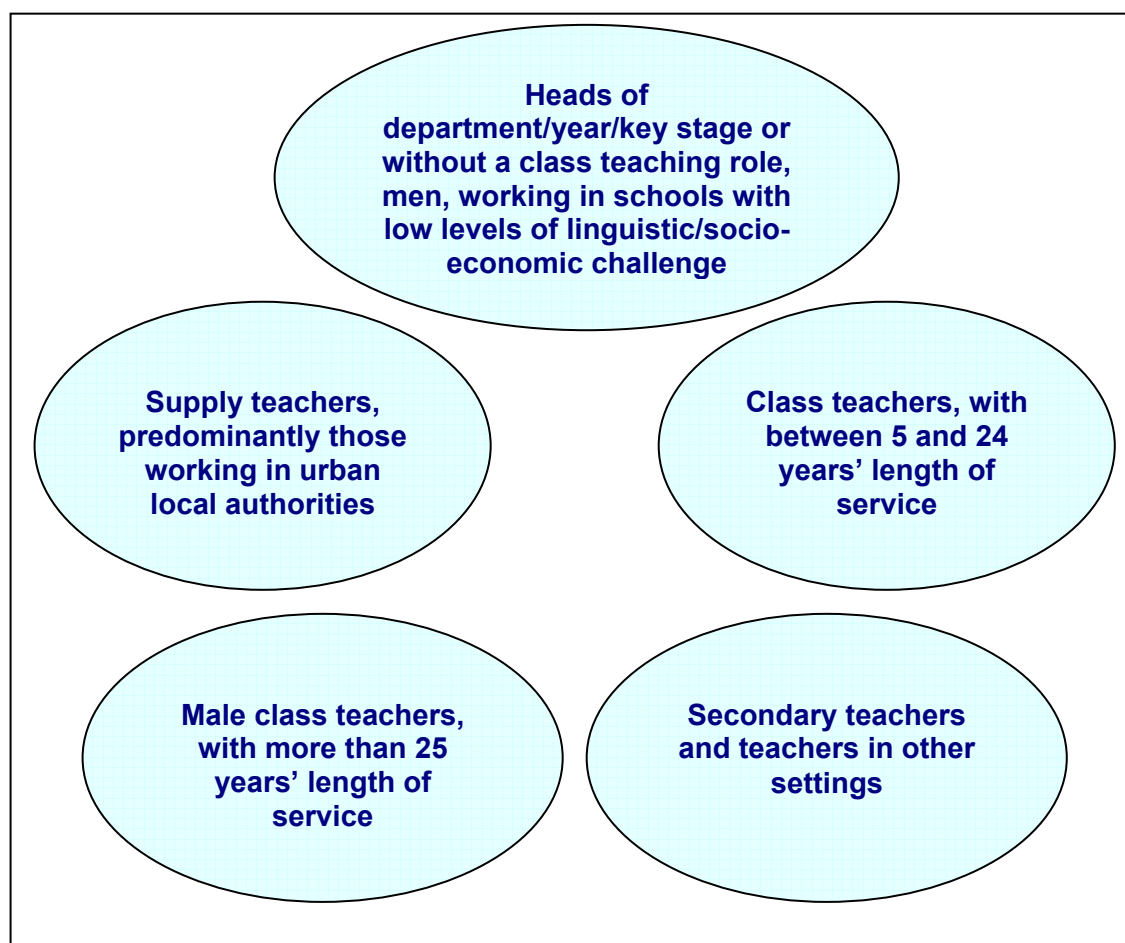
Professional role was the strongest predictor of the extent to which needs were met, with 37% of supply teachers and 15% of teachers in other roles saying that their needs had not been met. Of all supply teachers, those working in urban local authorities (LAs) were more likely to say their needs were not met (44%), compared with supply teachers in other LAs (25%). Of all the teachers in other roles, those working in secondary or other settings were more likely to register that their needs were not met (30%) than those working in primary schools (11%).

Also, male class teachers, with 25 or more years' service were more likely than women and those with a lower length of service to indicate that their development needs were not met. Thirty-eight per cent ($n = 20$) of male heads of department, year or key stage and those without a class teaching role working in schools with low levels of linguistic / socio-economic challenge were more likely to say that their needs were not met, compared with the same subgroup of teachers working in schools with high levels of linguistic / socio-economic challenge.

Figure 3.3 Decision tree – groups of teachers whose professional development needs in the last 12 months were not met

OVERALL
16% not met
84% met
n = 2489

Supply teacher
34% not met
66% met
n = 197

Class teacher
16% not met
84% met
n = 1258

Senior leadership team
5% not met
95% met
n = 418

Head of dept/KS/year or without class teaching role
18% not met
82% met
n = 498

Other roles
23% not met
77% met
n = 118

Supply teacher, urban LA
44% not met
56% met
n = 91

Supply teacher, other LA
25% not met
75% met
n = 106

Class teacher, <5 yrs LoS
10% not met
90% met
n = 468

Class teacher 5-24 yrs LoS
22% not met
78% met
n = 488

Class teacher, ≥25 yrs LoS
15% not met
85% met
n = 302

Senior leadership L/SE/Y&H/ EM/E
8% not met
92% met, *n* = 248

Senior leadership SW/WM/NW/ M'sde/NE
1% not met
99% met, *n* = 170

Head of dept/KS/year or without class teaching role, women
15% not met
85% met, *n* = 376

Head of dept/KS/year or without class teaching role, men
26% not met
74% met, *n* = 122

Other roles, secondary or other settings
30% not met
70% met,
n = 71

Other roles, primary
11% not met
89% met
n = 47

Class teacher, ≥25 yrs LoS, women
12% not met
88% met, *n* = 261

Class teacher, ≥25 yrs LoS, men
38% not met
62% met
n = 41

Head of dept/KS/year or Without class teaching role, Men, lower levels of ling/soc challenge
38% not met
62% met, *n* = 53

Head of dept/KS/year or without class teaching role, men, higher levels of ling/soc challenge
16% not met
84% met *n*=69

Key:
L London
Y&H Yorks & Humber
E Eastern
WM West Midlands
M'sde Merseyside
SE South East
EM East Midlands
SW South West
NW North West
NE North East

26

3.4 Reasons why teachers' professional development needs were not met

Teachers who said that in the last 12 months their professional development needs had not been met were then asked in an open question to state the reasons why they felt this way.

According to the 408 respondents who felt that their professional development needs were not being met, the four main reasons were as follows:

- lack of funding to attend courses – 19%;
- not enough time to attend – 11%;
- never been offered the opportunity to attend sessions – 10%; and
- supply teachers do not get the opportunity to attend sessions – 10%.

It should be noted that the third and fourth bullet points above can be grouped, as supply teachers can be seen as a particular group of those who are not given the opportunity to attend sessions.

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

> *Not enough training – not enough funds.*

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

There were many additional comments to those outlined above. A notable proportion of responses focused on externally run courses rather than other forms of professional development such as on-the-job development, teacher-to-teacher training and support. This may go some way to explaining why cost and time were considered key factors in not receiving professional development.

> *Courses are irrelevant / cover topics we already know / don't offer anything new.*

> *Courses sent on cover the school's needs, but not the individual's needs.*

> *Staffing problems or lack of funding to pay for cover teachers.*

Further insight into why professional development needs were not met for some respondents came from the end of the questionnaire where respondents were invited to give any other comments. Some comments conveyed a general sense that "*teachers need*[ed] *more training*" or "*would benefit from more training*". One highlighted how "*a lot of school INSETS / training days are not actually used for training*". However, a few respondents thought that a "good teacher" would already know how to teach effectively, thereby indicating that training would not be a high priority in their view: "*A good teacher knows how to teach and their focus should not be on training*".

Several supply teachers revisited the issue of their lack of access to professional development:

> *When or where is the training available to part-time and supply teachers?*

> *Courses for supply teachers tend to be held in London which is expensive and impractical for those working in other localities.*

> *I feel supply teachers provide a necessary service to schools who are appreciative. However, we are largely isolated and maybe an annual update by the local authority about developments in education would be useful.*

> *As a supply music teacher I have not been offered or sought any training.*

A few newly qualified teachers also raised concerns that could potentially be addressed through early and continuing professional development:

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

> *I think schools should give inexperienced teachers more opportunities to develop their knowledge.*

Chapter four
Participation in training and understanding of equality issues

Summary

This final chapter presents the evidence on the third research question for this part of the 2007 annual survey: 'to what extent have teachers received training in equalities and are there any gaps in that training?'

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

Teachers were asked whether or not they had participated in training on six aspects of equality: disability, gender, race / ethnicity, religion / belief, sexual orientation and social class. For each of these six areas, more teachers had not participated than had participated. However, there is some evidence that more teachers are being trained in equality issues in 2007 than in 2006: compared to the results for the same question asked in 2006, the percentages of teachers that have received training in each of the six areas has increased.

With regard to the aim of identifying training gaps, the issues of social class, sexual orientation and religion / belief would appear to be the most obvious lacunae: substantial majorities of teachers reported their non-participation in training for these areas.

Pointing to another type of gap, higher percentages of teachers from urban than other local authority localities indicated that they had participated in training on all of the six equality issues. The disparity was particularly sizeable for training in the area of race / ethnicity.

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

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

4.1 Participation in training on equality issues

In item 18 of the questionnaire, teachers were asked whether or not they had participated in training on six aspects of equality – disability; gender; race / ethnicity; religion / belief; sexual orientation; and social class.

For all six equality issues, more teachers had not participated than had participated. Indeed, the range of teachers who indicated that they had not taken part in training across the six issues was from 55% for disability to 88% for sexual orientation (see Figure 4.1).

When the results were analysed by each of the six equality issues, 45% had participated in disability training; whereas over one-third had attended training on race and ethnicity issues

(39%) and training on gender issues (39%). A little over one-quarter of teachers (28%) had participated in training on religion / belief. Only a small minority had received training on social class (14%) and sexuality issues (12%).

Figure 4.1 Participation in training on equality issues
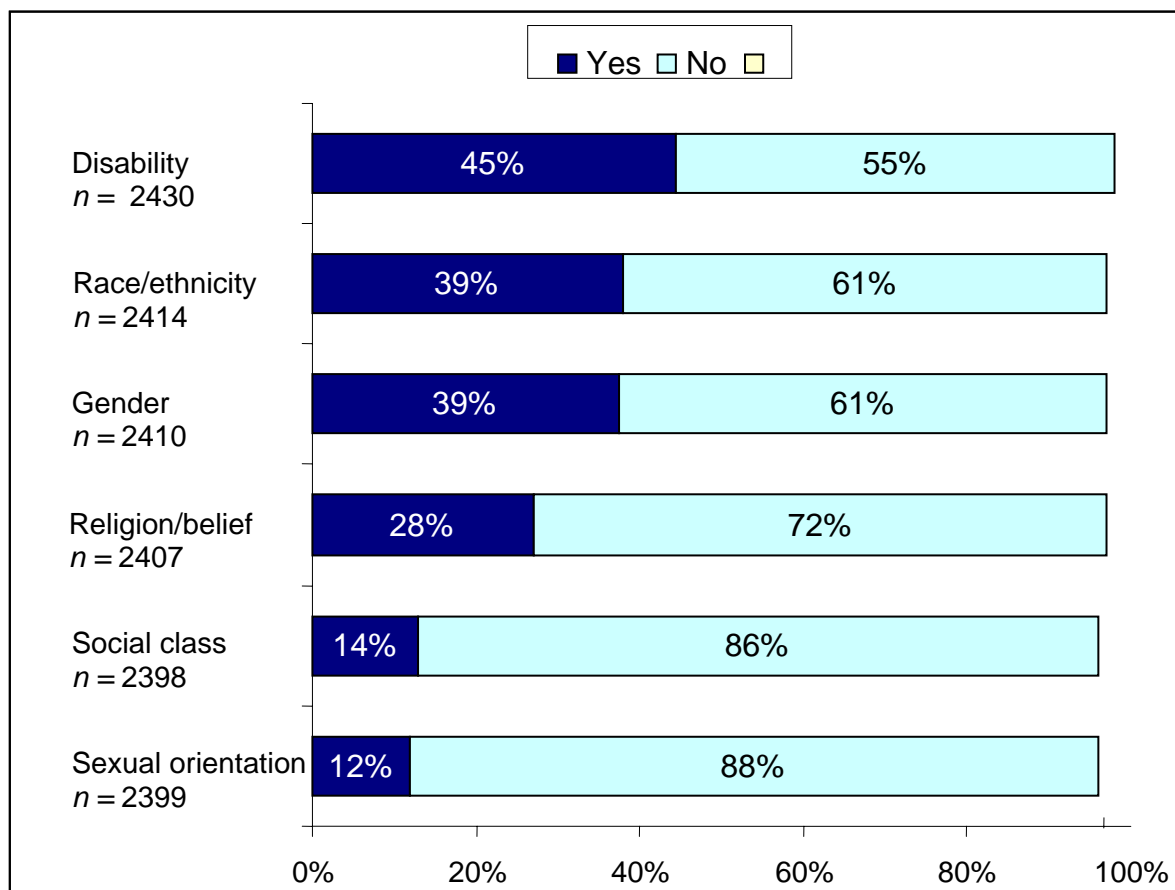
(Base = 2489)

In 2006 a similar question was asked of teachers. As demonstrated in Table 4.1, more teachers in 2007 than in 2006 had received training in all six areas of equality. The numbers receiving disability training had increased by 14%, race / ethnicity and religion / belief by 10%, gender by 7%, sexual orientation by 6% and social class by 4%.

Table 4.1 Percentage of teachers who have received equality training, 2006 and 2007

	2006	2007
Disability	30	44
Gender	30	37
Race / ethnicity	28	38
Religion / belief	17	27
Sexual orientation	6	12
Social class	9	13

Notes: In 2006, the terms 'race', 'religion' and 'sexuality' were used. In order to allow comparison with the results from 2006 survey, the 2007 results include any missing data in the calculation of the percentages.

4.2 Groups of teachers who did or did not participate in equality training

Length of service

The data suggest that for some equality issues the chances of receiving training increased with length of service. For example, teachers with less than 15 years' service were more likely than those with service of 30 years and over to say that they had not participated in training on gender equality issues. Teachers with less than 20 years' experience were more likely than those with 25 to 35 years' service to say that they had not participated in training on disability equality issues. On the other hand, it is interesting to note that teachers with less than five years' service were more likely to say that they had participated in training on social class equality issues than teachers with 5-29 years' service. Comments at the end of the questionnaire suggest that some of the teachers with less than five years' experience were referring to the coverage of social class in their initial teacher education programmes.

School context – urban areas

As shown in Figure 4.2, higher percentages of teachers from urban than other local authority localities indicated that they had participated in training on all of the six equality issues. The disparity was particularly sizeable for training in the area of race / ethnicity.
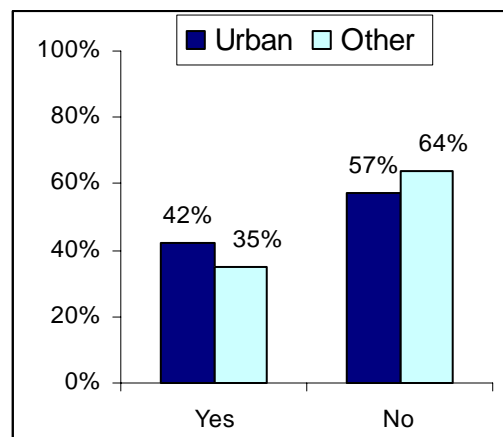
Figure 4.2 Participation in training – by urban area
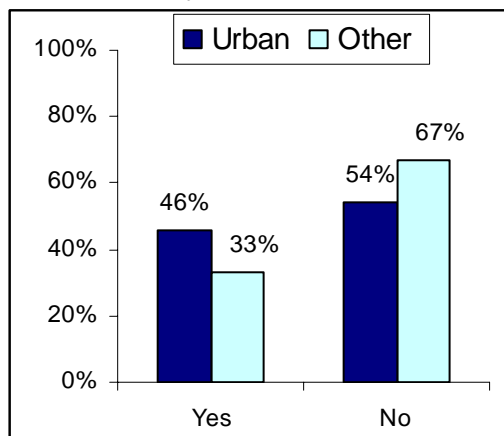
Disability
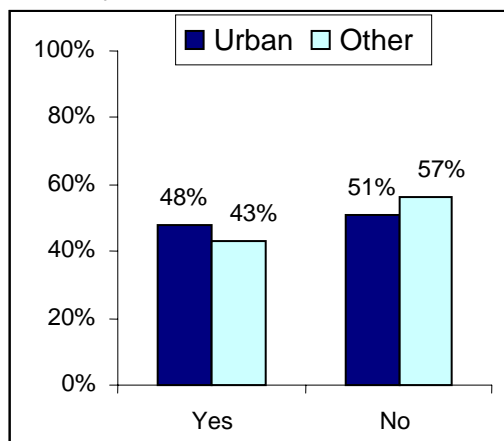
(Urban base = 1066, other base = 1307)
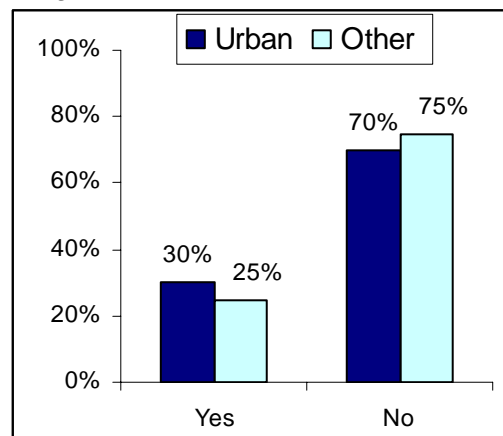
Gender

(Urban base = 1055, other base = 1297)
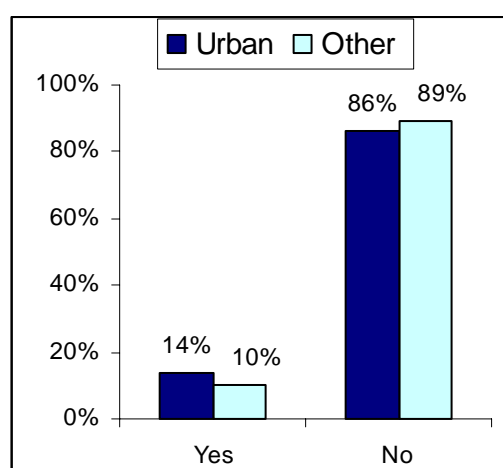
Race / ethnicity

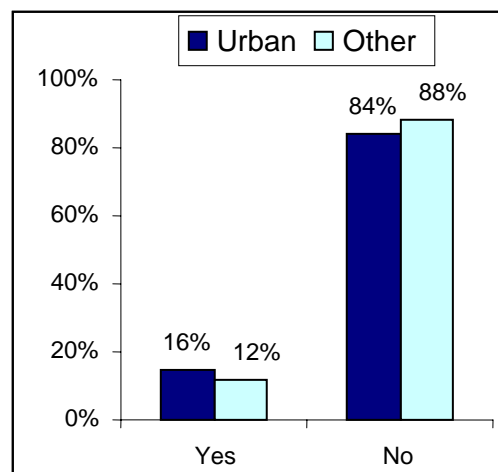(Urban base = 1058, other base = 1298)

Religion / belief

(Urban base = 1053, other base = 1297)

Sexual orientation

(Urban base = 1052, other base = 1291)

Social class

(Urban base = 1052, other base = 1289)

School context – level of challenge

Tables 4.2 to 4.5 show the distribution of teachers who said that 'yes' they had, or 'no' they had not participated in training on an equality issue, by level of challenge faced by their school. The levels of school challenge faced by respondents' schools were calculated according to the indicators of (i) key stage results and the percentage of pupils with SEN ('attainment / SEN challenge'); and (ii) the percentage of pupils in the school with English as an additional language and the percentage of pupils eligible for free school meals (linguistic / socio-economic challenge) as specified in the introduction to this report. Teachers' schools were equally distributed into four quartiles (1-4) according to the level of challenge faced – 25% in each quartile. Tables 4.2 to 4.5 show differences between the responses of teachers and the 'normal' or expected distribution of 25% of teachers per quartile.[10]

A clear overall finding was that more teachers in schools with higher levels of challenge than lower levels of challenge declared that they had participated in training. The strongest result of all was in relation to race / ethnicity (see Table 4.2), where the pattern was consistent across both types of challenge, both phases and for those who answered 'yes' and 'no' to the question. Results for three other equalities are also shown in Tables 4.3 to 4.5.

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[10] Further information on how the quartiles were created is available in the Appendix A, Methodology, that accompanies this report.

Table 4.2 Participation in race / ethnicity training (%) – by level of school challenge

Type of challenge	Phase	Yes/no	Lower challenge		Higher challenge		*n*
			1	2	3	4	
Attainment / SEN	Primary	Yes	22	24	26	28	*472*
Attainment / SEN	Primary	No	27	26	25	23	*687*
Attainment / SEN	Secondary	Yes	21	23	27	29	*350*
Attainment / SEN	Secondary	No	27	26	24	23	*624*
Linguistic / socio-economic need	Primary	Yes	21	19	26	34	*472*
Linguistic / socio-economic need	Primary	No	28	29	25	19	*687*
Linguistic / socio-economic need	Secondary	Yes	17	23	23	36	*350*
Linguistic / socio-economic need	Secondary	No	29	26	26	19	*624*

(Base = 2489)

Table 4.3 Participation in disability (%) – by level of school challenge

Type of challenge	Phase	Yes/no	Lower challenge		Higher challenge		*n*
			1	2	3	4	
Attainment / SEN	Secondary	Yes	23	25	26	26	*396*
Attainment / SEN	Secondary	No	27	25	25	24	*582*
Linguistic / socio-economic need	Primary	Yes	23	23	27	27	*542*
Linguistic socio-economic need	Primary	No	27	27	23	23	*621*

(Base = 2489)

Table 4.4 Participation in religion / belief training (%) – by level of school challenge

Type of challenge	Phase	Yes/no	Lower challenge		Higher challenge		*n*
			1	2	3	4	
Linguistic / socio-economic need	Primary	Yes	23	22	25	30	*396*
Linguistic / socio-economic need	Primary	No	26	26	25	22	*760*
Linguistic / socio-economic need	Secondary	Yes	20	26	23	31	*192*
Linguistic / socio-economic need	Secondary	No	26	25	25	24	*781*

(Base = 2489)

Table 4.5 Participation in sexual orientation training (%) – by level of school challenge

Type of challenge	Phase	Yes/no	Lower challenge		Higher challenge		*n*
			1	2	3	4	
Attainment / SEN	Primary	Yes	16	27	29	27	*124*
Attainment / SEN	Secondary	Yes	20	20	27	34	*128*
Linguistic / socio-economic need	Primary	Yes	23	20	28	28	*124*
Linguistic / socio-economic need	Secondary	Yes	23	23	23	31	*128*

(Base = 2489)

4.3 Teachers' understanding of the implications of equality issues for classroom practice

In item 19 of the survey, teachers were asked whether they understood the implications for classroom practice of each of the six equality issues. Clearly, the responses generated by this question represent teachers' self-reports of whether or not they understood the implications – the survey has no evidence on whether or not they actually understood them.

The vast majority of the responding teachers registered that they understood the implications of all six equality issues at least to some extent, and over half indicated that they fully understood the implications of disability, race / ethnicity, gender and religion /

belief. However, 16% of teachers indicated that they did not understand the implications of sexual orientation for classroom practice. Nine per cent said that they did not understand the implications of social class. Five per cent expressed this in relation to religion / belief, 4% in relation to race / ethnicity, 3% in relation to gender and just 2% in relation to disability. These results are presented in Figure 4.3.

Figure 4.3 Whether respondents understood the implications for classroom practice of equality issues
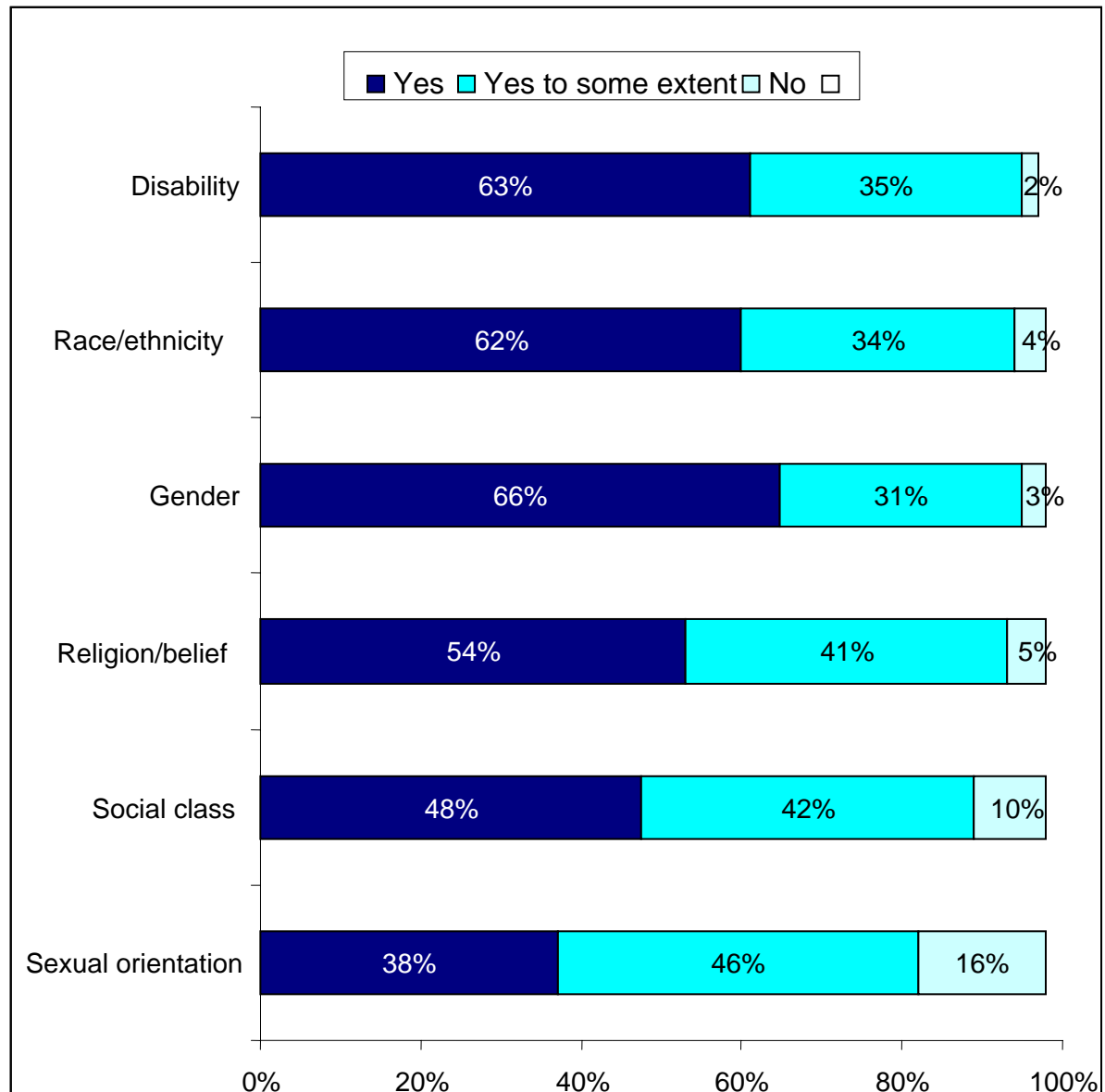
(Base = 2489)

Again, this question was asked in 2006. Fewer teachers in 2007 than in 2006 said that they did not understand the implications of equality issues for classroom practice (see Table 4.6). The percentages signalling that they did not understand the implications had all decreased: sexual orientation by 7%; disability by 4%; gender; race / ethnicity and religion / belief each by 3%; and social class by 1%.

Table 4.6 Percentage of teachers who indicate they do not understand the implications of equality issues for classroom practice – 2006 and 2007

	2006	2007
Disability	6	2
Gender	6	3
Race / ethnicity	7	4
Religion / belief	8	5
Sexual orientation	23	16
Social class	11	10

Note: In 2006, the terms 'race', 'religion' and 'sexuality' were used. In order to allow comparison with the results from 2006 survey, the 2007 results include any missing data in the calculation of the percentages.

Role

Tables 4.7 and 4.8 show the full results for class or subject teachers and for head teachers.

Apart from issues concerning 'religion / belief', head teachers were far more likely than class teachers to report an understanding of the implications of the other five equality areas for classroom practice. Sexual orientation stood out as the equality area where there was greatest difference between the two groups. With regard to sexual orientation, just 2% of the head teachers who answered this question signalled that they did not understand the implications, which is far fewer than the 20% of the class or subject teachers.

Table 4.7 Whether respondents understood the implications of equality issues – class teachers (%)

	Yes	To some extent	No	*n*
Disability	59	39	1	*670*
Gender	63	32	3	*666*
Race / ethnicity	59	35	4	*666*
Religion / belief	56	38	4	*667*
Sexual orientation	34	44	20	*666*
Social class	47	42	9	*667*

(Base = 685)

Table 4.8 Whether respondents understood the implications of equality issues – head teachers (%)

	Yes	To some extent	No	*n*
Disability	86	14	0	*179*
Gender	82	16	1	*178*
Race / ethnicity	85	15	0	*179*
Religion / belief	56	44	0	*179*
Sexual orientation	41	50	2	*178*
Social class	78	22	0	*179*

(Base = 179)

Also, although the base number for supply teachers is low and so these findings have to be treated as tentative, the data indicate that a slightly higher proportion of supply teachers said that they did not understand the implications for classroom practice of each equality area, compared to teachers in other roles.

School context – phase

With the exception of sexual orientation, higher percentages of primary than secondary teachers said that they understood fully the implications for classroom practice of the other equality issues. Table 4.9 provides the full results by phase.

Table 4.9 Understanding of implications of equality issues – phase (%)

	Phase	Yes	To some extent	No	*n*
Disability	Primary	65	34	1	*1176*
	Secondary	58	38	4	*979*
Gender #	Primary	68	29	3	*1173*
	Secondary	63	33	4	*978*
Race / ethnicity	Primary	65	32	3	*1171*
	Secondary	56	38	6	*980*
Religion / belief	Primary	60	37	3	*1173*
	Secondary	46	46	7	*980*
Sexual orientation#	Primary	36	46	18	*1168*
	Secondary	39	46	15	*979*
Social class#	Primary	50	41	9	*1173*
	Secondary	45	45	10	*980*

When looking at phase and role together, it is of interest that a notably greater percentage of head teachers in primary (81%) than secondary (65%) schools said that they understood fully the implications of race / ethnicity equality issues for classroom practice. Also, a notably greater percentage of head teachers in primary (79%) than secondary (67%) schools recorded that they understood fully the implications of disability equality issues for classroom practice. Among class teachers, the greatest difference between the phases in terms of teachers fully understanding the implications was reported in the equality area of religion / belief (59% primary, 42% secondary).

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

The responses to item 18 on participation in equalities training, and item 19 on the understanding of the implications of equality issues for classroom practice were compared with each other. Table 4.10 shows the percentage of respondents who had participated in training on each equality issue, broken down by their understanding of the implications of these issues. On all equality issues, of those who had participated in training, virtually all said that they understood the implications for classroom practice at least to some extent, with the large majority affirming positively that they understood them.

Table 4.10 Percentage of respondents who had participated in training and their level of understanding of the implications for classroom practice

Of those who had **participated in** equalities training in…	Yes	To some extent	No	*n*
…disability	83	17	0	*1098*
…gender	85	14	1	*928*
…race / ethnicity	83	16	1	*943*
…religion / belief	82	18	0	*664*
…sexual orientation	76	22	1	*293*
…social class	86	14	0	*327*

(Base = 2489)

This finding can usefully be compared to the percentage of respondents who had not participated in training on each equality issue broken down by their understanding of the implications of these issues (see Table 4.11). In general, far fewer of those who had not received training said that they understood the implications for classroom practice. Also, between 5% and 19% of teachers who had not received training reported that they did not understand the implications for classroom practice.

Table 4.11 Percentage of respondents who had not participated in training and their level of understanding of the implications for classroom practice

Of those who had not **participated in** equalities training in…	Yes	To some extent	No	*n*
…disability	45	50	5	*1322*
…gender	53	42	5	*1470*
…race / ethnicity	47	47	6	*1458*
…religion / belief	43	51	6	*1733*
…sexual orientation	32	49	19	*2090*
…social class	42	47	11	*2062*

(Base = 2489)

School context – phase

There were several statistically significant differences between teachers working in primary and secondary phases who had received training and indicated that they understood the implications for classroom practice. Religion / belief was the issue on which there was the greatest difference between the phases in terms of participation in training (14% more primary than secondary) and there were 8% more primary than secondary teachers who said that they understood the implications of this issue. Table 4.12 shows the results in full (compared items not achieving statistical significance are denoted by a [#]).

Table 4.12 Percentages of training received and implications of issues understood – by phase

	Primary	Secondary
Disability		
Training	46	40
Understanding	64	57
Gender		
Training[#]	37	40
Understanding	67	62
Race / ethnicity		
Training	40	35
Understanding	64	56
Religion / belief		
Training	33	19
Understanding	59	46
Sexual orientation		
Training[#]	10	13
Understanding[#]	35	38
Social class		
Training[#]	13	13
Understanding	49	45

(Base = 2489)
[#] = Not significant

Open-ended comments

Fifty-five comments were made in relation to training in equality issues in the 'Any other comments?' area at the end of the questionnaire. These comments gave a little more insight into the views and experiences of those who had not received training in these areas:

> *Have not attended specific training recently but as part of school management review policies regularly.*

> *Brief training on most aspects took place at university. Nothing since.*

> *The last time I attended one of those courses it was in the early 90s.*

> *Willing to do training but not available at my level.*

> *As an NQT I've done a maximum of three hours of lectures on equality in its various aspects plus two hours further research. I am not sure that is sufficient.*

A few commented on how they had come to gain greater understandings of equality issues (or how they would ideally like to do so):

> *Participation in the accreditation of PSHE* [personal, social and health education] *helped to widen my understanding of work in equalities areas.*

> *SEAL* [Social and Emotional Aspects of Learning] *documents (on excellence and enjoyment) address many sensitive issues like those listed … This*

document is fully implemented in our school's curriculum provision and it has raised the profile of these issues in a positive way.

Before I was a teacher in secondary school I taught equality at college.

I am a sociology teacher so I understand the problems of equality.

As a professional I have addressed such issues as they have occurred by referring to management.

Training for all [equality issues] needs to be sensitively handled. Schools or even individual teachers themselves are the best judges of what could be beneficial. Blanket imposition would not just be a waste of money – it would be counterproductive.

The issue sexual orientation attracted several observations:

Sexual orientation has not been addressed formally in my school. Only encompassed in the anti-bullying policy.

Sexual orientation is a political subject and should not be expected to be addressed by schools.

I am teaching sexual education to Year 11. I am fed up with homophobic remarks of the pupils and wanted to teach them respect.

Homophobic bullying is a huge problem.

Our local authority has done little about equality issues around sexual orientation; they spend far too much on race / ethnicity in comparison.

Comments on social class suggest that this is not an area often addressed:

Social class is only addressed regarding extreme cases (neglect, poverty, etc) and not middle class pupils.

Social class not generally referred to.

On ethnicity and race:

Don't forget that British people are also an ethnicity group, incorporate some classic symbols of our culture into all aspects of education don't be afraid to tell the truth about historical events.

An honest, open debate is needed relating to how we approach faith, race and gender in schools. Many schools are afraid to openly debate such issues for fear being criticised by the media or causing offence to certain members of the community. The … current PHSE policies and training in place is inadequate. Training needs to be given to all in the profession to be able to confidently, openly and safely debate the issues facing us as a society in order to prepare and equip young people with the tools to develop their identity and learn ways of resolving conflict ...

I'm getting tired of the racial abuse from children.

The comments conveyed a sense of how important some respondents viewed equality issues:

> *There should be more training and everyone should be made to go on it, as some staff believe that their views are balanced and equal when actually they are not.*

> *Over the years I have seen and experienced certain inequality and treatment towards teachers which has gone unaddressed.*

> *Every child should be treated equally and with fairness.*

Chapter five
Conclusion

This report, the first of three on the findings of the GTC's 2007 Survey of Teachers, has presented the views of a sample of teachers on their career projections and their experiences of professional development. From the outset, it was acknowledged that due to the very low response rate coupled with some significant non-response biases, any generalisations from the achieved sample to the whole population of teachers cannot be made without many reservations. Nonetheless, the report has identified a number of findings that have the potential to encourage reflection and raise questions for policy, subject, ultimately, to those results being further illustrated by existing or further research.

5.1 Career plans

Retention of the teaching workforce has for a number of years been a concern at national and local levels. The results of the 2007 survey do little to allay these concerns. Representing an increase on the comparable percentage (12%) for 2006, about one in seven (15%) of the teachers who answered the question on how they envisaged their career developing in the next five years thought that they would move to employment outside of teaching. Secondary school teachers were almost twice as likely as their primary colleagues to state this intention. Furthermore, compared to 2006, there was no fall in the proportion of teachers looking to retire: 29% of teachers in 2007 planned to retire in the next five years, with head teachers once again foremost in signalling the likelihood of retirement. Indeed, more than half (56%) of the head teachers who answered the relevant item expected to retire in the next five years. In addition to the outflow caused by teachers leaving for retirement or employment in other sectors, 12% of the responding teachers planned to take a career break in the next five years.

These results point to an intensification of the continuing challenges of retention *per se*, but also because they suggest that a number of teachers may be disillusioned in their current employment. In view of the importance of these issues and the value to children's education of promoting high levels of job satisfaction among teachers, it would seem crucial to take account of the trends noted here, as well as the reasons for the possible disaffection of some members of the teaching profession.

5.2 Professional development needs

On the face of it, the 2007 survey lends support to the view that some (unspecified) elements of recent CPD provision in England are effective in meeting the professional development needs of teachers. The percentage of teachers who felt that their professional development needs were met fully has increased from 20% in 2006 to 30% in 2007. Over the same period, there has been a corresponding decline from 23% to 16% in the percentage of teachers who felt that their needs had not been met. It will be important to take account of current and proposed research identifying the CPD activity that appears to be meeting the needs of teachers and also to examine whether the apparently encouraging findings described here could be the product of other factors (eg lower expectations of need and non-response biases). It is also stressed that these results should be examined in the context of broader existing CPD research literature.

For many teachers, the survey shows that there are barriers to participation in CPD, which policy makers and school leaders should address. This survey identified five reported main barriers or reasons why teachers' professional development needs had not been met. First, some supply teachers are not asked to participate in professional development programmes or sessions, which are mainly funded or

facilitated by schools. Second, some teachers are not booked on to courses by their managers. Third, school leaders do not prioritise professional development at a school-wide level. Fourth, budget cuts meant that there is no training budget to pay course fees and/or cover costs. Fifth, there is a lack of time for busy professionals in demand at work to attend sessions.

As exemplified in some of the qualitative data, these results may also reflect a lingering tendency on the part of some teachers to perceive CPD predominantly in the formal sense of attending courses and funded workshops: in the circumstances of limited prospects or resources to allow attendance at such events, some respondents may have been less likely to consider their professional development needs as 'met'.

5.3 Training in equality issues

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

By the time of the 2007 survey more teachers had participated in training that focused on the six equality areas than at the same point in 2006. There are also many strategies for providing training to teachers on equalities issues. Indeed, the survey shows that there is a strong relationship between teachers who had participated in training on each equalities issue and their reported understanding of the implications for practice. As it remains the case that more teachers have not participated than have participated in training, the survey clearly establishes that more remains to be done to ensure that all teachers can access up-to-date training in these critical areas.

About the General Teaching Council for England

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

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

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