

Teachers TV Annual Review 2009

Brainbox Research



**Research Report No
DCSF-RR188**

Teachers TV
Annual Review 2009

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ISBN 978 1 84775 615 2

January 2010

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Executive Summary

This report is the Annual Review of the performance of Teachers TV in year one of its new framework period to 2013. It has been produced by Brainbox Research using our knowledge and experience of the education sector, through a specific literature review of the current academic understanding of continuing professional development (CPD) for education professionals, and from the body of Teachers TV research for year one of the framework. The research body included the termly quantitative impact studies undertaken by Ipsos MORI, the Counterpoint qualitative segmentation and the subsequent Ipsos Mori quantification, the Virgin Media Red Button survey of Digital TV users, the Television Research Partnership media measurement information, and the Ipsos MORI qualitative impact study.

Our review of the current academic context for CPD in education uncovered several relevant trends. The first was in what is termed 'new professionalism' which identifies the changing role of teachers as autonomous professionals who take an active role in improving schools. One of the characteristics of this type of professional was a commitment to CPD and generating new knowledge. Further trends in educational professional development were identified as being 'glocalisation', or the adaptation of a global process to reflect local needs, mentoring to increase competence and confidence, re-thinking teacher evaluation so as to adopt a collaborative approach, and collaborative development.

Characteristics for effective CPD for teachers were identified as being planned over a period of time, embedded in a classroom context, involving colleagues in collaborative learning, and including time to focus on how ideas and activities can be adapted for use in their own teaching.

Implications of the current context for Teachers TV were identified as the service potentially playing a greater role in planning and personalising CPD, a greater demand for CPD amongst heads and leaders, greater tailoring at individual and school level, and the opportunity to further develop collaborative approaches to CPD.

Our analysis of the Teachers TV research output for the year indicated that the service had performed well in the delivery of its core educational outcome. Its role in improving the quality of teaching directly contributes to raising the standards of schools and young people's achievements. The qualitative evidence suggests that teachers take inspiration and gain insight from the service across both its platforms, and for some users, it has become an integral part of their professional life. The wider educational outcomes for the service are for the most part met, with some more evidence required in areas including assisting teachers in actively managing their time and careers, in encouraging schools to offer pupils greater choice, and in engaging and involving parents in their children's learning.

It is more difficult to provide evidence for the service meeting its key performance indicator targets. The service did exceed the bonus threshold for all seven of the impact measures but failed to achieve the upper target levels for any of the measures. The trend is one of declining impact, however some of this pattern is attributed to a change in attitudes measured from governors. All upper targets are exceeded for trainee teachers, and four are exceeded for teaching assistants - these are in improving their teaching skills, helping them to save time, in improving access to classroom resources and in supporting communities of practice. There is evidence that motivated trainees engage with Teacher TV during their studies and use it as part of their training. It is more embedded in their professional training than it is in the professional development of teachers. The role of teaching assistant is increasingly professionalised, with higher level teaching assistants requiring qualifications to Level 3. It is possible that the service is being used as a training resource, and as their role has developed and become increasingly specialised, the need for relevant resources to assist and lead lessons has become greater.

The majority of users access via a digital TV service, however overall the users accessing Teachers TV via broadband rated it more highly in areas including time saving, providing new ideas, improving teaching skills, and providing or pointing to classroom resources. Consistent through the research is the theme that the audience who use the Teachers TV online service have a better, more rewarding experience.

Weekly reach targets aim for incremental growth, and have been set for year one at 148,000 users watching for a continuous period of five minutes or more. The actual year one reach figure achieved was 8.78% below the target at 135,000. Whilst the trend for weekly reach was downwards during the year, this decline was mostly attributable to the TV service, and web reach figures increased. There was a large downwards trend during the year for users who access both services.

The Virgin Media Red Button survey indicated that 62% of the TV viewing audience for Teachers TV were outside the target audience. We have, however, recalculated this figure so that the users are defined by their relationship with education. This reanalysis suggested that only 27% of users were apparently unconnected to education. Nearly half (48%) the audience were employed in education, whilst a further 27% are connected to education.

Of the target for the overall service the Ipsos MORI research indicated that 17% have no experience of Teachers TV, although this figure might be higher as respondents are part of a dedicated research panel. By far the majority have some experience of Teachers TV, although only nine percent report their use to be regular. It is viewed more often by trainees and teaching assistants.

User segmentation revealed that the most loyal Teachers TV users represent the second largest segment. These are power users of the service who access through both platforms depending on the type of content they are using - they will go online for specific use and use TV for browsing. They represent 32% of users who ever access Teacher TV, and they are passionate about the service and have an excellent understanding of its offer. The largest segment - characterised as reluctant dippers - represent 35% of users, and access occasionally and randomly. They show little commitment to Teachers TV and have a poor understanding of the extent of the online offer.

Motivations to using teachers TV were identified as being: to search for specific resources; to relax; to use a unique, expert and relevant practical resource; to see other teachers teach; to keep up-to-date; to be inspired; and to access classroom resources. The most common reasons were to keep up-to-date with issues in education, and to find out about a specific issues of relevance.

Benefits of using Teachers TV were identified as: keeping up-to-date; inspiration and motivation; use of a trusted, informative and relevant resource; learning from other teachers; and the additional benefits brought through regular use which makes the user experience more rewarding.

Barriers to the use, and the full and effective use, of Teachers TV were identified as: having other pressures in the classroom or at work; the lack of a formal approach to Teachers TV and CPD in school; awareness of the service; lack of understanding of the complete service offer; making the link between Teachers TV and CDP; the breadth of content; and problems with technology.

Whilst the TV service is increasingly irrelevant to some users, many still highly value it because of the comfort and relaxation that the viewing environment provides. Many use both platforms for their viewing depending on their needs and situation, although the number who do so is reducing. An ideal route for migrating users to the web would be through taking a

benefits-led approach by promoting increased functionality and resources. Issues around search engine optimisation are possibly preventing resource-driven users from finding the site.

There are many opportunities for Teachers TV identified in the research and through our subsequent analysis. These are classified as: CPD trend opportunities, such as providing more local school-based functionality to the site and opportunities for collaborative learning; school-based opportunities, such as champions and printed guides; web-based opportunities such as improved navigation and content recommendations, and policy-based opportunities, such as providing resources for the new Masters in Teaching and Learning, and sections for parents to understand more about the proposed Parents' Guarantee.

2. Background and Methods

Teachers TV is an innovative multi-platform service, designed to support the people who work in schools and to improve standards in schools in England. Its programming provides a service to help head teachers, teachers, governors, teaching assistants, trainee teachers, teacher trainers and school support staff deliver education to the highest possible standard. The service offers direct access to professional development materials, information, news and teaching resources to people who work in schools.

The service is funded by the Department for Children, Schools and Families, but is operated by a third-party supplier and is editorially independent of the Department. In 2008 the Department re-commissioned Education Digital for a further 5 years, to 2013, to deliver Teachers TV. Each year the Department establishes key performance indicators (KPIs) against which it can assess the performance of the service supplier. This assessment determines the level of the annual performance bonus that the supplier will be awarded.

The Department for Children, Schools and Families contracted Brainbox Research to review the outputs of the body of research from the year and produce an annual review. The research reports and PowerPoint presentations provided for review were:

- The monthly reports on Education in Media produced by Synovate;
- The monthly commentaries on service reach and consumption produced by the Television Research Partnership;
- Website measurement data (including the use of streamed and downloaded video files) produced by the Teachers TV supplier and audited by ABCe;
- Termly impact reports on the Teachers TV panel produced by Ipsos MORI;
- An interactive TV survey;
- Qualitative audience segmentation undertaken by Counterpoint Research;
- Quantification of the segmentation undertaken by Ipsos MORI;
- The annual Impact study undertaken by Ipsos MORI.

Brainbox used five different approaches to providing the service:

- A critical review the research provided;
- A literature review of the evidence around Continuing Professional Development (CPD) for teachers, and also around any of the key themes that emerged from focus group evidence;
- Synthesis of the evidence from the different sources provided;
- A review of the evidence base;
- Benchmarking the results against practitioners' use of other resources where information could be obtained;
- Interpretation and presentation of the results in the wider educational context.

3. Education Context

A review of the research literature using terms “teacher” and “continuing professional development” yielded 79 articles. Abstracts were reviewed, and a total of 14 relevant articles were identified, and of these, seven have been included in this summary of current research in CPD for teachers. We have also included relevant peer-reviewed reports and white papers identified from a search of open access documents from government and professional body websites. While this does not form a systematic literature review, it highlights some of the current debates and directions in the area.

Trends in educational professionalism and professional development

Kennedy (2007) discusses the “new professionalism” in teaching, which identifies the changing role of teachers as autonomous professionals who take a more active role in improving schools. She identifies common features of new professionalism as:

- commitment to learner-centred practice;
- clarity about the moral and social purpose of teaching;
- commitment to evidence-informed teaching and learning, and to critical reflection of practice;
- discretionary judgement exercised as an individual professional as a professional group;
- collegiality and collaboration with colleagues within and outside of the profession, and with pupils and parents;
- commitment to CPD and to generating new knowledge.

We identified four further trends in educational professional development from the educational academic literature. The first three of these are summarised by Collinson et al. (2009).

Glocalisation is a term that refers to a method, process or product available globally that is adapted or applied in a way that reflects local needs, such as local values, norms, cultures or resources. In education, a curriculum may be based on universal concepts, but teachers and teaching resources may reflect local examples and problems.

Mentoring can be a formal or informal process by which an experienced member of staff shares their knowledge and experience with a new colleague. In education, novice teachers typically enter an induction programme which aims to increase their confidence and competence. It creates a link between their teacher training and later continuous professional development.

Re-thinking teacher evaluation is the movement away from evaluation of teaching being based on gaining approval of teaching skills from colleagues to a collaborative approach to evaluating students' learning experience, and exploring how to further enhance teaching techniques.

Collaborative development is the fourth of the trends, which is a recognition of the value of shared learning with colleagues, and the role of school-wide CPD that can tackle generic as well as domain/subject-specific learning.

What are the characteristics of effective CPD for teachers?

Harrison et al (2008) summarise the evidence-based characteristics of effective CPD in education:

- teachers should be engaged in collaborative long-term development relating to their own teaching and their students' learning;
- these explorations should be framed in problem-based contexts;
- teachers should be enabled to see issues embedded in real classroom contexts by reflection and discussion with colleagues about how they teach and examine;
- teachers should be able to focus on their own curriculum and have time to identify what they need to do to adapt their existing materials and approach.

Harrison et al stress the need for teachers to work collaboratively, and to gain skills in collecting, sharing and reflecting on evidence about good teaching practice.

They define an accomplished teacher as one who applies three different types of knowledge:

- general pedagogical knowledge - knowledge of teaching and learning;
- subject matter knowledge - knowledge of facts, concepts and procedures within a particular domain;
- pedagogical content knowledge - teaching and learning of a particular subject or domain, knowing how students learn within that domain, knowing the common difficulties and misperceptions and applying this knowledge to teach and learn within that domain.

Harrison et al. describe a CPD programme that aims to:

- help teachers gain awareness of the need to stimulate and support students in their learning activities;
- introduce teachers to central ideas within their subject and a range of activities and techniques they can use to teach their subject;
- encourage teachers to customise these activities to their own needs and to implement them effectively;
- help teachers to evidence the improvement in their knowledge and skills and to use this in a portfolio that demonstrates their accomplished teaching;
- facilitate meetings where teachers could discuss and reflect on the documented practice, presenting evidence of their changing practice.

They found that: the programme presented opportunities for reflection and learning; that teachers found the evidence-based approach to CPD difficult and cited time constraints and lack of acceptance from colleagues as barriers, but they later gained confidence; and that building a portfolio of evidence provided a further opportunity for reflection, discussion and learning.

Hanley et al. (2008) identified four themes that are fundamental to a successful CPD programme:

- establishing a shared vision of the programme goals and outcomes, and regularly reviewing these goals;
- incorporating flexibility into the programme;
- negotiating a common understanding with all the participants in terms of the purpose and the process of CPD;
- ensuring fruitful collaboration and communication in planning and implementing the CPD programme.

The importance of viewing CPD as a means of ongoing learning rather than simply one-off activities to increase knowledge was highlighted by Webster Wright (2009). There is a recognition of the need for schools to become learning communities which support teacher development, but also an awareness that a move towards requiring teachers to produce individual portfolios (as in Scotland) can create a perception amongst teachers that CPD is an individual rather than a collaborative activity (Kennedy et al., 2008).

Professional learning occurs most effectively when it is situated within a community that supports learning. Watson and Manning (2008) highlight how important it is that teachers perceive their CPD programme meets their needs, and that they also receive support from the school (the head and senior managers, the Department and colleagues). Only when these two conditions are met are they likely to transfer what they learn into the classroom.

International approaches to CPD

Collinson et al. (2009) also discuss the approach to CPD for teachers taken by several different countries. They describe Scotland's 2001 policy linking teaching preparation, mentoring and CPD as being a particularly cohesive career-long learning policy. CPD is integrated into a teacher's life through a balance of individually directed learning, formal courses, and school-based activities. Teachers must undertake 35 hours of CPD per year, take part in an annual professional review, and maintain a professional portfolio. The McCrone agreement specifies a set of standards that teachers are required to achieve at different stages of their career - Standard for Initial Teacher Education, Standard for Full Registration, Standard for Chartered Teacher, Standard for Headship.

The importance of the altruistic nature of teaching in motivating teachers to undertake CPD was highlighted by Tang and Choi (2009). In their study of Hong Kong teachers they identified that commitment to the moral purposes of teaching was important in teachers' self-directed CPD, and that schools could facilitate CPD by implementing structures and processes around CPD activities.

Current Changes to the educational system that will impact on CPD requirements and opportunities

The white paper - 21st Century Schools - makes several commitments that will require teachers to engage in CPD

- The range of qualifications available to young people is being expanded to include diplomas and Apprenticeships (the 14-19 reform).
- There will be greater emphasis on teaching children in a way that meets their needs.

- A new more flexible primary school curriculum will be introduced from 2011 and a new secondary school curriculum in 2010.
- Schools will be encouraged to work in partnership with other organisations such as other schools, school improvement partners, and children's trusts.
- Parents will have a stronger voice in improving the education system, and will be encouraged to engage with the schools and become more involved in their children's education.
- Specifically, Chapter 6 of the white paper identifies the need for a well-led, highly skilled, motivated and effectively deployed workforce. A new Masters in Teaching and Learning will be introduced which teachers will be encouraged to work towards. There will be a renewable "licence to teach" linked to a new professional development entitlement for teachers. Teachers will have to demonstrate periodically that their professional practice and development meets the standards required, and they have access to development support. This will be implemented for new teachers and those returning to the profession.
- There will also be a greater expectation that support staff will get development support, and they will all work towards gaining a Level 3 qualification.
- Governors will take a stronger role in challenging the school's leadership, and will be provided with training to help them fulfill their role.
- The paper highlights that schools need to deal with the challenges of the 21st century, including a changing global economy, a changing society, rapid technological innovation and a changing planet.

Newly qualified teachers have an induction period that lasts three school terms. Following this, teachers are expected to take CPD through their Early Professional Development (EPD). This aims to prepare teachers to take on additional responsibility, expands their subject knowledge and pedagogy and their skills in behaviour management, and ensures their first experience of performance management builds consistently on their induction.

The Training and Development Agency for Schools has identified national priorities for teachers' CPD between 2007 and 2010:

Pedagogy includes behaviour management, subject knowledge, and supporting curriculum change.

Personalisation covers equality and diversity, and special educational needs and disability.

People covers working with other professionals, and school leadership.

The General Teaching Council for England is the professional body for teachers.

Becta's report on Enabling Next Generational Learning identifies several ways that schools can improve their use of technology to enhance children's learning experience. Schools will be supported to improve their IT infrastructure and to use technology in planning and delivering learning. Learning can then have a greater choice over their education, such as the pace and time they learn, the subjects they tackle, and the teaching approach they engage with. An enhanced technological platform will be used to encourage parents to engage with the school, e.g. through accessing information about their child's behaviour, progress and special educational needs.

How does this relate to Teachers TV?

1. Teachers will have a greater awareness and acceptance of, and enthusiasm for CPD. They will understand the benefits and actively engage in planning their own CPD. Teachers TV could play an important role in helping teachers plan a personal CPD programme. This would be more effective than the current typical user that views as a one-off activity.
2. There will be a greater demand from heads and senior managers for CPD around leadership, and the demand from governors will also increase.
3. The new Masters in Teaching and Learning may have a negotiated learning component in which teachers and their university lecturers agree a CPD activity. Teachers TV could provide an ideal basis for this.
4. The trends for glocalisation and collaborative learning suggests that Teachers TV could deliver national curriculum programmes, which teachers within a department, school, or area could work together to identify ways of tailoring the information or activities so they address local problems or events. Teachers TV has tremendous scope to be used in collaborative learning.
5. Teachers TV can meet the need for contextualising learning by showing more classroom situations.
6. The evidence base shows that effective CPD needs to be flexible and the learners need to share a vision of what they are trying to achieve, and to have support in putting things into practice. Teachers TV can meet all these requirements. It is inherently flexible, can be used in small groups or on a whole-school basis, and can be aimed at managers and leaders.
7. Teachers TV can be used to deliver the CPD priorities identified by the Training and Development Agency for Schools, namely pedagogy, personalisation of learning, and working with other professionals. Similarly, the 14-19 reform will require CPD for teachers to help them break down the barriers between schools, Further Education providers, and the workplace, and Teachers TV could deliver programmes to help them achieve this.
8. The 21st Century Schools white paper recognises that parents make a critical contribution to their children's success at school. Evidence from the Virgin Media survey, discussed later in this report, demonstrates that a significant proportion of the TV audience are parents. Teachers TV could be used to communicate with parents, inspire them and encourage them to engage in a partnership with schools to benefit their children's education.
9. The improved technological infrastructure that is planned for schools will facilitate web-based activities around Teachers TV as part of an ongoing CPD programme for individuals and groups.

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4. Results

The results of our research review are presented in three sections. The first section explores performance measures against targets including the service's key performance measures and educational outcomes, the second section discusses who uses Teachers TV, their reasons for using it and the barriers to use they experience, and the third section looks at trends and patterns of use.

Performance measures

In order to provide an evaluation of the success of the Teachers TV service we have examined its achievements against performance measures as defined in the Revised Performance Management Framework. The areas of measurement covered in this section from the data made available are the impact and quality Key Performance Indicators (KPIs), the consumption and reach KPIs, and the educational outcomes.

Educational outcomes

Educational outcomes are set by the Department of Children, Schools and Families to give an indication of where Teachers TV should focus its commissioning and acquisitions strategy. In order to assess the channel's success in achieving these outcomes, Brainbox has reviewed the cognate evidence available in the body of the research for the year, and also included information from the channel provider's own audit of content. It is our assessment that the educational outcomes are met in most areas, with further evidence required for the wider outcome bulleted below:

- To assist teachers and school workers in actively managing their time and careers;
- To encourage schools to offer all pupils greater choice;
- To encourage schools to engage and involve parents in their children's learning.

To help raise standards of children and young people's achievement

The Rose recommendations for a new primary curriculum (DCSF, 2009) assert that the quality of the education system and of a curriculum is incapable of exceeding the quality of its teachers. Current academic thinking points to the quality of the teacher being paramount, and that investment in teacher development is the most cost-effective route to raising achievement. Any service that is used to support excellence in the classroom through the provision of resources and through professional support for the practice of teaching goes some way to meeting the outcome of raising standards of achievement in children and young people. There is evidence in the qualitative data collected that teachers take inspiration and insight from the service when it is used, and it adds even more value to educational achievement when its full potential is maximised through wider use of web resources. That teaching assistants and trainee teachers feel that they benefit considerably from Teachers TV is further evidence for meeting this outcome. Teaching assistants have an increasingly important role in the classroom which is set to be consolidated through further professional training requirements to Level 3. Their contribution to children and young people's achievement is vital. Higher-level teaching assistants will often lead lessons and there is evidence that schools are able to reallocate teaching resources effectively through the effective use of teaching assistants. Trainee teachers bring the latest pedagogical insights into the classroom that are informed by academic staff who are often at the forefront of educational research, and this group seem to welcome the contribution Teachers TV.

The channel also has a focus on providing teachers with functional classroom skills and subject-specific content. The mean programme attribute scores in the quantitative impact study over two terms for programmes that improve skills are healthy at 6.56, and an even healthier 7.02 for keeping practitioners up-to-date with good practice. The qualitative Spring 2009 impact study identified the opportunity to provide more supporting content for non-traditional subject such as PSHE (which is set to become compulsory in all schools), and Teachers TV could develop to be at the vanguard of the provision of resources in these areas, and so drive more users to the web service.

The service provider's audit for programming supporting this outcome demonstrates that 87% of commissioned programmes and 96% of acquired programmes supported this core outcome.

Wider outcomes

To provide CPD for people who work in schools

There is evidence that Teachers TV's most high profile role is as a provider of CPD for school practitioners. Quantitative data collected during the impact studies, however, demonstrate that the Teachers TV panel do not perceive the service to play an important role in their CPD, or in inspiring them to undertake additional CPD. In the Spring 2009 term, the mean KPI scores for Teachers TV playing an important part in their own CPD or in-service training is 4.35 and for inspiration to undertake additional CPD it is 4.06. The score for inspiring respondents in their role is slightly higher at 4.91. Evidence in the qualitative data that supports these figures: teachers are often inspired by the content they come across on the site, but most are unlikely to see it as a formal CPD aid. On the other hand, trainee teachers and Teaching Assistants are again high valuers of the service in its role as CPD providers.

The Ipsos MORI impact score for the question relating to the service delivering targeted training to people in respondents' schools or on their courses increased over the course of the year by 0.08. This demonstrates a slight increase in the perceived relevance of the service in delivering professional development. In addition nearly two fifths (42%) of users with a say over staff training use or are likely to use the site.

Respondents to the panel research indicate that they perceive CPD content to be the least important content type, and only 20% of respondents had ever viewed CPD-related material. However, the Ipsos MORI qualitative impact study uncovers confusion over formal CPD which is a role requirement and individually-led personal development which is much more informal. The study indicates that teachers do recognise and value the role that Teachers TV plays in their informal professional development, however they are less clear about its role in their formal CPD. Because of this, there is perhaps a decision to be made about whether this outcome should focus on formal or general professional development.

The service provider programming audit indicates that 71% of commissioned programmes and 59% of acquired programmes supported this outcome.

To assist teachers and school workers in actively managing their time and careers

The KPI score for helping teachers save time is consistently lower than the overall mean. The service does not meet the upper target in this category although it does exceed the bonus threshold target. However, this target is met for trainee teachers and teaching assistants, indicating that this outcome is met for these segments.

The Ipsos MORI impact studies indicate a slight improvement over the year on responses to statements relating to helping to save the school and workforce time. The score for the Summer 2008 term was 4.39, which by the Spring 2009 term had increased to 4.45.

The channel provider's audit indicates that 27% of commissioned programmes supported this outcome.

To encourage schools to offer all pupils greater choice

Choice in terms of the broad content of the channel is offered by Teachers TV. In addition, the functionality of the online service allows teachers to present subject materials to children and young people in new and arguably more stimulating formats.

The service provider's audit indicates that 17% of commissioned programmes and 4% of acquired programmes supported this outcome.

To support schools to give every child the opportunity to fulfil their potential

The service offers support to schools in terms of the content offered. In giving information and ideas and examples of best practice, teachers and other practitioners are supported in developing additional skills so that the student experience is improved. The most viewed content type is the observation of other teachers and pupils at work, which indicates that value is placed on the opportunity to learn from peers to make the overall teaching experience more rewarding for pupils. This is supported in qualitative studies that indicate that the opportunity - or guilty pleasure - of watching others teach is valued by users of the site. Every Child Matters-related programming is viewed most by teaching assistants, governors and trainees, indicating that the service plays a role in supporting the policy on focusing on each child as an individual. SEN-related content has also been viewed by nine percent of the respondents to the Ipsos MORI impact study. Teaching assistants are the biggest audience for SEN programmes. This is an excellent outcome, as Teaching Assistants have a specialised role in providing additional support to children with special educational needs. Teaching assistants also represent a good proportion of the audience for Every Child Matters Programming.

The service provider's audit indicates that 39% of commissioned programmes and 22% of acquired programmes supported this outcome.

To support school improvement

Any content that improves professional practice in schools supports the overall improvement of the school. The broad content of the site covers areas that would contribute to improvement in the overall school experience for children and young people, such as programmes exploring with issues around discipline. Indeed, behavioural programmes seem to be popular amongst most segments of the audience.

That the site provides content for school leaders and governors is key to its role in supporting overall school improvement is evident in the programme content. Governors and heads generally rate the site less favourably than teachers, trainees and teaching assistants on measures against KPIs. On the other hand, more heads than any other group receive emails about programme content, showing a commitment to keeping up-to-date with its offer. Heads are the group least likely to have visited the website, yet they are more likely than any other group to have viewed the service within the school environment, and they are more likely than any other group to report that Teachers TV has directly influenced something they have done in school.

Programmes on performance management and school improvement appear popular with heads - 18% have viewed these programme types, and 27% have watched 'From Good to Outstanding', and nearly a fifth of governors have watched School Matters programmes. Viewers of school improvement programming generally have or intend to take action as a result of their viewing. This demonstrates the effectiveness of the service in providing support for school improvement.

The service provider's audit indicates that 59% of commissioned programmes and two percent of acquired programmes supported this outcome.

To encourage schools to engage and involve parents in their children's learning

We have found that parents are a key audience for Teachers TV, representing 16% of the viewers in the Virgin Media red button survey. It is possible that the content of the channel contributes to parental education and consequently their engagement with the school and their child's education, but the current body of research does not uncover evidence of the service's influence in school engagement with parents. We recommend that in order to gauge performance against this outcome, specific questions about parental engagement are included in the next round of research. This is more important since the publication of the Rose recommendations, which stress the theme of parental engagement so that similar values and expectations are established in the home and the school environment in order to ensure that each child thrives. The recent White Paper proposals for a Parent Guarantee will establish parental involvement in the school and its success as being even more formal.

The service provider's audit indicates that six percent of commissioned programmes and two percent of acquired programmes supported this outcome.

To maximise the value and use of new technology

Teachers TV offers education practitioners excellent functionality to both view the programmes and to stream them in class or download them and adapt them to their own use. Some practitioners reported change fatigue with regard to technology in the school environment, having adapted to what they report to be considerable technology changes in their professional lives. This was a relatively consistent finding, even amongst practitioners who were comfortable with technology in their home lives. Where there are power users of Teachers TV, who are web savvy and comfortable with a range of uses of technology, the service seems to offer a richer user experience, which has the potential to enrich the classroom experience. There are groups of users who value the mix of broadband and television, and other groups who maximise the ability digital service providers give them to record and store their programmes preferences. Users generally are yet to recognise the full value of the site, and they could be encouraged to explore its functionality and the opportunity it offers them to use the content in the classroom context.

The Ipsos MORI Impact Study reports that 55% of users had downloaded a clip - this is the most popular reason for visiting - and 31% had streamed a clip, although regular use of the website is low: only eight percent are weekly users. Web 2.0-type use of the site is low, with few users rating content or leaving reviews or comments.

The channel provider's audit indicates that 12% of commissioned programmes support this outcome.

To support the Departments' educational priorities

In its provision of professional resources to education practitioners, the service supports the Department's five-year strategy particularly in the support of school leadership, the support for the professionalism of the workforce and its support for trainee teachers. Teachers TV where it is used and valued also supports practitioners in the delivery of better outcomes for children through the provision of teaching resources and professional development.

The channel provider's audit indicates that 66% of commissioned programmes and 35% of acquired programmes support this outcome.

Key Impact Measures

Seven key outcomes have been set for the Teachers TV service which measure the impact achieved amongst the target audience who are service users, and the quality of the service. Quantitative data collected by Ipsos MORI on a termly basis measure the extent to which the service achieves these outcomes. Respondents who were part of a research panel were asked on a scale of one to ten the extent to which Teachers TV meets each of the outcomes, where one is not at all and ten is fully. Figure 1 shows the overall performance against KPIs since Spring 2008, and clearly shows a dip over the course of the year between the Autumn and Summer terms which does not recover in Spring 2009. Ipsos MORI attribute the dip to the change in governor panel members, for whom the service seemed to have less impact.

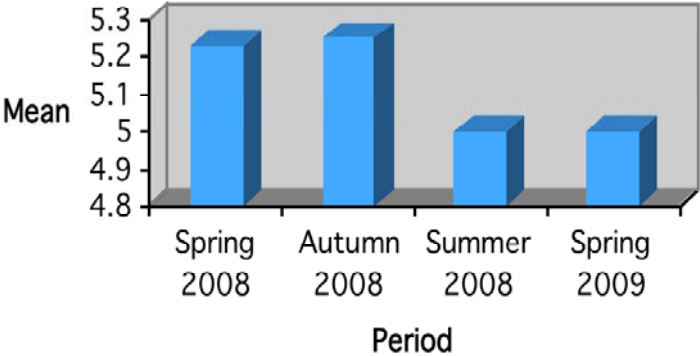


Figure 1 - Overall measure of the key impact statements for the Teachers TV service

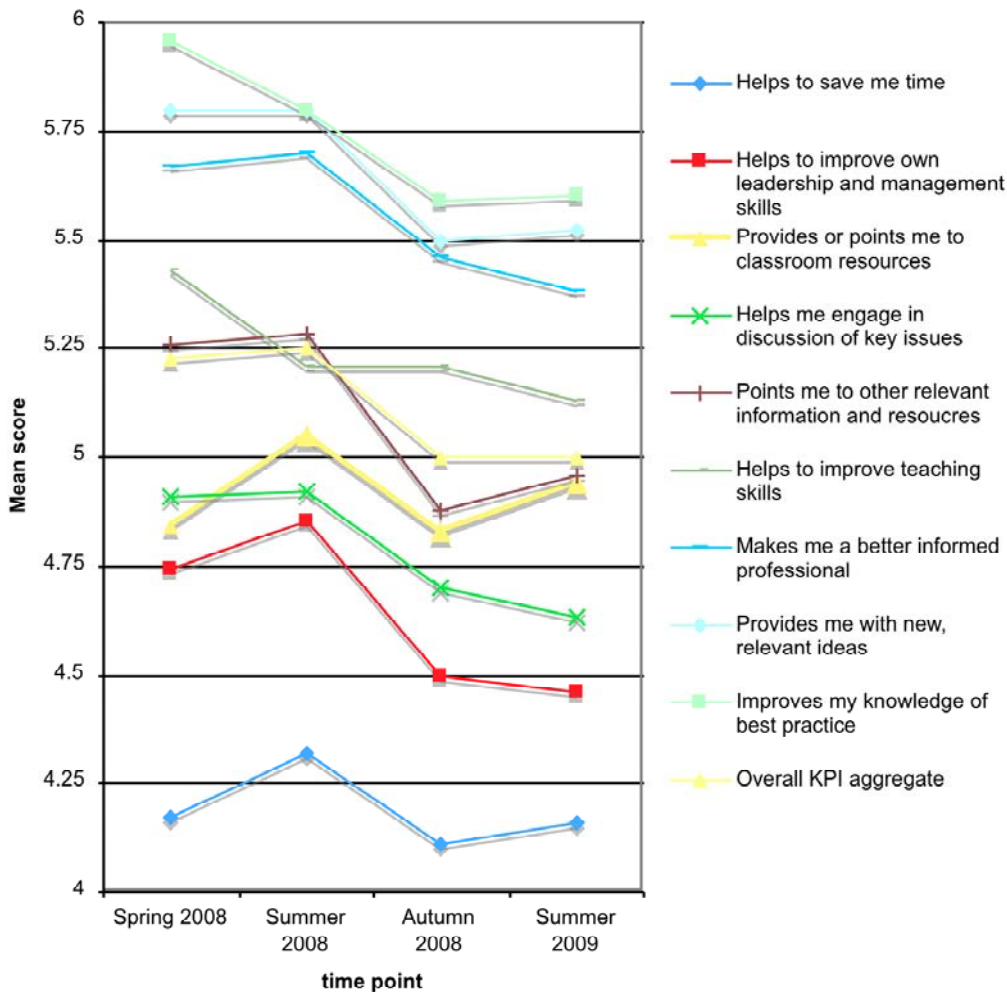


Figure 2 - Movement of the performance of the key impact statements over the year 2008-9

Figure 2 shows the movement of the mean score for the key impact statements over the year 2008-9. It is clear that the overall trend is one of fluctuation over year, with an overall decline. There is a slight recovery for some KPI statements between Autumn 2008 and Summer 2009. Some of this decline has been attributed to the change in the sample of governors on the Ipsos MORI panel research (the overall drop is heavily influenced by lower ratings given by governors in Autumn and Spring) which drop for all KPIs. The best performing statements relate to improving users' knowledge of best practice, providing new and relevant ideas, and making users better informed professionals. The statement referring to teaching skills performs better than the statements about improving leadership and management skills. The weakest performing statement over the year is 'helps to save me time', suggesting that education practitioners don't see the service as one that can help them be more efficient as professionals, or one that can provide time-saving resources. This is likely to be because of a lack of understanding of the full Teachers TV offer, and because the majority of users are spending time watching the TV-based service, which has inferior functionality and fewer access to resources, whilst seeming to meet their needs for relaxation and comfort. In general, trainee teachers give consistently and significantly higher scores for all KPIs than all other groups. There are no statistically significant differences between KPI scores for the summer term from Spring 2008 to Summer 2008. In the Autumn 2008 term mean scores drop for all KPIs. Users in roles other than that of governor offer significantly lower scores for 'provides or points me to classroom resources' and 'points me to relevant resources'. This

would indicate that users are not seeing Teachers TV as a teaching resource in its own right. This is reasserted in the Ipsos MORI qualitative research, which suggests that mid-career teachers see Teachers TV as a development resource rather than a teaching resource. The point is made that a simple Google search for 'teaching resources' does not return Teachers TV as a good match, we found that this search does return a range of alternative sites such as Sparklebox, primaryresources.co.uk and tes.co.uk.

For some KPI statements, broadband user KPI scores are significantly better than TV users in the Autumn 2008 term. These areas are:

- Helps to save me time
- Provides me with new ideas relevant to my role
- Helps to improve my teaching skills
- Provides or points me to classroom resources

In the Spring 2009 term broadband users rate the service significantly higher is for the KPIs:

- Helps to improve my teaching skills
- Provides me with new ideas and knowledge of best practice
- Provides or points me to classroom resources

There is a clear theme running through the body of research that users of the web service, whether that use solely of the web or in combination with the TV service, recognise and to some degree benefit more from the whole Teachers TV offer.

KPI movement by job role

Figure 3 shows the change in KPI scores by job role over the year. At the close of the year the ratings had declined for governors, improved slightly for trainees and teaching assistants, but declined for teachers and heads. Trainees continue to benefit strongly from the service, whilst heads and teachers have found the content less valuable as the year progressed. The 2009 White Paper proposes formalising the role and responsibility for governors, which will probably result in an increased need for role-related information, context and development. This presents an opportunity for Teachers TV to better meet their needs.

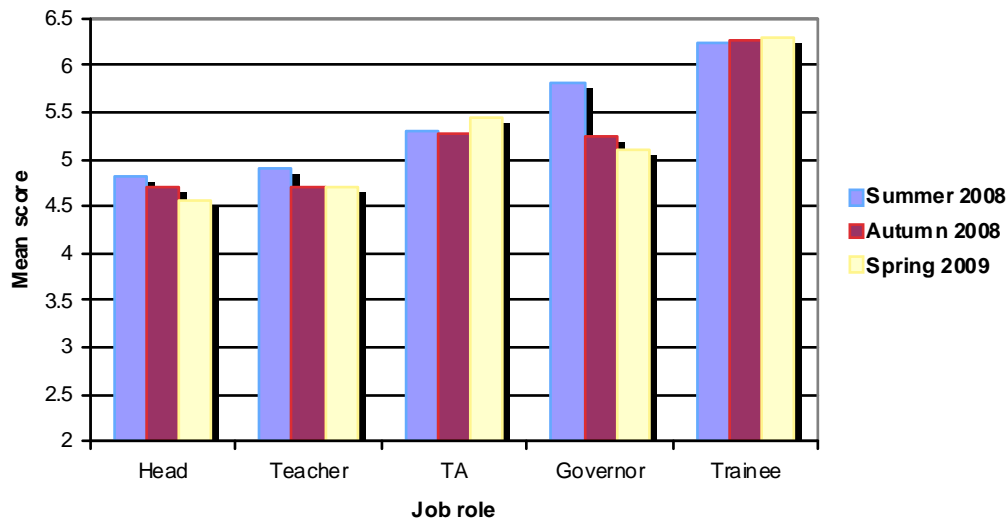


Figure 3 - KPI movement by job role for the year 2008-9.

Each outcome was assessed against how it had met its KPI target. The result of the analysis is shown in Figure 4 below. It is evident that from a purely quantitative perspective, the service has not reached the higher bonus level impact KPI targets set at the beginning of the year, although it has exceeded the lower bonus threshold in all areas. The research strongly indicates that the reason for this is the reticence of the target audience to fully engage with the web service. The research body indicates that this is because they are unaware of the full service offering on the online version of Teachers TV and are confused about the overall Teachers TV brand.

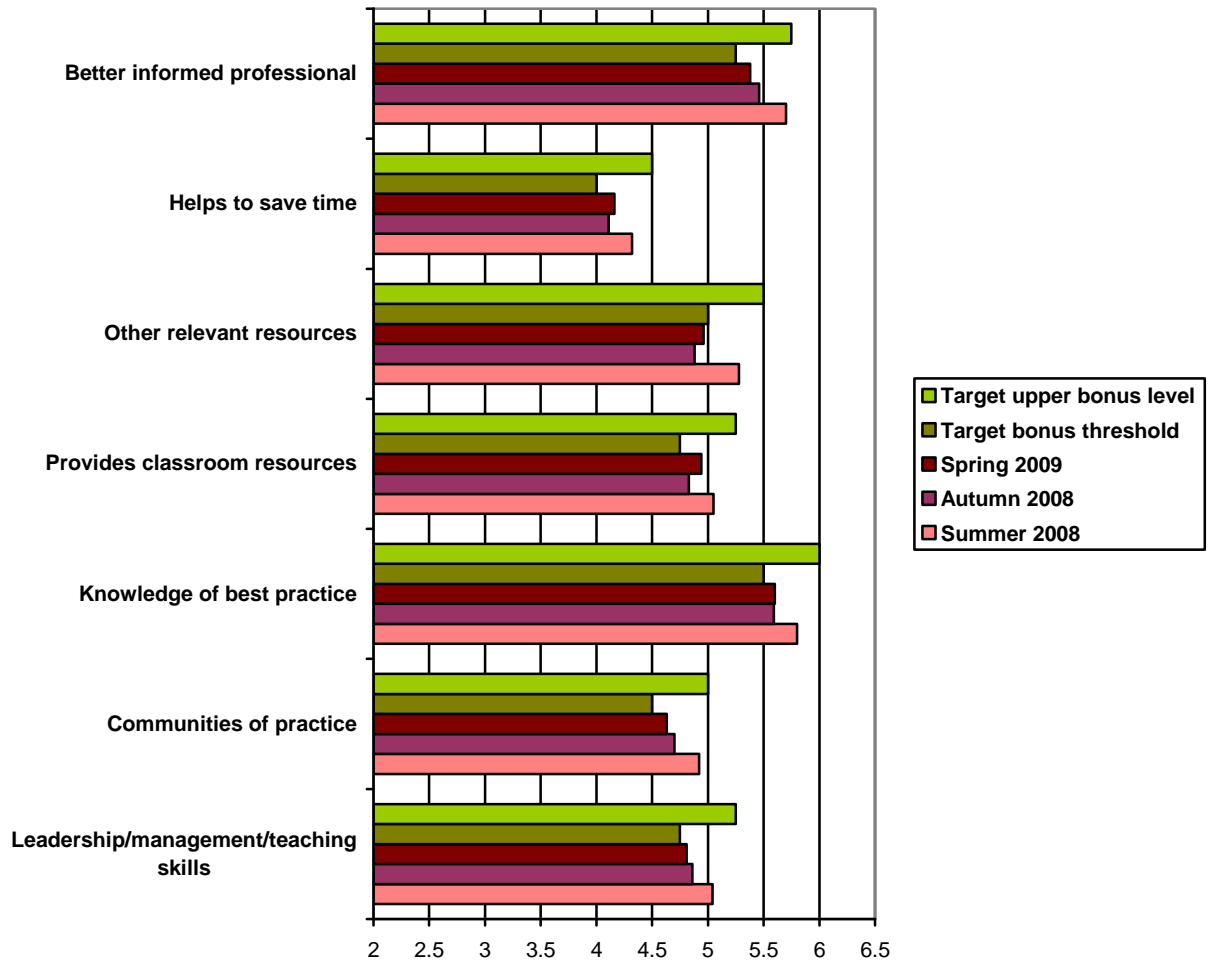


Figure 4 - Performance of KPIs over the year 2008-9.

Analysis by role

Data from the impact study Spring 2009 were analysed by job role in order to identify which, if any, of the impact KPIs performed to target for subsets of the target audience. This analysis demonstrates that in all areas, the KPI targets were exceeded for trainee teachers and in some they were exceeded for teaching assistants. It is likely that motivated trainees are engaged with Teachers TV and use it as part of their training, and there is evidence that it is recommended as a resource in the academic setting. It is more embedded in their professional training than for teachers, so their use of the service is broader, more in-depth, and therefore more rewarding.

The areas where the KPI targets have been exceeded for teaching assistants are in helping them improve their teaching skills, in helping them to save time and in improving access to classroom resources and in supporting communities of practice. The role of teaching assistant is increasingly professionalised, with Teaching Assistant Level 2 to higher level teaching assistants demanding NVQ Level 2/3 qualifications. It is possible that the Teachers TV service is being used as a training resource for teaching assistants and as their role has developed, and increasingly specialised, the need for relevant resources to assist and lead lessons has become greater for this group. Figure 5 shows the performance against target for each KPI by job role for Spring 2009.

Figure 5 - The performance against KPIs by job role for the year 2008-9.

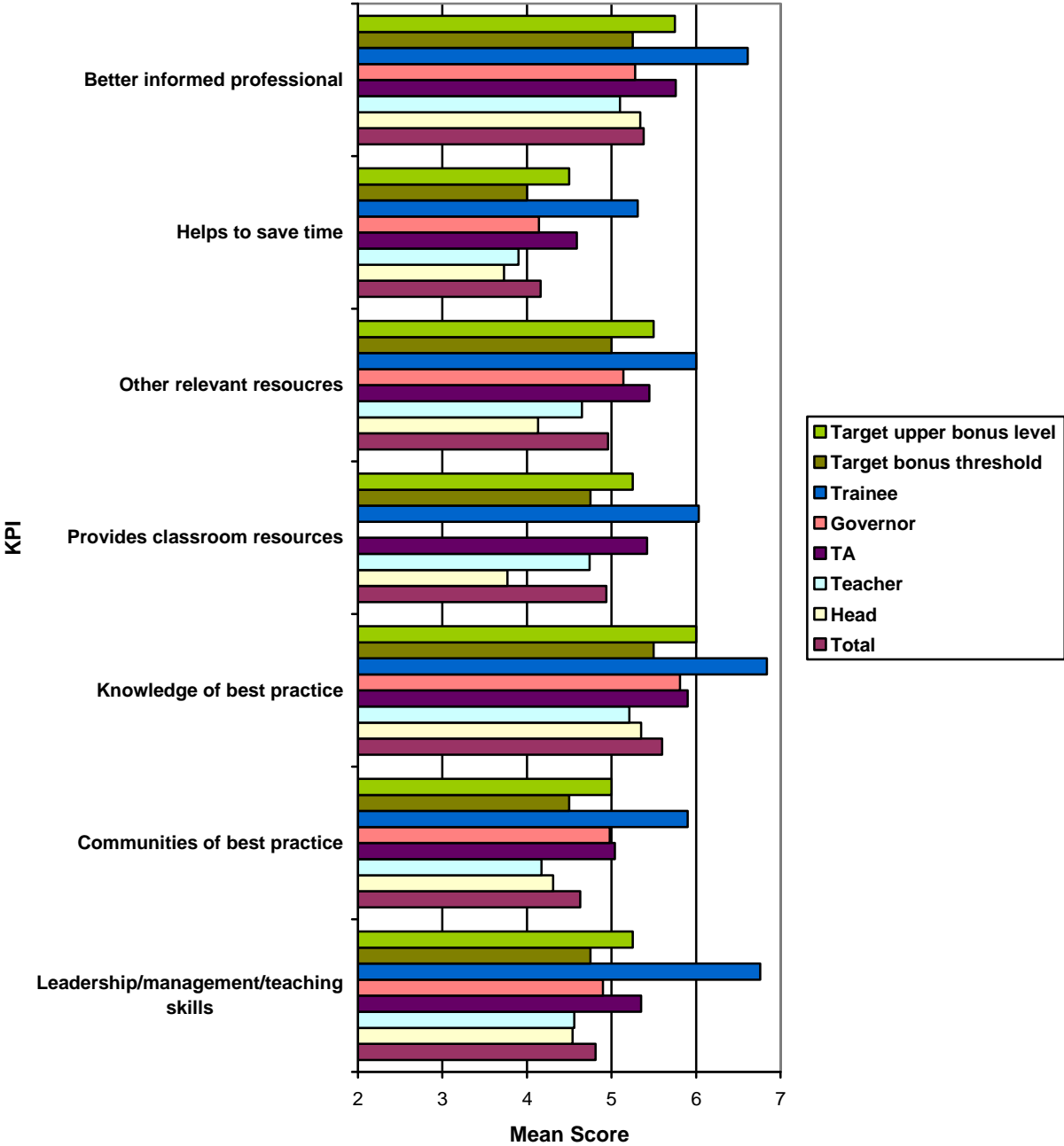


Figure 6 - The performance against KPIs by job role for the year 2008-9.

Individual impact KPIs

The following figures show the general downward trend of most of the seven KPIs over the framework year.

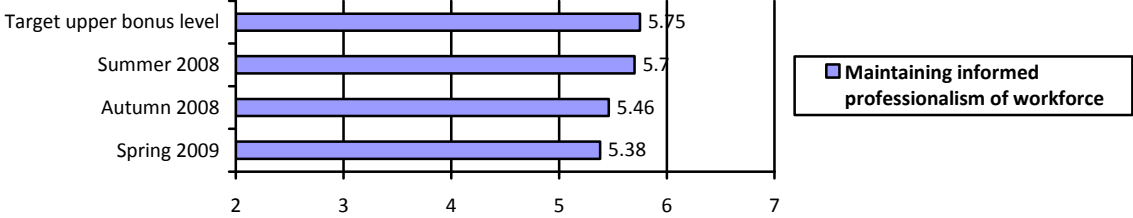


Figure 7 - KPI performance for maintaining the professionalism of the workforce

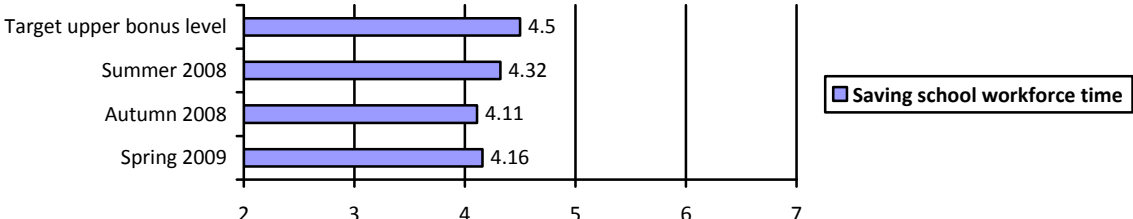


Figure 8 - KPI performance for saving school workforce time

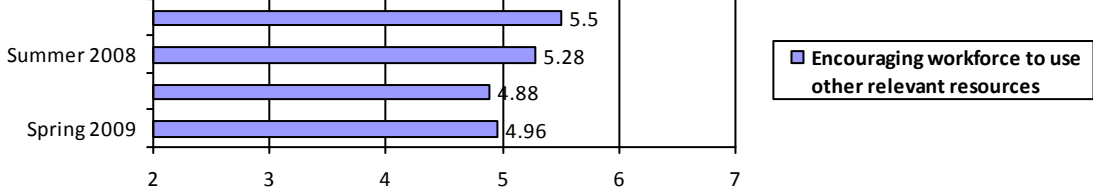


Figure 9 - KPI performance for encouraging the workforce to use other relevant resources

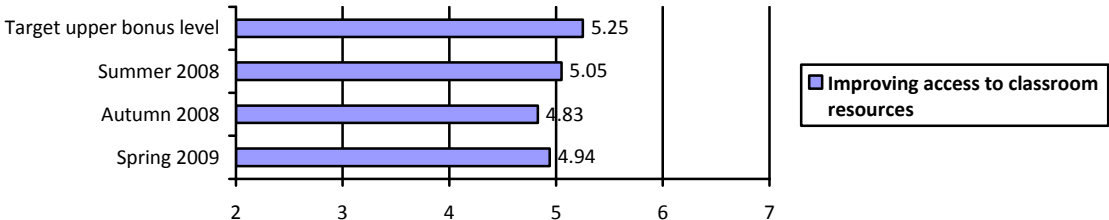


Figure 10 - KPI performance for improving access to classroom resources

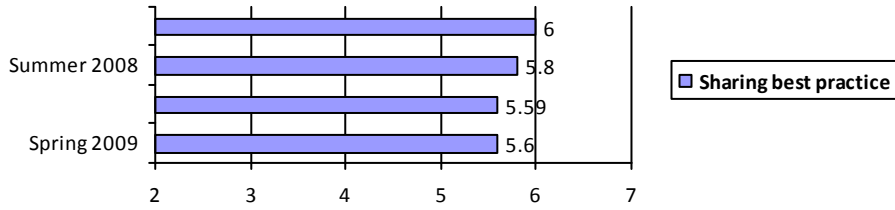


Figure 11 - KPI performance for sharing best practice

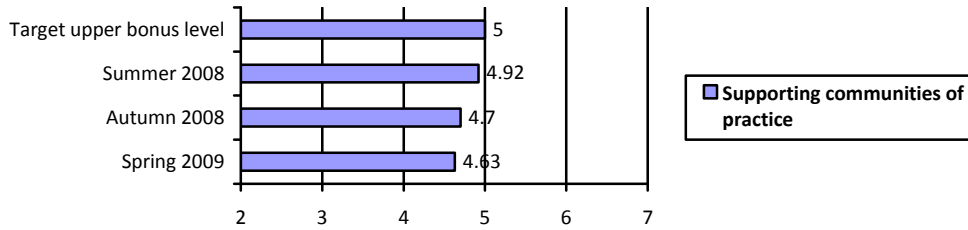


Figure 12 - KPI performance for supporting communities of practice

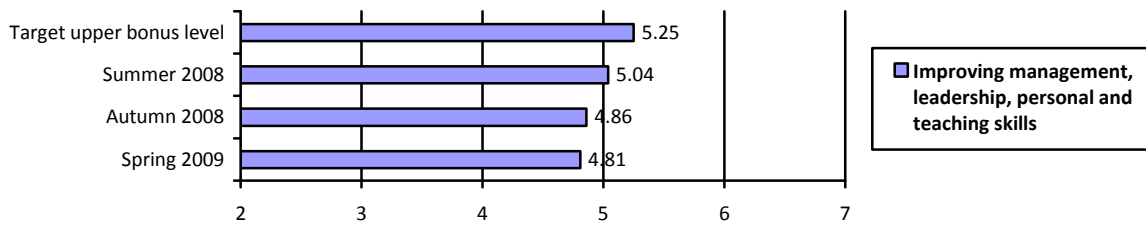


Figure 13 - KPI performance for improving management, leadership and teaching skills

Consumption, Loyalty, and Reach

The success of the service is also judged against its ability to engage with the maximum audience with the maximum impact. One way of measuring this is through consumption, loyalty and reach. Reach represents the number of viewers who watch for a continuous period of 5 minutes or more in any period. In the year to March 2009 the total target audience population used was 927,000. Consumption represents the number of hours viewed in total during the period, and loyalty reports those viewers who having watched five continuous minutes who then go on to watch 30 minutes in the same period. Baselined figures are figures which were gathered during April - May 2008 and adjusted to represent a single month, which allows for month on month comparison.

Reach targets

Reach targets, across all platforms, aim for year-on-year incremental growth. The weekly reach targets over the next five years aim to grow from 148,000 viewers who watch for a continuous period of five minutes or more, to 204,000 in five years' time.

Figure 13 shows the actual year one reach figure, which at 135,000 was 8.78% below the target and a reduction on the baseline figure of 136,000.

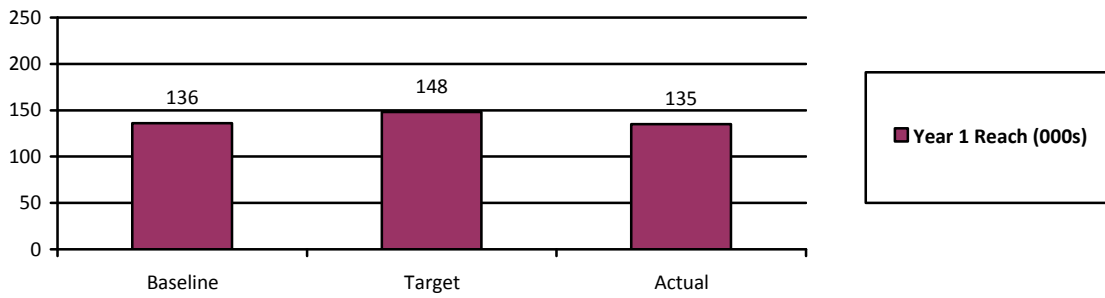


Figure 14 - Year one weekly reach figure mapped against baseline figures and target

Figure 14 below shows the weekly reach figures for the year one period. The general trend is downwards, with dips at the main holiday periods.

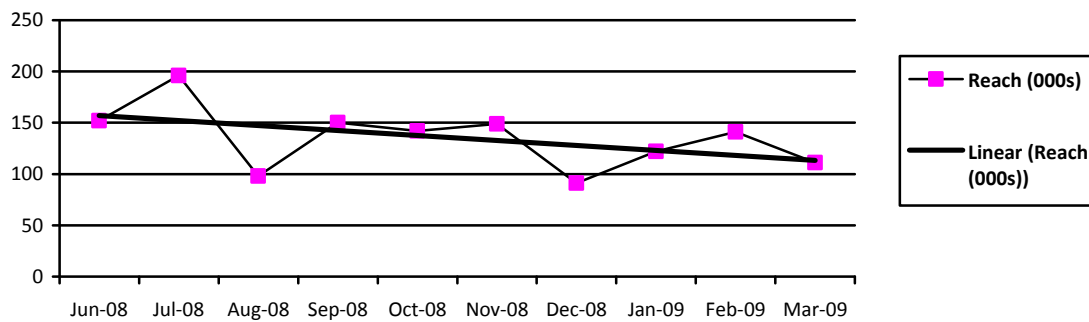


Figure 15 - Weekly reach figures for year one

Reach across platforms

Figure 15 shows the total weekly reach across platforms for the year. The trend for the year is downward for overall reach, as is the trend for those who use both the TV and the online version of the service.

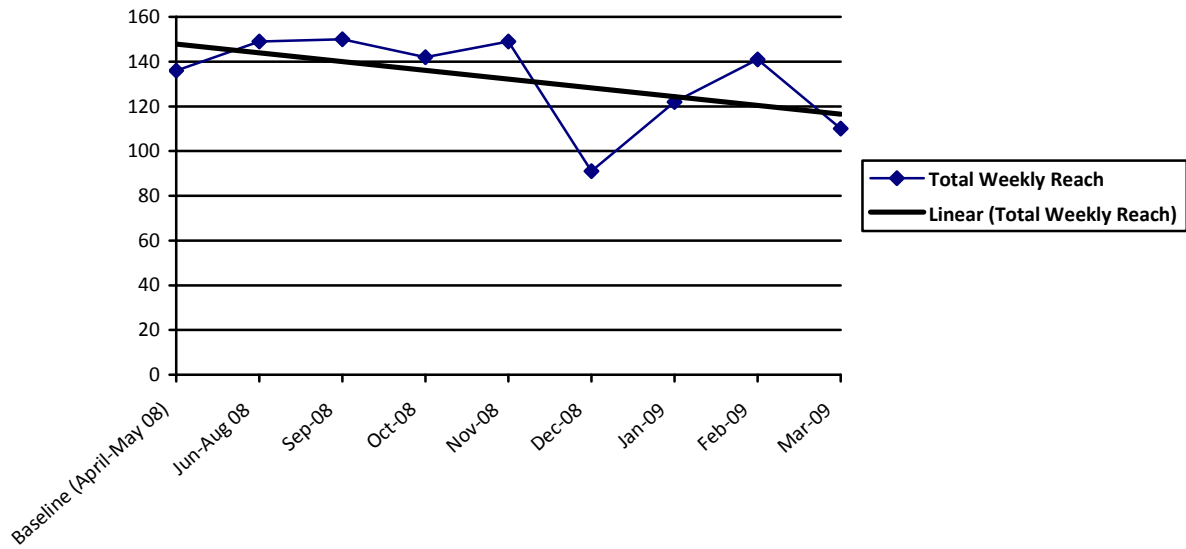


Figure 16 - Weekly reach across TV and Web figures with linear trend

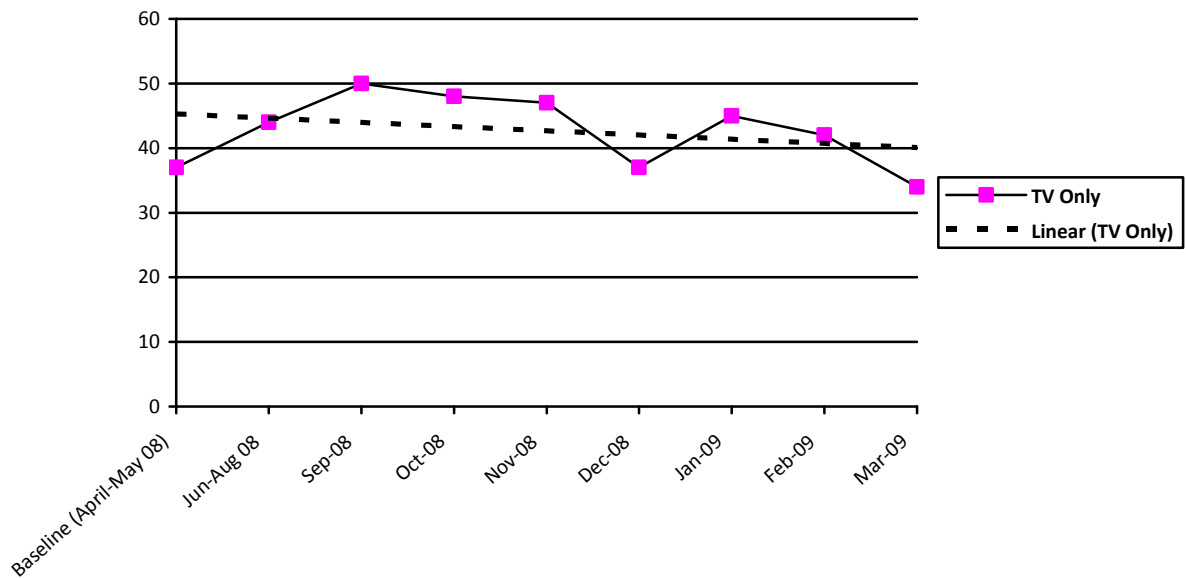


Figure 17 - TV-only weekly reach figures with linear trend

TV-only reach figures were baselined at the beginning of the year at 37,000 but finished the year down at 34,000 with an average over the year of 43,000.

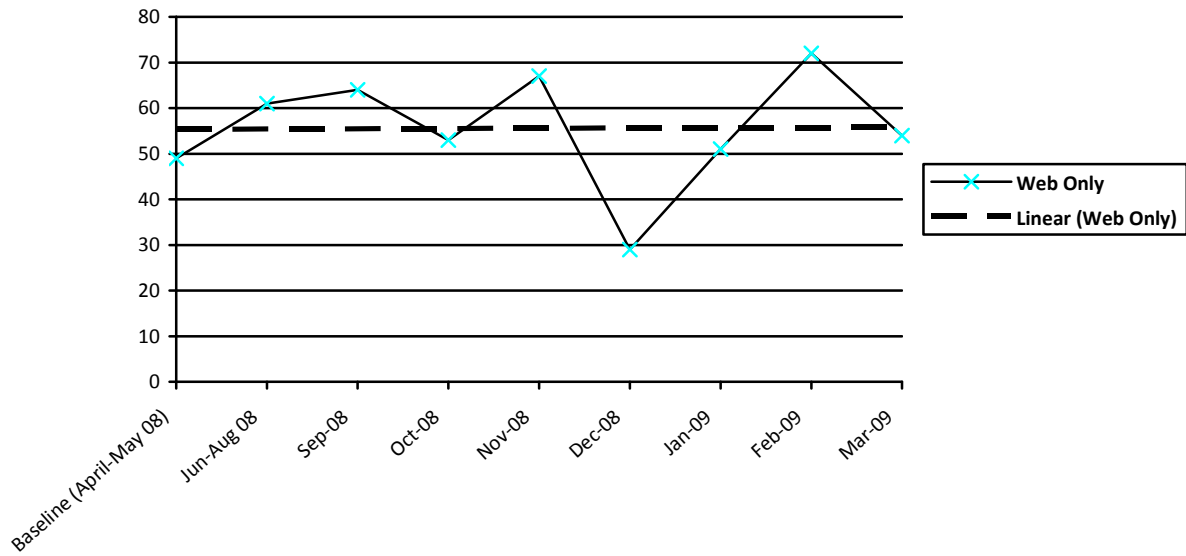


Figure 18 - Web only weekly reach figures with linear trend

Web-only reach figures were baselined at 49,000 at the beginning of the year and ended the year up at 54,000 with an average over the year of 56,000. Web-only use displays a very slight upward trend, reflecting the growing interest in the web-delivery of Teachers TV.

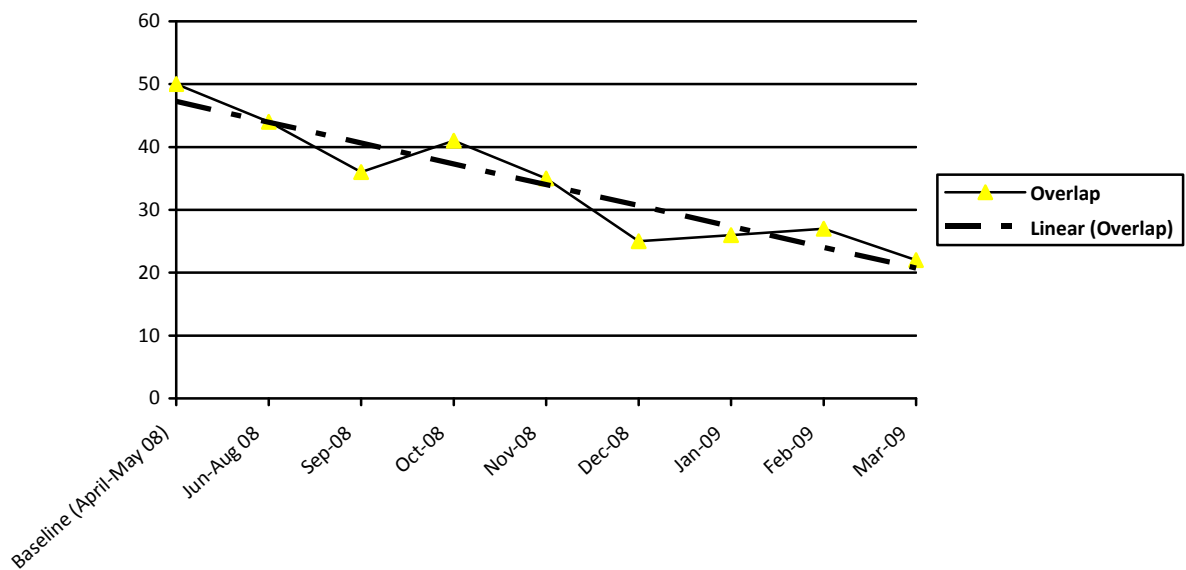


Figure 19 - Overlap weekly reach figures with linear trend

Those who used both platforms began the year at 50,000 and ended it at 22,000 with an overall average of 34,000. There is a large downward trend. This may indicate that users explore both platforms before deciding which one is more suitable for them.

Loyalty

Weekly loyalty is the percentage of viewers who watch for 5 minutes in the week who go on to watch at least 30 minutes in that week. Figure 19 tracks loyalty over the framework year. There is no identifiable pattern, apart from a marked peak in December, and a dip in March 2009.

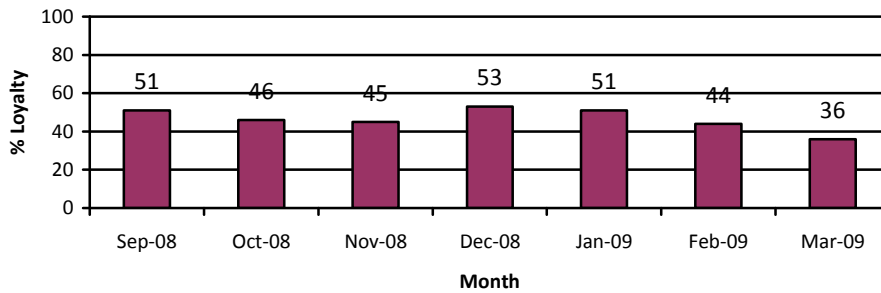


Figure 20 - Loyalty for the period September 2008-March 2009

Contribution

Contribution measures the percentage of viewers that do 80% of the viewing. Contribution figures show an upward trend which indicates that individual users are spending less time watching. The highest reported percentage contribution figure (41%) was seen in March 2009 and is a consequence of the loss of heavy viewers.

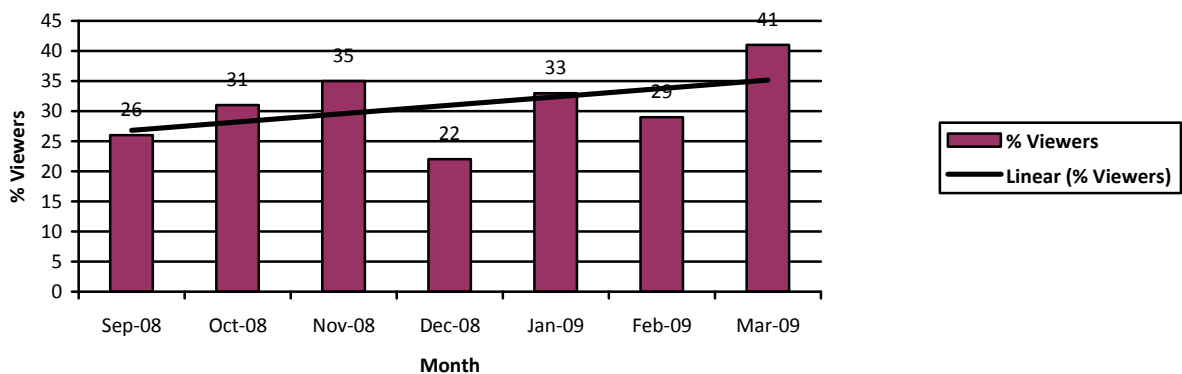


Figure 21 - Contribution figures for the period September 2008-March 2009

Who uses the Teachers TV service?

The Virgin Media research reports that 62% of the total audience is outside the target audience. Parents are the second largest audience segment (16%) after classroom teachers (19%). Figure 21 shows a breakdown of the audience segmented by role.

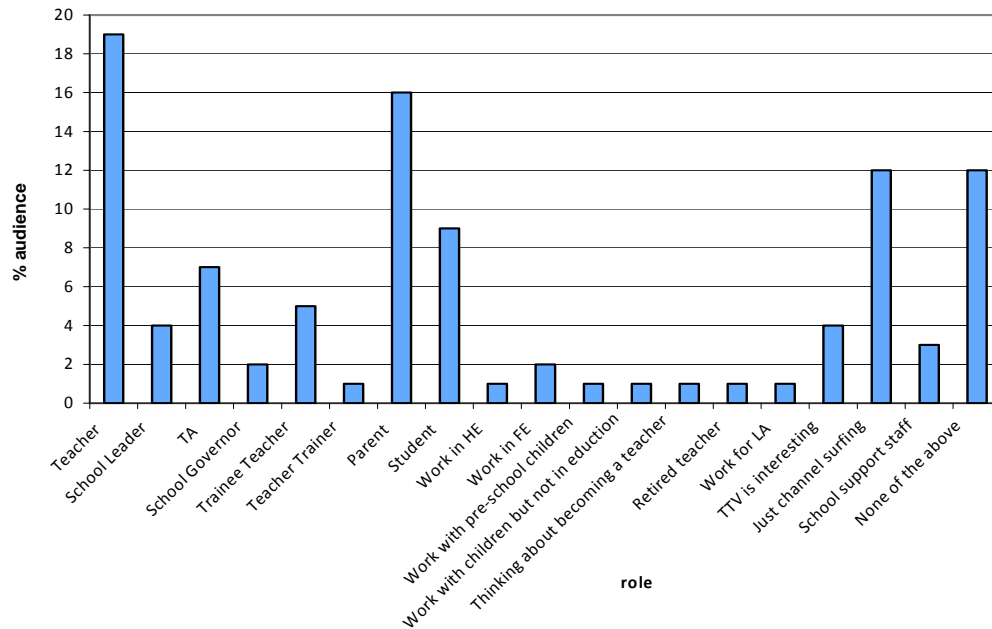


Figure 22 - Audience breakdown from the Virgin Media survey

Table 1 shows the Brainbox re-categorisation of the television viewing figures into groups defined by their relationship with the education sector. The new categories are those employed in education, those connected with education and those with no involvement in education. This alternative breakdown is summarised in Figure 22 which demonstrates that only 27% of the current viewers are unconnected to education. This would indicate that Teachers TV is fulfilling a child-centred role, as well as one that is centred on improving the experience and quality of education practitioners.

Table 1 - Analysis of the TV audience referenced to their connection to education

EMPLOYED IN EDUCATION	CONNECTED WITH EDUCATION	NO INVOLVEMENT IN EDUCATION
Teacher	Parent	TTV is interesting
School Leader	Student	Just channel surfing
TA	Work with children but not in education	None of the above
School Governor	Thinking about becoming a teacher	
Trainee Teacher	Retired teacher	
Teacher Trainer		
Work in HE		
Work in FE		
Work with pre-school children		
Work for LA		
School support staff		

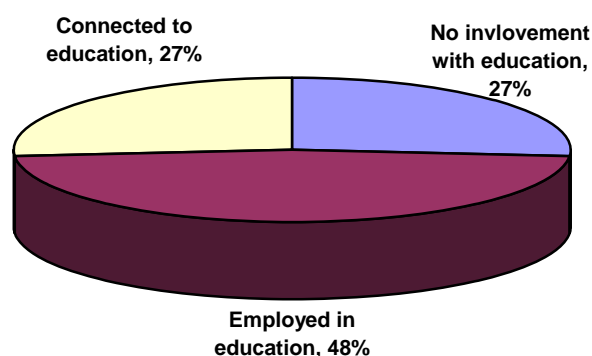


Figure 23 - Re-categorised TV audience segmentation: Source Virgin Media

These figures indicate that 46% of viewers are directly employed in education with an additional 27% being directly connected with education. Whilst it still leaves over a quarter of the audience (27%) who have no connection with education but it does paint a different picture of the service's ability to reach a relevant audience.¹

Of the target for the service, as measured by the Ipsos MORI research, 17% claimed to have no experience of Teachers TV, so there is substantial opportunity to increase the proportion of the target audience who have engaged with the service to any extent. The majority (83%) had some personal experience of Teachers TV. Of these, it is viewed on a regular basis by only 9%, on an occasional basis by 46%, and 45% do not tend to use it. There is again therefore scope for increasing its regular use.

It is viewed more often by trainees and teaching assistants, although the latter are less likely to engage with the resource, such as registering on the website or joining the Associates scheme. Trainees reported that they were encouraged to make use of Teachers TV by their tutors, lecturers, or mentors. The television is the most frequently used medium, closely

¹ Total percentage equals 102% - sourced from the Virgin Media survey.

followed by the internet. Respondents reported that the internet makes it easier to view programmes at convenient times, and to locate programmes of interest. Teachers TV is viewed both at home and at work, and while respondents report that they are more aware of their colleagues watching Teacher TV at work, they are more likely to view it at home.

Qualitative and quantitative research undertaken by Counterpoint and Ipsos MORI categorised and quantified different user types. The four user types identified by Counterpoint - Reluctant Dippers, Serendipitous Viewers, Needs-driven Users, and All-round users - were quantified by Ipsos MORI. The largest segment of users are the reluctant dippers, who are not in general heavy users of the service, accounting for 15% of the total usage, and they are more likely to use Teachers TV every 2-3 or 3-6 months. That there are segments with different levels of engagement with Teachers TV is to be expected, and as the service was originally branded as a TV channel may explain the divided preferences for the web and television use. A common theme emerges that Teachers TV has the capability of surprising and delighting its users, where they are encouraged to explore the service fully. Users for whom the value of Teachers TV is unclear were not motivated to engage with it. The most loyal Teachers TV users - the All Rounders - represent the second largest segment. Over three quarters of these users access Teachers TV at least once per month. This is a positive outcome, although a future target might be to move more of these loyal users to weekly use of the service. It is clear from the sample used in the segmentation - a range of teaching assistants, teachers and governors across the age ranges, with a mix of professional experience, and with a range of technology skills - reflects the diversity of the teaching profession. Users who do not perceive value also have a poor idea of the range of programmes and services available to them, and an especially poor idea of the online offer. Users who fell into the Reluctant Dipper segment were particularly unwilling to see value in the service. The segmentation also points to the need for future planning of the system to be user focussed, as there is evidently a range of user types and a range of skills to be addressed, who have very different experience of Teachers TV.

The quantification of the Counterpoint research by IPSOS Mori indicates that the heaviest users are those that use the service in an all-round way. These are power users who record, download, stream, use Teachers TV in training and in the classroom. The lightest users of Teachers TV, the Reluctant Dippers, have low familiarity with the web-based service and have no particular commitments to Teacher TV.

The following chart shows the segmentation of users by type with their quantification. The table summarises their characteristics.

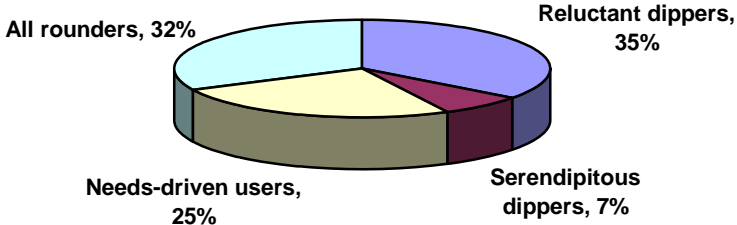


Figure 24 - Segmentation of users by type

Table 2 - Characteristics of users

RELUCTANT DIPPERS	SERENDIPITOUS DIPPERS	NEEDS-DRIVER USERS	ALL ROUNDERS
Mostly TAs, governors and older teachers.	Mostly TAs, governors and female teachers.	Large, diverse group	Passionate about the service.
Occasional, random access.	Enjoy the insight and inspiration they get from teachers TV.	Tend to be web users.	Power users using online for specific use and TV for surfing / browsing.
Don't appreciate the value of the service.	Do not plan viewing, but will record programmes.	Enthusiastic users who encourage others to use.	Enjoy the comfort of watching on TV. Would resist change.
Poor understanding of the web offer.	Resist moving online.	Don't generally surf for content, rather search for specifics.	Good understanding of the offer.
Once they explore the web site they value it and recommend it.	Benefit strongly from Sky Plus-type services.		
Low level of knowledge of the service overall.	Committed to TV.		

In-school use of Teachers TV

Over a third (38%) of all respondents to the panel research have viewed the service in school, nearly one fifth (18%) have downloaded programmes and over one tenth (11%) have streamed programmes. In-class use is relatively low, with 12% having watched programmes with pupils. Slightly more respondents (16%) have used the service in formal training. Teachers and heads use Teachers TV more in the school context than teaching assistants, possibly because there is more time non-classroom time allocated to more senior staff members.

The termly impact studies suggest that use in school has been stable from Autumn to Spring, and that 59% are aware of other colleagues using the service in the school context and the segmentation research indicated that there is some level of formal requests for ICT support in using Teachers TV in schools. In addition the Ipsos MORI qualitative research with mid-career teachers suggests that trainees and NQTs are bringing their enthusiasm for Teacher TV into the school environment and suggesting ways in which it can be used by their colleagues to achieve an educational outcome.

Motivations, benefits and barriers

Motivations for using Teachers TV

The research indicates that teachers experience a variety of motivations to use the Teachers TV service. These reasons would all appear to be relevant to the objectives of the service. Users watch for inspiration, for specific services, for context and for professional development. The range of motivations drawn from the research body are listed below:

- To use a unique, expert and relevant practical resource;
- It is interesting;
- To relax;
- To search for a specific resources;

- To experience the guilty pleasure of seeing other people teach;
- Keeping-to-date with issues in education;
- To be inspired;
- To develop as a professional;
- To obtain classroom resources;
- To gain educational context.

The most common reason for viewing Teachers TV on television is to keep up to date with issues in education, and to find out about a specific issue of relevance. Fewer viewed it for a specific short-term reason relating to their own training or lesson planning, or for time out or relaxation, with the latter being more common in teaching assistants.

That some Teachers TV users find the resource relaxing and enjoyable is a benefit that can be exploited in Teachers TV promotion. Few professional organisations cite the benefits of undertaking professional development as being fun, relaxing, and a guilty pleasure, and these are factors that can be used as promotional tools for using and visiting the site.

Benefits of the service

Keeping up-to-date

Against its seven impact KPIs, Teachers TV performs strongest in its ability to 'provide me with new ideas and knowledge of best practice' and 'make me a better informed professional'. Users of the service seem to value the role Teachers TV plays in these areas more highly than the other impact measure.

Inspiration and motivation

Teachers TV has an inspirational or motivational role particularly for trainee teachers and teaching assistants. The latter also find Teachers TV particularly effective in helping them to improve their ability to perform in their role. A potential benefit of the resource is that it could decrease the number of novice teachers and teaching assistants leaving the profession. It could also improve job satisfaction and confidence in teaching assistants. Evidence from qualitative research indicates that users of both the online and TV services gain inspiration from the time they spend viewing.

Trusted, informative and relevant resource

Teachers TV is perceived as reflecting the aims and content of the national curriculum, and it also provides relevant information, ideas and examples of best practice. Teachers compare the time they spend viewing Teachers' TV very favourably with other similarly delivered resources. Qualitative research with mid-career teachers suggests that those who are regular users benefit from the educational context provided by Teachers TV, as well as the professional development resources it provides. Some were using Teachers TV as a means of leaning about the school context at a management level. They also valued the fact that the semi-official nature of the site meant that there was less of an imperative to vet the material.

Seeing other teachers teach

Educational research (Collinson et al. 2009) suggests that the most effective way of developing teachers is through viewing other teachers teaching, and the most effective way of assessing performance is through review by other teachers. In this way, the ability to view other practitioners at work through the programme content represents an excellent way of providing development for teachers, and it is certainly discussed as being the most beneficial and enjoyable.

Regular use brings more benefits

More regular users of the site gain the most benefit from the service it offers. They are able to use it to develop as practitioners and improve the classroom experience. It gives them ideas for implementation in the classroom and be inspired by seeing other teachers teach. A clear theme running through the research body points is the fact that the full benefits of using the Teachers TV service are not currently experienced by most of its users. This is probably because the website is not fully explored by all, and not used to its full potential. Because some users are TV-only users, they have little understanding of the full functionality of the website, so are not motivated to explore it. This is evidenced in the two pieces of qualitative research undertaken during the year.

What are the barriers to using Teachers TV?

The main themes that explore the barriers to using the Teachers TV service and gaining value from its use are detailed below.

Other pressures in the classroom or at work

Many participants in the qualitative research discussed the feeling of being under pressure in their professional lives and so did not feel that they had the time to use or to fully use Teachers TV. This pressure meant that they were focussing on the job in hand, rather than on developing themselves as professionals. In this way, CPD is seen as a luxury that they don't have time for. Qualitative research with mid-career teachers point to confusion over what is formal CPD, and what is professional development. Formal CPD ties into the requirements of their role and are discussed and agreed with line managers. In many cases, practitioners did not see CPD as something that Teachers TV provides. There may be a role for Teachers TV online accounts, where a tally can be kept of the programmes watched and taken to formal reviews as evidence of CPD activity.

Lack of formal approach to Teachers TV / CPD in school

Harrison et al (2008) found that effective CPD programmes present opportunities for reflection and learning, but a barrier can be time constraints as well as a lack of acceptance from colleagues. Teachers TV users are definitely experiencing a lack of time or a perceived lack of time to engage with the service, and the need to justify time spent on CPD to colleagues may well be a barrier that is yet to be uncovered. Professional learning occurs most effectively when it is situated within a community that supports learning. Watson and Manning (2008) highlight how important it is that teachers perceive their CPD programme meets their needs, and that they receive support from the school (the head and senior managers, the department and colleagues). Only when these two conditions are met are they likely to transfer what they learn into the classroom.

Awareness of the service

There is some evidence of a lack of awareness of Teachers TV. The only quantitative measure of this is a figure of 17% which is available in the Autumn 2008 and Spring 2009 impact studies. There is also evidence from focus groups that trainee teachers are bringing Teachers TV into the school environment as they train, graduate and enter the profession. The obvious inference from this is that for many, Teachers TV is not yet embedded in the school environment, or in their professional toolkit.

Lack of understanding of the overall service offer

In many cases the target audience do not appreciate the extent of the Teachers TV offer, and this is especially the case where the majority of use is via the television channel. There is also a perception held by some that the website would be similar to other TV channel websites, i.e. that it is a promotional tool for the TV service and so have they little understanding of the additional, value-added functionality that could help to save them time in their professional lives. Much of the website use is to download the TV schedule, which scarcely takes the user much beyond the functionality of the TV service. The RSS feed is also purely the TV schedule, which whilst it is useful, does not promote the other content on the site. Many users discussed being unaware that they could stream or download content. The massive impact and growth in use of the BBC i-Player and other similar on-demand services, plus the growth in the use of YouTube by the target audience over the year, as reported in the impact studies, points to a change in people's perceptions of how television is watched, and their understanding of the benefits of watching via a non-traditional method.

Making the link with CPD

The results of the quantitative study suggest that it might be necessary to help viewers to make closer links between viewing Teachers TV and their CPD. Respondents did not rate it highly on helping raise standards, or delivering targeted training. However, the latter increased significantly for head teachers between the Autumn and Spring terms. Mid-career teachers who participated in the qualitative impact study made the distinction between their informal professional development and their more formal CPD which would be agreed by their line manager and reviewed periodically. A link mapping Teachers TV content against CPD areas would help users of the web site make the link between Teachers TV and their formal CPD.

A CPD resource pack for teachers may prove useful in helping them to make this link: they could map their viewing against their CPD aims and chart their successful development. The website could include additional links from each programme to any further resources available for teachers' CPD, e.g. events at the Science Learning Centres or the National Centre for Excellence in the Teaching of Mathematics, or the Teachers' International Professional Development programme. This may help improve the rating for Teachers TV 'inspires them to take additional CPD'.

As well as the scope to develop as a resource for planned individual CPD, there is also tremendous scope for Teachers TV to be used in planned school-wide CPD for staff during non-contact days. At present, few respondents (30%) report that Teachers TV is used during training sessions in schools. There is the potential for the resource to be used in training sessions to tackle some of the issues facing schools at present.

Breadth of content

The breadth of content on the site makes it difficult for some users to fully explore its potential. Even the most committed users do not necessarily surf the web site to find content that they might benefit and enjoy watching. Qualitative research demonstrates that much of the serendipitous viewing comes when surfing the TV channel rather than when using the website.

Problems with technology

Users do not necessarily have the confidence to use the streaming services in classroom, or the ability to clip programmes for use in lessons. There are also restrictions to the use of technology in some school environments. Some research participants reported slow networks which limited their use in school.

There may be a role for a specific member of the school team who archives libraries of clips for use by colleagues. Some users report fatigue with having to assimilate many technological developments of late, and so lack the motivation to explore the functionality of the website. Counterpoint research participants who were more uncomfortable with technology tended to be female, older and in a role other than that of teacher.

A certain amount of upskilling or hand-holding of users through the service might be a means of breaking down some of the barriers. This could be done through tutorials on the website and on the TV broadcast. We know that teachers like watching other teachers, so personal video testimonials and tutorials led by teachers may breakdown some of the barriers to use.

Web Trends

This section looks at trends and patterns in the use of Teachers TV in its different media. It draws mostly from quantitative research, but draws from the qualitative surveys for supporting evidence.

Web trends

Overall it is clear that the web Teachers TV reach is bearing up whilst the TV service is in decline. Figure 24 shows trends in the use of the web site over the period June 2008 to May 2009 in terms of unique visitors and visits. The trend is upwards, with dips in August and December reflecting the holiday periods. The decline in visitors in April and May 2009 may be explained by the Easter vacation followed by the exam period. The web metrics also see a 23% aggregate growth in unique visitors and a 22% growth in the aggregate number of visitors over the six month period June-November 2008 December 2008-May 2009.

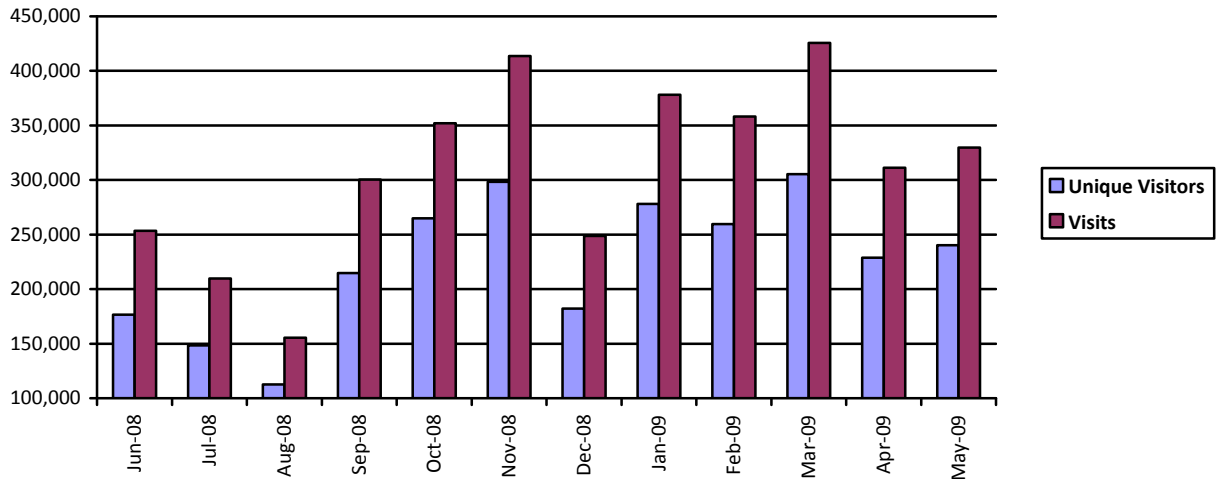


Figure 25 - Unique visits and visits for the year June 2008 to May 2009

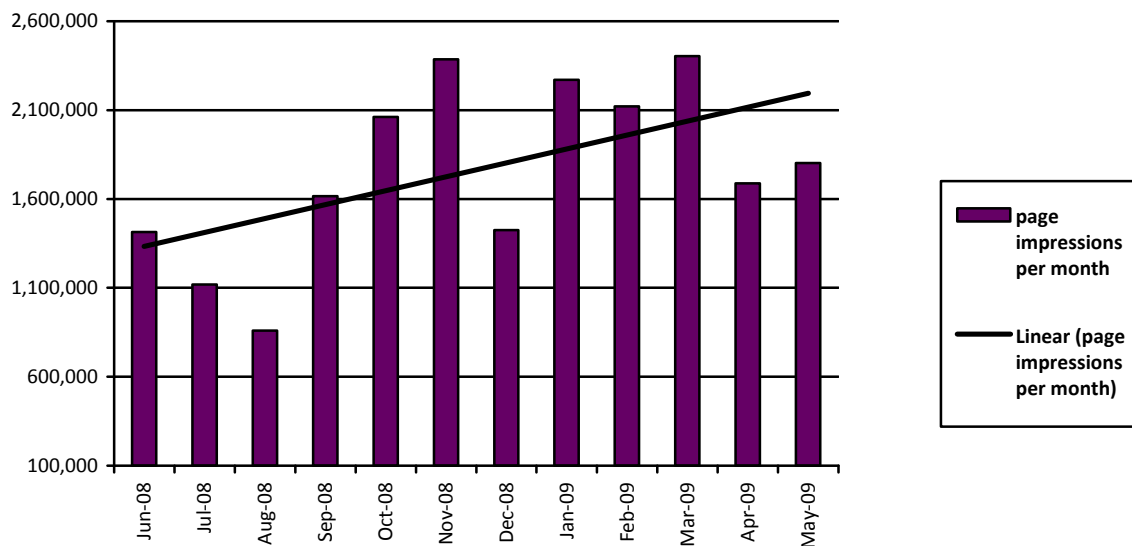


Figure 26 - Page impressions for the year June 2008 to May 2009

The number of page impressions show similar patterns to the number of visitors. There is a clear upward trend through the year with a dip in April and May 2009 compared to the peaks in November 2008 and January-March 2009. These peaks are again probably explained by the school calendar. The aggregate number of page impressions over the six month periods June to November 2008 and December 2008 to May 2009 sees a 24% growth when directly comparing the figures for the six month periods.

Web referrals to Teachers TV

Referrals are split into two groups: those that come from search engines are shown in Table 3 below, and those that come from other sites are shown in Table 4. Whilst Google provides the majority of referrals by a long way, it is indicated in the May 2009 qualitative research, and in our own searching, that Teachers TV does not feature highly in searches for teaching

resources. Web user research indicates that users don't tend to spend time searching through long result listings for content, so if Teachers TV content does not appear within the first results it is unlikely users will find it. It is crucial that the site is reviewed from a Search Engine Optimisation perspective to optimise inclusion in web results or alternatively consider paying search engines such as Google for priority listings. Getting this aspect of promotion right should significantly increase web-use statistics.

Table 3 - The top seven search engine referrals for the four months from February 2009 to May 2009

Search Engine	Number of Referrals
Google	828266
Yahoo	26519
Live	23656
MSN	19826
AOL	10667
Search	11371
Ask	4562

The top referring non-search websites contain a mixture of government-related or academia-related advice sites. TES was also a top referrer, and there is one school, Coxhoe Primary in Durham, that includes Teachers TV on its list of useful links. It is worth noting the impact of getting schools to directly link to the site. This will increase direct referrals from the target audience and also aid in boosting Teachers TV search engine rankings.

The facebook.com entry is interesting as it indicates there may be some benefit in exploring the use of on-line social network communities in promoting the Teachers TV service. There are already six Teachers TV groups in existence on Facebook but it is unclear which are officially sanctioned and managed by Teachers TV. A co-ordinated approach to managing groups on Facebook and other social networking communities should be beneficial. Also note that shambles.net is a South East Asian educational resource.

Table 4 - Other referrals for the months from February 2009 to May 2009

Referrers	Number of referrals
teachernet.gov.uk	13298
coxhoe.durham.sch.uk	11252
standards.dfes.gov.uk	5234
facebook.com	4804
shambles.net	4772
google.co.uk	3794
lgfl.net	3709
tes.co.uk	3408
ttrb.ac.uk	3396

Migration to the web

There is qualitative evidence that the TV service is becoming irrelevant to some users. This is particularly the case in mid-career teachers, many of whom are from the digital native generation. Indeed, for some the TV service is misleading in that it belies the functionality of the web service.

However, many other participants in qualitative research discussed their satisfaction with the TV offer, especially the inspiration it brings them and the relaxation they experience when using the service in this way. TV viewers discussed their appreciation of the comfortable viewing environment that TV-delivered CPD offers them, and this is an experience that is not offered by other CPD providers. Other participants discussed their experiences of change fatigue in the professional environment, especially surrounding technology. They described having to assimilate many new technologies and processes in what they felt to be a short amount of time.

Whilst the service in its web format inarguably offers greater functionality, and has users that rate the Teachers TV service better overall against KPIs, it would be unwise to force the migration of the current users to the web service. The Virgin Media study pegged the proportion of viewers that would not watch if the service switched to broadband only as nearly three quarters, and the quantitative segmentation projected a net decrease in viewing of 40%. In addition the service should be user-led and therefore focus on its user requirements, which for some are clearly based on having a TV-led service - at least for the time being.

An ideal route for migration of uses is through a benefits-led approach. Users should be made aware of additional functionality on the web through promoting it on the TV service, along with tutorial about how it can be used to help them find teaching resources. The resolution of issues around search engine optimisation and correctly tagged content will bring existing TV users and new users to the website through web searches for classroom and teacher resources.

What other resources are used?

Teachers TV stands up well to other education-related viewing by the target audience. Teaching assistants use Teachers TV more than any other channel for education-related viewing, and trainees watch only Channel 4 more than teacher TV, although trainees tend to effectively use the Teachers TV website as well as the TV service. Overall educational related viewing across the year was done most on the BBC1, followed by BBC2 and then Channel 4. However, whilst viewing levels of alternative channels are higher, time spent watching Teachers TV was rated more highly than most of its rivals for 'time-well-spent'. The Teachers TV website is used less than many of its competitors, including TES, teachernet and BBC learningzone. This result represents the confusion in the website's offer, including perceptions that it is a promotional tool for the website. It is probably also exacerbated by poor search engine returns for Teachers TV on searches for teaching resources.

Just over half of the impact panel access clips by any channel's website, and 45% do so via the BBC i-Player. Over a quarter of the panel use other website such as YouTube and Myspace.

5. Conclusions

- From the evidence available Teachers TV appears to deliver against most of its educational outcomes. The core outcome of helping to raise standard of children's and young people's achievement is at the heart of delivering a service that aims at developing the quality of teaching, which directly contributes to pupil achievement. The wider educational outcomes for the service are for the most part met, with some more evidence required in areas including assisting teachers in actively managing their time and careers, in encouraging schools to offer pupils greater choice and in engaging and involving parents in their children's learning. The service provider has provided a tally of the number of programmes that deliver against each outcome.
- By providing professional development that shows the classroom context, the service delivers on aspects of effective CPD for education professional, as identified by a review of academic literature.
- The service does not meet its key performance indicator targets. Overall KPI levels fell between Autumn 2008 and Spring 2009. The best performing statements measured relate to improving users knowledge of best practice, providing new and relevant ideas and helping users become better informed professionals. The service consistently performs less well at helping users save time. The service does meet all its KPI targets for trainee teachers, and meets four of them for teaching assistants.
- Broadband users of the service appear to have a better overall experience of using Teacher TV, and the more they use it, the more rewarding the service is to them. The most enthusiastic Teachers TV users enjoy using both the web site and the TV channel and they choose the platform that best meets their requirements. TV reach has declined during the year, which is trend that needs to be monitored to ensure that the figures reflect the channel's strategic objectives.
- There is scope for improving awareness of Teachers TV and of formalising use in the school setting. There would appear to be some confusion over the overall offer of Teachers TV, especially around what its core function is. Improving performance in search engines and encouraging schools to link to the site would help drive traffic. Many TV users are unaware of the extent of the service available on the website, and some users who do use the site so only to obtain the TV guide. The development of a clear customer value proposition would help communicate the value of the service to its intended audience.
- There is still a loyal TV-based audience base, the majority of who are either employed in or connected to education. This audience is not yet ready to migrate completely to use of the website only. Even TV viewers who are also power users of the website are reluctant to change their patterns of Teachers TV use.
- There is qualitative evidence which highlights user motivations to access the Teachers TV service and of the multiple benefits it brings them. These benefits can be used to attract other users to the service. That professional development can be relaxing, enjoyable and a guilty pleasure is a great benefit to a profession that as a whole feels that it has adapted to much change and feel under pressure and scrutiny. Other benefits are that Teachers TV keeps its users up-to-date, it inspires and motivates, it is trusted, informative and relevant, users can see their peers teach, and then regular use brings greater benefits.

- We have identified a number of barriers to the target audience using the Teachers TV service, which prevent more effective use of the site, or any use of the service. These barriers include teachers facing other pressures that compete for their time, the lack of a formal approach to Teachers TV and CPD in schools, general awareness and a lack of understanding of the service, confusion about what constitutes CPD, and problems with the technical skills of some of the user population, and the reliability of ICT in the school environment.

6. Opportunities

CPD trends

We have identified three trends in educational professional development from the educational academic literature reviewed. To recap, as described by Collinson et al. (2009) these are:

- **Glocalisation** is a term that refers to a method, process or product available globally that is adapted or applied in a way that reflects local needs, such as local values, norms, cultures or resources. In education, a curriculum may be based on universal concepts, but teachers and teaching resources may reflect local examples and problems.
- **Mentoring** can be a formal or informal process by which an experienced member of staff shares their knowledge and experience with a new colleague. In education, novice teachers typically enter an induction programme which aims to increase their confidence and competence. It creates a link between their teacher training and later continuous professional development.
- **Re-thinking teacher evaluation** is the movement from teachers seeking to gain approval of their teaching skills from colleagues (Collinson 2009 refers to this as a “dog and pony show”) to a collaborative approach to evaluating students’ learning experience, and exploring how to further enhance teaching techniques.
- There are opportunities for these trends to be leveraged by the Teachers TV service. Bringing wider issues into the local environment can be achieved by enabling school to create their own Teachers TV zones to take the general content from the site and adapt it to be more relevant to their own school environment and capabilities. Other web service offer a ‘white labelling’ service offering user groups the opportunity to customise their own areas.
- Mentoring can be facilitated on the site, by linking the experienced or expert professional with the less experienced. Mentoring-type content could be developed that re-created the mentor experience for novice teachers, coaching them through their NQT year, or through their first year with extra responsibilities.
- The opportunity to learn from other professionals is already a much-valued part of the site, and functionality could be explored to further enhance the opportunity for practitioners to collaborate to improve.
- The evidence base shows that effective CPD needs to be flexible and the learners need to share a vision of what they are trying to achieve, and to have support in putting things into practice. Teachers TV can meet all these requirements. It is inherently flexible, can be used in small groups or on a whole-school basis, and can be aimed at managers and leaders.

School-based opportunities

- There is potential to expand on the role of Teachers TV Associates to develop more formal Teachers TV champions who can demonstrate the benefits of the site and work to up-skill other users, so that their use of the site fulfils more of their learning and professional needs.
- A link mapping Teachers TV content against CPD areas would help users of the web site make the link between Teachers TV and their formal CPD.

- A more formal role for school-wide CDP would help users make the link. A CPD resource pack for teachers may prove useful in helping them to make this link: they could map their viewing against their CPD aims and chart their successful development.
- An ICT professionals' guide to maximising the use of the Teachers TV website would help give those in charge of ICT in schools ideas about use of the website in the school environment, and how they can maximise its resource potential for the benefit of the school.
- A schools' resource pack with materials for the different segments of the target audience could showcase the site's potential and give ideas for using it informally and more formally in training sessions.

Web-based opportunities

- There is potential to improve the search engine performance on the website so that its relevance to the provision of teaching resources is reflected in search engine returns.
- More mapped-out navigation routes through the site in order to handhold nervous users to relevant content.
- Increased opportunities for users to provide their own content in areas where it can be shared with other professionals, enabling the idea of making Teachers TV a real community of practice, along with more Web 2.0 opportunities to share their ideas and opinions with others.
- User-based targeting of content based on their previous use.
- Online tutorials for the less skilled about how to get the most out of the site, with guidance from other professionals about how to put the content into practice.

Policy-based opportunities

- Teachers TV can be used to deliver the CPD priorities identified by the Training and Development Agency for Schools, namely pedagogy, personalisation of learning, and working with other professionals.
- Similarly, the 14-19 reform will require CPD for teachers to help them break down the barriers between schools, Further Education providers, and the workplace, and Teachers TV could deliver programmes to help them achieve this.
- Teachers TV could be used to inspire and engage parents.
- The improved technological infrastructure that is planned for schools will facilitate web-based activities around Teachers TV as part of an ongoing CPD programme for individuals and groups.
- The new Masters in Teaching and Learning may have a negotiated learning component in which teachers and their university lecturers agree a CPD activity. Teachers TV could provide an ideal basis for this.

Ref: DCSF-RR188

ISBN: 978 1 84775 615 2

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Published by the Department for
Children, Schools and Families