Research Report DCSF-RR041

Teachers' Experiences of their Second Year in Post

Findings from Phase IV of the *Becoming a Teacher* project

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Contents

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Abbreviations

AST – Advanced Skills Teacher
BA/BSc – Bachelor of Arts/Bachelor of Science
BaT – Becoming a Teacher
BEd – Bachelor of Education
BME – Black and Minority ethnic
BTec – Business and Technology Education Council
CEDP – Career Entry and Development Profile
CPD – Continuing Professional Development
DCSF – Department for Children, Schools and Families
DfES – Department for Education and Skills
D&T – Design and Technology
EAL – English as an Additional Language
ECM – Every Child Matters
FE – Further Education
GORs – Government Office Regions
GTC – General Teaching Council for England
GRTP – Graduate and Registered Teacher Programme
GTP – Graduate Teacher Programme
HEI – Higher Education Institution
HMI – Her Majesty's Inspectorate
HoD – Head of Department
ICT – Information Communications Technology
ITE – Initial Teacher Education
ITP – Initial Teacher Preparation
ITT – Initial Teacher Training
LA – Local Authority
LEA – Local Education Authority
LSA – Learning Support Assistants
MFL – Modern Foreign Languages
NQT – Newly Qualified Teacher
PE – Physical Education
PGCE – Postgraduate Certificate of Education
PPA – Planning, Preparation and Assessment

PSHE – Personal, Social and Health Education

QTS – Qualified Teacher Status

RTP – Registered Teacher Programme

SCITT – School-centred Initial Teacher Training

SEF – Self-evaluation form

SEN – Special Educational Needs

SLT – Senior Leadership Team

SMT – Senior Management Team

TDA – Training and Development Agency for Schools

TTA – Teacher Training Agency

Executive Summary

Introduction

The *Becoming a Teacher* (BaT) study is a six-year longitudinal research project (2003-2009) exploring beginner teachers' experiences of initial teacher training (ITT), Induction and early professional development in England. This report presents findings relating to beginner teachers' experiences of their second year in post. Collectively, this phase of the project is referred to as 'Wave 4' of the BaT study.

Key findings

Nature of employment status during the second year of teaching

Two years after completing their ITT, the vast majority of respondents to the Wave 4 survey (95%) were working as teachers and the majority (78% of the total sample) were in permanent posts, with 13 per cent of respondents employed in fixed-term posts and four per cent working as supply teachers. There was some variation in teachers' employment status by region. For example:

- teachers working in the East of England and Inner London were more likely and those working in the North East less likely than those working in other regions of England to be in permanent posts.

The majority of survey respondents who reported having a permanent or fixed-term post were also working full-time (94%), with 6 per cent working part-time.

Interestingly, teachers working in primary schools were more likely than those working in secondary schools to report working in fixed-term and supply posts. For example:

- twelve per cent of those who worked in primary schools had held supply posts during their second year of teaching compared to five per cent of those working in secondary schools.

There was also found to be significant variation between respondents' employment patterns according to the ITT route followed. For example:

- 83 per cent of teachers who followed primary SCITT programmes reported having had a full-time permanent post, compared to 68 per cent of those who had gained a primary phase BEd degree; and
- 15 per cent of secondary school teachers who had completed GRTP programmes and 13 per cent of those following Flexible PGCE programmes had held part-time posts, compared to, for example, only three per cent of those who had followed the BA/BSc QTS route and five per cent of those who had followed SCITT programmes.

Across both (primary and secondary) phases, the majority of respondents (85%) were working in the same school as they had been working in at the end of their first

year of teaching. The remaining 15 per cent of respondents had moved to a post at a different school.

- Teachers who did move to a post at a different school after their first year in teaching were more likely than those who did not to have been in fixed-term or supply posts, or to have reported working in a school they perceived to be '*in difficulties*', and less likely to have reported receiving any additional training or professional development opportunities during their first year of teaching.

The nature of the work undertaken by second year teachers

Primary school teachers were less likely to report teaching Year 6 classes (the year group associated with the Key Stage 2 National Tests) than other year groups within the primary phase (15% were teaching Year 6 compared to at least 23% teaching pupils in other year groups).

In contrast, the percentage teaching Year 11 (i.e. the GCSE year) was the largest across the secondary phase (92% compared to no more than 87% teaching other year groups). This is an increase from the 80 per cent of respondents working in secondary schools who reported teaching Year 11 classes during their first year of teaching.

The vast majority (93%) of survey respondents who were teaching (or had taught) in secondary schools reported that they had taught at least one of their stated specialist subjects, with almost two-thirds (63%) reporting that they had taught *only* those subjects that they had previously indicated (on completion of their ITT) as their subject specialisms.

Around a third (29%) of second year teachers working in secondary schools reported that they had been teaching at least one non-specialist subject, and seven per cent reported that they had *exclusively* taught subjects other than those that they had indicated were their subject specialisms.

Roles and responsibilities undertaken

Over two-thirds (68%) of primary school teachers reported being a subject co-ordinator during their second year of teaching. Those teachers who held this role were, on average, younger than those who did not.

A quarter of teachers working in secondary schools reported acting as a form tutor during their second year of teaching and nine per cent as head of department. There were no significant differences by age between those who reported taking on these roles in secondary schools and those who did not.

However:

- teachers working in schools perceived to be '*in difficulties*' were more likely to report taking on the roles of form tutor and head of department than those not working in such schools; and

- a higher proportion of respondents working in secondary schools who had followed Flexible PGCE programmes than of those who had followed other routes reported acting as a form tutor.

Secondary school teachers were more likely than primary school teachers to report having '*covered classes*' for other teachers, to have taken part in '*extra-curricular activities*' and to have '*taught pupils with challenging behaviour*' during the school year. Primary school teachers were more likely than those working in secondary schools to report '*taking pupils on school trips as part of the curriculum*'.

Overall, those teachers who reported '*covering classes*' were, on average, older than those who did not do so and those who took part in '*extra-curricular activities*' and took pupils on '*school trips as part of the curriculum*' were younger than those who did not do so. In addition, male teachers were more likely than their female counterparts to report having 'undertaken extra-curricular activities' during their second year of teaching.

The majority of second year teachers (86%) reported being involved in the '*discussion of goals and policies within their school and/or department*' and around two-thirds had been involved in '*curriculum development or course design*' (69%), '*formal discussions on any whole-school issues with the head teacher*' (62%), and '*contributing to the development and training of other teachers*' (61%). However, there were variations in these responses when analysed by the phase in which respondents were teaching:

- those teachers working in secondary schools were more likely than those working in primary schools to report being involved in '*curriculum development/course design*' and '*contributing to the development and training of other teachers*' but less likely to report being involved in '*formal discussions about the allocation of financial resources*'.
- younger teachers were more likely than older teachers to report being involved in '*discussions about the goals and policies of your school/department*', '*formal discussions about the allocation of financial resources*' and '*formal discussions on any whole-school issues with the head teacher*'.

Over half of the case study interviewees (36 out of 64) reported having extra roles and responsibilities during their second year of teaching. Of these the majority were subject co-ordinators (16 respondents, all of whom were teaching in primary schools). While 13 interviewees were very positive about these changes, seven were not so positive, with five of the latter group referring to the burden of the additional workload associated with their new roles.

Workload

Just under a third of teachers (30%) reported working up to ten hours per week on top of their (timetabled) school day, a third (32%) between 11 and 15 additional hours, and over a third (37%) 16 or more additional hours. Further,

- teachers working in primary schools indicated that they were working, on average, approximately an hour and a half additional hours per week more than teachers working in secondary schools.

However, across the full set of respondents, the mean number of additional hours worked per week in the second year of teaching was over five hours less than that reported in the first year of teaching.

That said, 14 out of the 25 case study teachers who compared their workload with that in the previous year reported that they felt it had increased, with the majority of these (8 interviewees) reporting that this was due to their additional responsibilities.

Over a third of respondents (38%) reported being given two hours or less of non-contact time per week, nearly half (46%) reported receiving between three and four hours of non-contact time and over 15 per cent reported five or more hours of non-contact time per week.

- teachers working in secondary schools indicated that they received, on average, approximately 50 per cent more non-contact time per week than those working in primary schools.

Second year teachers' perceptions of their strengths and effectiveness as teachers

When survey respondents were asked (without prompting) what they considered to be their strengths as teachers, the most common responses were: (i) the '*ability to develop productive relationships with pupils*' (25% of respondents); (ii) '*my organisational skills*' (23%); (iii) the '*ability to maintain discipline in the classroom*' (20%); and (iv) '*knowledge about my teaching subject(s)*' (18%).

The vast majority of teachers (99%) regarded themselves as either '*very*' or '*fairly*' effective teachers. However:

- teachers working in schools reported as '*high in the league tables*' were more likely than those not working in such schools to rate themselves as '*very effective*' teachers (54% and 42% respectively).

The majority of case study teachers who discussed their efficacy in the face-to-face interviews indicated that they felt more effective in their second year of teaching than they had in the previous year.

Second year teachers' reported enjoyment of working as teachers and their ratings of their work-based relationships

The vast majority of teachers surveyed (94%) reported that they enjoyed working as teachers. Just four per cent of survey respondents disagreed with the proposition that they had enjoyed working as teachers, with half of these '*strongly*' disagreeing.

Case study teachers' enjoyment of their role often came from a developing sense of their professional autonomy (mentioned by 20 out of 45 ejournal participants) and seeing their pupils achieve (mentioned by 8 out of 22 interviewees).

The vast majority of survey respondents also reported '*good*' or '*very good*' relationships with pupils (98%), teaching colleagues (97%), non-teaching staff (97%), parents (92%), and head teachers (80%). Case study data indicate that, whilst good relationships were a source of emotional 'highs' for our interviewees, bad relationships resulted in emotional 'lows'. More participants in the ejournal exchanges referred to negative incidents or relationships with colleagues than mentioned positive incidents or relationships.

Factors which helped second year teachers' professional development

When survey respondents were asked who or what, if anything, had helped them in their development as a teacher during the year, four out of the five most common responses all related to specific individuals/groups of people. These were:

- '*colleagues at school/college*' (mentioned by 49% of respondents);
- '*head of department*' (14%);
- '*contact with other teachers with a similar amount of experience*' (10%); and
- '*head teacher/principal*' (10%).

The fifth most frequently mentioned response was receiving '*additional training*' (10%).

Factors which hindered second year teachers' professional development

When survey respondents were asked what, if anything, had hindered them in their development as a teacher during their second year of teaching, the two most frequently mentioned factors were a '*lack of support from colleagues*' (17%) and their '*workload*' (15%). Nearly two-thirds of respondents (60%), however, indicated that they felt that nothing had hindered their development in the course of the year.

Professional development opportunities

Ninety per cent of survey respondents (who had completed their Induction during their first year of teaching) indicated that during their second year of teaching they had had an opportunity to review and plan their professional development. The most frequently reported activities relating to this were '*using the appraisal system to review progress and development*' (mentioned by 64% of respondents) and '*planning courses to meet identified needs*' (63%). Half of all respondents (50%) reported receiving opportunities to use their career entry and development profile during their second year of teaching, and just over half of those stated that their CEDP had been used effectively in assisting their development as a teacher.

Eighty-eight per cent of survey respondents reported receiving formal professional development opportunities during their second year of teaching. These included '*training related to teaching and learning approaches*' and '*subject-specific training*' (each reported by 34% of respondents). Teachers working in primary schools were more likely to report receiving formal professional development opportunities than those working in secondary schools.

Fourteen (out of 64) case study interviewees mentioned formal CPD activities which they felt had been of value to them during their second year of teaching, while 13 mentioned less satisfactory experiences of CPD. Seven interviewees reported that a lack of access to formal CPD was a hindrance to their professional development as teachers. Twenty-nine case study teachers talked about their involvement in collaborative activities with colleagues which might have offered informal professional development opportunities, including team teaching and curriculum development activities.

The majority of survey respondents (99%) had reported taking part in some form of collaborative professional development activity during the school year, including the '*sharing of teaching resources*' (92%) and '*joint Inset days with colleagues from other departments/key stages/year groups*' (86%).

Mentoring support for second year teachers

Only a third (34%) of teachers reported having a (post-Induction) mentor during their second year of teaching. Of these, over three-quarters (77%) stated that the mentor was allocated to them by their school and nearly two-thirds had the same mentor that they had during their Induction year.

The vast majority (94%) of those survey respondents who had a post-Induction mentor reported '*very good*' or '*good*' relationships with those people, while those second year teachers who had a mentor were more likely than those who did not to report that they '*strongly agreed*' with the statement '*I enjoy teaching*' (77% compared to 70%).

Case study data indicate that teachers without a formal mentor often received support from a colleague who had adopted an unofficial mentoring role.

Second year teachers' ratings of the support received

Over three-quarters (76%) of survey respondents rated the support they had received during their second year of teaching as '*very good*' or '*good*', whilst seven per cent rated the support as '*poor*' or '*very poor*'.

Whilst some case study interviewees indicated that the support they received was less than that they had experienced during their first year of teaching, they also indicated that they felt less need for support than they had during their Induction year.

Future professional development needs

In response to an open-ended survey question which asked what additional professional development participants would like to receive in their third year of teaching, the most frequent responses given were:

- '*knowledge about my teaching subject(s)*' (mentioned by 15% of respondents);

- '*staff supervision/management skills'* (13%);
- '*subject co-ordination*' (9%); and
- '*ability to work with pupils with special educational needs (SEN)/ inclusion*' (9%).

Teachers' expected employment status for the following school year

The vast majority (94%) of those who, at the time of the Wave 4 telephone survey, were currently teaching (or who were looking for a teaching post in the 'present' academic year), indicated that they planned to be (or to remain) teaching at the start of the following academic year.

- Eighty-one per cent of these expected to be employed in their current (permanent or fixed-term) teaching post in the same school or college.

Ten per cent of survey respondents expected to move to a post in a different school the following term. The main reasons given by these teachers for moving or wanting to move schools were:

- '*career development*' (23%);
- a wish to move to another part of the country (17%);
- the opportunity for promotion (11%); and
- poor relationships with '*staff at my current school/college*' (11%).

Half of all case study respondents who stated that they intended to move to a post at a different school the following academic year (6 out of 12 interviewees) also stated that the reason they intended to do so was for career development.

Teachers' medium-term career plans

Ninety-two per cent of survey respondents stated that they intended to be teaching in three years' time. Three per cent stated that they *did not* expect to be in teaching in four years' time, while the remaining five per cent were unsure.

Beginner teacher retention

Amongst those respondents who left teaching during their second year since completion of ITT, the most common reasons given for this action were the '*behaviour of pupils/pupil discipline*' (19%), and *'family reasons/ commitments*' (also given by 19% of respondents), followed by '*being unable to find a job*' (14%), and the '*belief that they would not be able to manage the workload*' (12%). By way of contrast, those survey respondents still teaching but who did not expect to be in the teaching profession in three years' time most frequently stated that the reason for planning to leave the profession was to be '*in a career with a better work-life balance*' (23% of those who intended to leave the profession in the following three years), followed by '*I plan to be in a better paid career*' (21%).

Conclusions

The majority of teachers who took part in Phase IV of the BaT study were positive about their work and experiences during their second year in post and for many this can be seen as a time of consolidation, with beginner teachers becoming more confident and more trusted, both in and outside the classroom. For other teachers, however, the experiences proved more challenging, with some reporting heavy workloads and poor levels of support during the year. The importance of relationships remains a key theme in this research, not least for participants' enjoyment of their work. This was particularly pertinent for those teachers whose NQT induction was now completed and for whom little formal CPD provision was now in place.

By the second year of teaching the differences between teachers who had followed different ITT pathways had decreased from those reported in earlier stages of the *Becoming a Teacher* project (Hobson *et al.*, 2006; Hobson *et al.*, 2007). In contrast, age does appear to be a factor in differentiating second year teachers' experiences with younger teachers being more likely than teachers from older age groups to have been given additional roles and responsibilities during their second year and older teachers reporting lower levels of support than their younger counterparts.

The vast majority of survey respondents expected to be teaching the following term (which, for most, would be the beginning of their third year in post) and in three years' time. The main reasons why some beginner teachers intended to leave the profession included pupil behaviour, school management styles, work-life balance and salary.

Research design

The findings presented in this report were produced from the analysis of data generated primarily from:

(i) in-depth face-to-face interviews with 64 second year teachers;

(ii) email exchanges ('ejournals') with 45 second year teachers; and

(iii) a telephone survey of 1,973 second year teachers.

The survey and interviews were conducted close to the end of participant teachers' second year of teaching since completing their ITT, mostly in June-July 2006. The ejournal exchanges took place at regular (half-termly) intervals during the academic year 2005-2006.

Second year teachers who participated in the telephone survey, face-to-face interviews and the ejournal exchanges at Wave 4 had also taken part in earlier phases of the project which focused on:

(i) their motivations for undertaking ITT and their expectations and prior conceptions of teaching and ITT (Wave 1);
(ii) their experiences of ITT (Wave 2); and
(iii) their experiences of Induction and the first year of teaching (Wave 3).[1]

[1] Findings from these three phases of the project were presented in earlier reports (Hobson & Malderez, 2005, Hobson *et al.*, 2006, and Hobson *et al.*, 2007).

Some of the data generated in Wave 4 were analysed in conjunction with data generated in earlier waves of the study in order to examine, for example, the extent to which second year teachers' experiences were related to their earlier experiences of becoming a teacher.

1 Introduction

Since the early 1990s the context within which beginner teachers are prepared for and enter the teaching profession in England has changed markedly. We have witnessed, for example, a diversification of routes into teaching with the introduction of school-centred and employment-based initial teacher training (ITT)[2] programmes alongside undergraduate and postgraduate university-administered programmes (DfE 1993; DfEE 1996; TTA 1998). We have also witnessed the introduction of a statutory Induction period for newly qualified teachers (NQTs) (Teaching and Higher Education Act, 1998), during which NQTs must demonstrate their capability against a set of Standards. During the Induction period, which normally lasts one school year (for full-time teachers), schools are required to support NQTs by, for example, providing them with an Induction tutor (often referred to as a 'mentor') (DfES, 2003). In addition, the career entry and development profile (CEDP) was introduced in 2003. This was intended to be completed by teachers at the end of their ITT and to provide a means of identifying and meeting teachers' future professional development needs. However, the end of the Induction period effectively marks the end of any statutory formal provision for new teachers. Apart from the fact that retention amongst beginner teachers is relatively low – for example, more than a quarter of those leaving teaching have been identified as being in the profession for fewer than five years (House of Commons Education and Skills Committee, 2004) – little is known about the experiences of beginner teachers after this initial Induction period.

The *Becoming a Teacher (BaT)* project is a six-year longitudinal study (2003-2009) focusing on teachers' experiences of ITT, Induction and early career and professional development up to the end of their fourth year in post (for those who enter and remain in teaching on completion of their ITT). The research also seeks to identify why some entrants or potential entrants to the teaching profession fail to complete their ITT or their period of Induction, or else leave the profession before they enter their fifth (post-ITT) year of teaching. In relation to these aims, the research explores the extent to which beginner teachers' experiences vary according to the ITT route they followed, and according to a number of other factors, including their age, gender and ethnicity, and whether they teach (or were trained to teach) in primary or secondary schools.

Previous reports have presented findings relating to teachers' motivations for undertaking ITT, and their experiences and prior conceptions of teaching and ITT (Hobson and Malderez, 2005), their experiences of ITT (Hobson *et al.*, 2006) and teachers' experiences of their first year of teaching (post-ITT) and Induction (Hobson *et al.*, 2007). We have reported, for example, that:

- teachers' bring different preconceptions, experiences and concerns to their ITT, which impact on their subsequent experiences of ITT and Induction;
- becoming a teacher is an emotional experience in which trainee and first year teachers typically experience a range of 'highs' and 'lows';

[2] Throughout this report we refer to programmes for the pre-service preparation of teachers as *initial teacher training (ITT)* programmes, as this is the official term used in England at this time. Further discussion on the use of this and other terms, including initial teacher education (ITE) and initial teacher preparation (ITP), can be found in Hobson *et al.* (2007: 1).

- relationships with others (including mentors, other teachers and pupils) are central to this 'emotional' experience; and
- whilst a 'good' Induction programme can ease the transition from student teacher to newly qualified teacher, the provision of the statutory Induction requirements can vary between schools, with some NQTs not receiving their entitlements.

This report presents findings from Phase IV of the BaT project and focuses on beginner teachers' experiences of their second year of teaching. In the first findings chapter (Chapter 3), we present the stories (up to and including their second year of teaching) of two case study participants who exemplify contrasting experiences of 'becoming a teacher'. In the subsequent chapters, we present findings on:

(1) The nature of teachers' employment in the second year since completing their ITT, including the posts they filled, the type of school they were working in, and the nature and demands of their teaching role (Chapter 4).

(2) Second year teachers' views on their teaching and workplace relationships, including their perceived strengths and effectiveness as teachers, enjoyment of their job, and rating of their relationships with their senior leadership team, their teaching colleagues, pupils and parents (Chapter 5).

(3) Teachers' experiences of professional development and support, including whether or not they had a mentor and their views on their future professional development needs (Chapter 6).

(4) Beginner teachers' future career plans, and why some teachers had left and others planned to leave the profession (Chapter 7).

It should be noted that two key concepts which relate to the experiences and early professional development of beginning teachers, and are thus frequently referred to in this report (in particular in Chapter 6), are those of *continuing professional development* (CPD) and *support*. These terms are not used consistently in the literature dealing with teachers' professional development. In this report the authors use the term 'continuing professional development' (CPD) to encompass both support for learning of various kinds and support for the affective and personal impacts of learning to become a (and become a more effective) teacher, although we acknowledge that this understanding may not be shared by all participants in this research.

Support for learning can range from the formal provision of school-based or out of school courses, through targeted coaching for the improvement of teaching skills and support for the development of professional ways of thinking provided by school-based mentors or other teacher educators, to more informal opportunities for learning (such as conversations with colleagues). *Support for affective and personal aspects and impacts of learning* in particular is most likely to involve the availability of colleagues who are willing and able to listen and empathise. The authors feel that the provision of this second kind of support extends beyond the context of CPD; it is a feature of schools which take an attitude involving a duty of care to all staff, and can also be seen as contributing to a supportive whole school ethos.

We should also note that in this report, we often use the term '*second year teachers*' to refer to all those who took part in 'Wave 4' of this study (and who therefore successfully completed their ITT in 2004). As we demonstrate in Chapters 4 and 6, however, not all participants in the BaT project had taught, or taught continuously,

since completing their ITT, and a small minority of participants had not completed, or had not even started, an NQT Induction programme.

In the next chapter (and before presenting our findings), we outline the methods of data generation, sampling and data analysis employed, with specific reference to Wave 4 of the study.

2 Research design

2.1 Introduction

The Becoming a Teacher project is a longitudinal study employing an 'equal status mixed methods design' (Tashakkori and Teddlie, 1998: 43-45), which comprises complementary 'qualitative' (case study) and 'quantitative' (survey) elements. This design enables us to provide detailed insights into the lived experiences of a relatively small sample of beginner teachers (the case study strand) whilst addressing similar and additional issues amongst a larger, national sample (the survey strand). Consequently, whilst the survey strand allows us to comment with some confidence on, for example, the extent to which the reported experiences of beginner teachers are differentiated according to various factors such as the ITT route they had followed, their age, and whether they teach (or were trained to teach) in primary or secondary schools, the case study strand allows us to explore more fully the interaction of these various 'characteristics' as they are experienced by individual beginner teachers. Collectively, the survey and case study work outlined in this chapter refer to data primarily generated towards the end of teachers' second year since completing their ITT. This data collection phase is referred to throughout as 'Wave 4' of the BaT research.

This chapter outlines the research design of the BaT project, with particular emphasis on Wave 4. It sets out, in turn:

(1) the methods of data generation employed;

(2) the sampling strategies adopted, sample sizes achieved and demographic characteristics of the achieved sample; and

(3) the methods of data analysis used in this report.

2.2 Methods of data generation

The findings presented in this report were produced from the analysis of data generated primarily from:

(i) in-depth face-to-face interviews with 64 'case study' teachers;

(ii) email exchanges ('ejournals')[3] with 45 of the case study participants; and

(iii) a telephone survey of 1,973 second year teachers.

With the exception of the case study ejournal exchanges, all Wave 4 survey and case study data were generated in 2006. In a small number of cases, in-depth interviews with case study participants were conducted by telephone due to difficulties of access. Ejournal data were generated, at approximately half-termly intervals, throughout the academic year 2005-2006.

Research instruments were informed by an ongoing systematic review of the literature on new teachers' experiences and issues relating to the retention of

[3] The ejournals involved members of the research team sending regular structured emails to each case study participant asking an identical small number of open-ended questions about their experiences during the previous half-term.

beginning teachers, and by emergent findings from earlier phases of the study. These explored (for example) student teachers' motivations for undertaking initial teacher training ('Wave 1'), their experiences of ITT ('Wave 2') and their experiences of the first year of teaching ('Wave 3').[4]

The Wave 4 research instruments were designed to allow the research team to investigate beginner teachers' experiences of teaching, CPD and support, and their future career plans, as well as the reasons why some beginner teachers had decided to leave the profession. The survey, interview and ejournal instruments used in this and earlier waves of the BaT project are available at www.becoming-a-teacher.ac.uk.

2.3 Sampling strategies and sample characteristics

In this section we outline the nature of the Wave 4 survey and case study samples and how these relate to the sampling strategies adopted in earlier 'Waves' of the BaT project.

Table 2.1 below gives a brief overview of the research instruments used in this, Wave 4, and in the previous waves (1-3) of the study.

Table 2.1: Research instruments used in Waves 1-4

Wave	Beginner teachers' stage of career	Research Instruments	Date of main phase of data generation*
Wave 1	Beginning of 1 year or beginning of final year of 2, 3 or 4 year ITT programmes	Self-complete questionnaire survey	Autumn 2003
		Case study interviews	
Wave 2	End of ITT programmes	Case study interviews	Summer 2004
		Telephone survey	
Wave 3	End of 1st year since completion of ITT	Case study ejournals	September 2004-July 2005
		Case study interviews	Summer 2005
		Telephone survey	
Wave 4	End of 2nd year since completion of ITT	Case study ejournals	September 2005-July 2006
		Case study interviews	Summer 2006
		Telephone survey	

* In a minority of cases, the Summer interviews had to be administered outside the main fieldwork period due to difficulties of access or the need to arrange times that were convenient to participants.

Sections 2.3.1 and 2.3.2 provide further information regarding the survey and case study samples respectively, while Section 2.3.3 gives additional details regarding the Induction status of teachers involved in the project.

[4] Findings from Wave 1, Wave 2 and Wave 3 of the project are reported in Hobson and Malderez (2005), Hobson *et al*. (2006), and Hobson *et al*. (2007) respectively.

2.3.1 The survey sample

A total of 110 ITT providers were approached (in 2003) to participate in the initial (Wave 1) survey; of these, 74 took part. The self-complete questionnaire was completed by 4,790 student teachers from these providers.[5] Subsequently, 3,162 trainees took part in the follow-up Wave 2 telephone interview;[6] 2,446 (then) NQTs took part at Wave 3; and of these, 1,973 (then) second year teachers took part in the Wave 4 telephone survey. This figure (1,973) represents 81 per cent of those who took part in the Wave 3 telephone survey, 62 per cent of those who were interviewed in Wave 2 and 41 per cent of those completing the Wave 1 questionnaires.[7]

The breakdown of Wave 4 survey respondents by the ITT route that they had followed can be found in Table 2.2, together with the percentage of respondents from each route within our sample, and the approximate percentage of second year teachers who had followed each route within the country at large.[8] As can be seen, teachers who followed routes which had the fewest number of places nationally are over-represented in our sample. This was done in order to ensure viable statistical analysis of responses by the ITT route variable, in the latter stages of the research project. It should be noted, nevertheless, that the large proportion of beginner teachers in our sample who had followed the university-administered PGCE and BA/BSc QTS programmes means that, whilst we cannot claim that our findings are representative of the national profile (in 2006) of second year teachers, the experiences of teachers from these routes still carry the greatest weight when aggregated responses are reported.

[5] Further details of the sampling strategy used are available in Hobson *et al.* (2006: 5-7).
[6] This figure included 197 respondents who had not taken part in the Wave 1 survey but who were recruited from a 'top-up' survey, conducted in Autumn 2004, which was designed to ensure more robust sub-group sizes on the smaller ITT routes. Further details are provided in our Wave 2 report (Hobson *et al*., 2006: 7).
[7] The Wave 4 response rate comprised 83 per cent of those Wave 3 survey respondents who *agreed to be recontacted* at Wave 4; the Wave 3 response rate comprised 85 per cent of those Wave 2 respondents who *agreed to be recontacted* at Wave 3; and the Wave 2 response rate comprised 83 per cent of those Wave 1 survey respondents who *agreed to be recontacted* at Wave 2.
[8] The latter figures are, in effect, the number of first year teachers who followed the different ITT routes and are based on population figures at the beginning of the 2003/04 academic year, when the first wave of data generation took place. These figures were obtained from the GTC. For a brief overview of the different ITT routes see Appendix A.

Table 2.2: Wave 4 survey strand respondents' by ITT route

ITT route	Number of respondents in (total) Wave 4 sample	Percentage of respondents from this ITT route in our achieved sample	Percentage of beginning teachers who had followed this route in England*
University-administered Postgraduate Certificate in Education (PGCE)	625	32	67
Flexible PGCE	73	4	1
Bachelor of Education (BEd)	190	10	4
Bachelor of Arts (BA)/Science (BSc) with Qualified Teacher Status (QTS)	509	26	15
Graduate and Registered Teacher Programme (GRTP) (including SCITT-based GRTP)	345	18	13
School-Centred Initial Teacher Training (SCITT) (excluding GRTP)	231	12	1
Total	**1,973**		

Percentages do not add up to 100 due to rounding.
* Figures based on the number of first year teachers following this route in the academic year 2004-2005.
(Source: GTC).

Tables 2.3 to 2.5 give further details of the profile of our Wave 4 survey sample. Table 2.3 provides a breakdown of respondents to the telephone survey by ITT route followed for teachers working in both primary and secondary schools;[9] Table 2.4 gives the age ranges of survey respondents';[10] and Table 2.5 provides information on their gender profile.

[9] Survey respondents' 'phase' was allocated according to whether they were teaching (or had taught at some time during the year) in primary or secondary schools. For those respondents who had not taught at all since completion of their ITT, phase was allocated according to the age range they trained to teach. Those beginner teachers working in middle schools at Wave 4 were excluded from any analysis involving the phase in which respondents taught.
[10] The Wave 1 self-complete questionnaire asked for survey respondents to indicate which age band they belonged to out of the following options: 20-24; 25-29; 30-34; 35-39; 40-44; 45 or over. The ages of survey (and case study) participants given in this report were derived by adding three years to the lower and upper figure of each Wave 1 age band. It is acknowledged, however, that there are some problems with this method, notably because the collection of data for the Wave 4 survey (conducted in Summer 2006) did not take place fully three years after that for Wave 1 (Autumn 2003). This means that a minority of participants (those who had birthdays in the month or two prior to the Wave 1 survey) will have been placed in the next age band up when in fact they would not have reached the lower age in that band for another month or two. However, given the small size of any possible discrepancies, findings related to age will not be materially affected.

Table 2.3: Wave 4 survey strand respondents by phase and route

ITT Route	Primary phase teachers		Secondary phase teachers	
	Frequency	Per cent (%)	Frequency	Per cent (%)
PGCE	165	17	446	48
Flexible PGCE	41	4	24	3
BEd	169	17	16	2
BA/BSc QTS	375	39	108	12
SCITT	94	10	125	13
GRTP	125	13	212	23
Total	**969**		**931**	

Number of cases 1,900.[11]
Percentages may not add up to 100 due to rounding.

Table 2.4: Wave 4 survey strand respondents by age

Age group	Frequency	Per cent (%)
23-27	884	45
28-32	381	19
33-37	212	11
38-42	193	10
43-47	186	10
48 or over	104	5
Total	**1,960**[12]	

Table 2.5: Wave 4 survey strand respondents by gender

Gender	Frequency	Per cent (%)
Male	403	20
Female	1,570	80
Total	**1,973**	

2.3.2 The case study sample

At Wave 1, 85 participants from across all ITT routes being studied were recruited to take part in the case study strand of the project.[13] Of these, 79 were re-interviewed at Wave 2, 73 at Wave 3 and 64 at Wave 4. Attrition from the case study sample is explained by a small number of participants: (i) withdrawing from their ITT or subsequently leaving the teaching profession; (ii) choosing not to continue participation in the study; or (iii) not being contactable at the time of the interviews.

Table 2.6 provides a breakdown of Wave 4 case study interviewees by phase and by the ITT route that they had followed, whilst Tables 2.7 and 2.8 provide further information regarding the age and gender of these participants.

[11] Seventy-three respondents were not able to be allocated either 'primary' or 'secondary' stage status for this table. The majority of these respondents were teaching in either middle schools or special schools.
[12] Thirteen respondents did not state their age.
[13] In order to be able to report on a wide range of experiences, the research team sought to recruit student teachers from a range of different ITT routes and providers, from a variety of different age groups and subject specialisms, and to include reasonable proportions of both male and female participants. For further details of the case study recruitment strategy for Wave 1 of the project see Hobson *et al*. (2006: 9-10).

Table 2.6: Wave 4 case study participants by phase and route[14]

ITT Route	No. of primary phase teachers	No. of secondary phase teachers	Total no. of teachers per route
PGCE	7	4	11
Flexible PGCE	6	2	8
BEd	6	1	7
BA/BSc QTS	6	4	10
SCITT	5	8	13
GTP	6	6	12
RTP	2	1	3
Total	**38**	**26**	**64**

Table 2.7: Wave 4 case study participants by age

Age at Wave 1	Age at Wave 4	Frequency
20-24	**23-27**	22
25-29	**28-32**	13
30-34	**33-37**	8
35-39	**38-42**	8
40-44	**43-47**	8
45 or over	**48 or over**	5
Total		**64**

Table 2.8: Wave 4 case study participants by gender

Gender	Frequency
Male	17
Female	47
Total	**64**

In addition to the end of year in-depth case study interviews, ejournals were sent to all case study participants on a half-termly basis.[15] In total 45 out of 64 case study teachers contacted us at least once during the period, with the maximum number of responses from any single teacher being four. Table 2.9 provides the numbers of teachers who responded during each time period in which the ejournals were administered.

Table 2.9 Ejournal responses at each time period

Date sent	Number of responses
October 2004	20
December 2004	22
February 2005	27
March 2005	18
July 2005	6

[14] As with survey respondents, phase has been allocated according to whether participants had taught in primary or secondary schools. One case study teacher was teaching in a middle school and in this case phase was allocated according to the phase which she had trained to teach.

[15] Ejournals were sent the week before half-term and end of term breaks during the academic year 2004-2005 except for the Summer 2005 half-term when case study participants were contacted by telephone to arrange their end of year face-to-face interview.

2.4 Data analysis

2.4.1 Analyses of case study data

All case study interviews were transcribed, and data generated from the second year teacher interviews and ejournals were initially subjected to an inductive, grounded analysis (Glaser and Strauss, 1967). This involved members of the research team reading a selection of the transcripts and highlighting what, for them/us, was emerging from the data as important aspects of beginner teachers' experiences. The researchers then came together to share their/our interpretations and, drawing upon the emergent findings, the research questions, and issues arising from the review of the literature and previous Waves of the study, developed a coding frame for the subsequent systematic, thematic analysis of the data. All transcripts and ejournal data were coded using NVivo software.

In reporting the results of these analyses of case study data, the number of quotations provided does not necessarily equate to the prevalence of particular viewpoints in the data overall. Extracts from the end of year interviews and ejournal data are provided: (1) to illustrate the diversity of perspectives arising from participants' accounts of their experience; (2) to illustrate the complexity of the issues addressed; and/or (3) to unpack one particular standpoint. The prevalence of particular positions is normally indicated in the text by reference to the number or proportion of participants who expressed a particular viewpoint.

When presenting extracts from the ejournal exchanges, the month in which the data were generated is noted after the extract, together with key biographical details of the participants, which are also provided alongside quotations from the end of year interviews. Unless otherwise stated extracts are from the end of year face-to-face interviews. As an additional aid to the reader, quotations from the case study interviews are in italics, whereas extracts from the ejournal exchanges are not.

In addition to the analysis and reporting of case study findings described above, *all* the interviews and ejournal exchanges for Waves 1 to 4 of the research of two contrasting case study participants ('Jack' and 'Elizabeth') were analysed separately in order to present a more in-depth account of two second year teachers' differing experiences of becoming a teacher. Each of these case study participants was then sent a copy of his or her 'story' and invited to comment on it. As elsewhere in this report, the real names of the research participants have been changed and some details of their stories omitted, in order to protect their anonymity. With Jack's and Elizabeth's permission, their stories are presented in Chapter 3 of this report.

2.4.2 Analyses of survey data

In this section we provide an outline explanation of the statistical techniques employed in the analyses of the survey data, together with an introduction to the presentation of the results of these analyses in the subsequent (findings) chapters.

Survey data were analysed using *SPSS* software. As we have indicated above, one of the main aims of the BaT study is to explore the extent to which teachers' experiences (or accounts) may differ according to the ITT route they had followed, or

according to other variables, including respondents' age, their gender, their ethnicity, and whether they were teaching in primary or secondary schools.

Where tables of the aggregate responses to a survey question are provided in the text they show the response frequencies and the percentage distribution of the sample responses.

Participants' categorisation of their school's effectiveness, using two main indicators, was one amongst many potential influences on their reported experiences and future plans. First, teachers were asked separately whether or not they felt that their school was in '*special measures*', '*with serious weaknesses*' or '*in challenging circumstances*'.[16] In order to be able to test various hypotheses with greater power, these three response categories were combined into one measure, termed '*school in difficulties*', so that a respondent who stated that their school was in one (or more) of the three earlier categories would be recorded as teaching in a '*school in difficulties*'. Second, respondents were also asked whether or not they judged their school to be '*high in the league table*s'.[17]

Statistical tests

In addition to presenting relevant descriptive statistics, we also report the results of a variety of standard statistical analyses, namely the chi-square test, the t-test, McNemar test, correlation, and binary logistic regression. It should be borne in mind that where a result or a pattern of differences is found to be statistically significant, this does not automatically mean that it has any practical importance. Whenever a statistically significant result is reported in the text, the actual size of the effect (or difference) is also reported, to help the reader to make a judgement as to the degree of importance to be attached to the result.

[16] The categories of 'serious weakness' and 'challenging circumstances' do not necessarily correspond to current Ofsted categories. The category of 'serious weakness' was applied to schools following inspections completed before September 2005 and was superseded by a new classification of schools as requiring 'significant improvement'. However, the picture is complicated here by the fact that schools judged by Ofsted prior to September 2005 to be in the serious weakness category and which had not yet been removed from the list of such schools were subsequently referred to as 'legacy schools with serious weaknesses'. (as of 31st August 2007, there were 128 such schools in England and Wales). The classification of 'schools facing challenging circumstances' was applied as a formal category by the then DfES from 2002 to 2006. Schools in challenging circumstances were defined as those schools where levels of pupil achievement were below the Government's floor targets.
Such schools were allocated additional funding up to August 2006 through the Excellence in Cities, School Improvement and/or Leadership Incentive Grant schemes. From September 2006, Government intervention has been targeted at schools with the 'highest relative deprivation' and hence, the term 'challenging circumstances' has ceased to be an official description of a category of school.

[17] We should stress that the two variables referred to here are independent of each other. Analysis shows that only three per cent of schools alleged to be '*high in the league tables*' were also classed as '*in difficulties*', while 19 per cent of those judged to not be '*high in the league tables*' were classed as being '*in difficulties*'.

The main statistical techniques used in our analysis are explained below.

Chi-square

Data have been analysed using the standard test of ***Pearson's chi-square*** to test for significant associations between different sets of responses, using a probability value (p-value) of less than or equal to 0.05 to indicate statistical significance (this denoting a 5% chance, or less, of occurring randomly).[18] In relation to the results of the chi-square analyses, three different values are reported in the text: the value of the chi-square statistic, the number of degrees of freedom (denoted by 'df')[19] and the p-value. Taken together, the chi-square and df values determine the level of statistical significance (p-value) and are conventionally stated in all quantitative research.

Some of the variables that arise from the survey are ordinal variables, i.e. they are measured on three-, four- or five-point rating scales. However, they also comprise '*don't know*' and (in some cases) '*can't generalise*' response categories which cannot be ordered and which were selected by a relatively small number of respondents. Retaining these two response categories in chi-square test calculations results in the violation of a basic chi-square test assumption regarding the number of minimum expected counts (i.e. all expected counts should be greater than one and no more than 20% should be less than 5).[20] For this reason, these two categories were excluded from all chi-square test calculations which are presented in this report.

In some cases, due to the highly skewed distributions of the data and the relatively small numbers of respondents selecting low rating categories (such as '*poor*' or '*very poor*'), there was still a problem with the assumption of minimum expected counts (despite excluding the '*don't know*' and '*can't generalise*' categories). In such cases, rating categories with a low number of responses (e.g. '*very poor*', '*poor*' or '*neither good nor poor*') were collapsed, to create larger response groups, and the chi-square test repeated using this new set of response categories. Whenever this was the case for findings presented in the subsequent chapters of this report, it is reported.

[18] The p-value provides a measure of the probability of the observed differences in the outcome variable between two or more subgroups of teachers to be due to chance only and, therefore, not reflecting true differences in the population of teachers. If the p-value is less than, or equal to, 0.05, the probability of having a result due to chance is 5 out of 100 or smaller. This implies that it is highly unlikely for the observed differences to be due to chance only and they are thus considered to be statistically significant.

[19] The term 'degrees of freedom' is used to describe the number of values in the final calculation of a statistic that are free to vary, without affecting the result. In the Pearson's chi-square test, the number of degrees of freedom relate to the size of the two-way table and is estimated by the formula: (no. of rows - 1) x (no. of columns - 1). Knowledge of the degrees of freedom is required when estimating probability values (p-values). A given chi-square value is associated with different p-values, depending on the degrees of freedom. For example, a chi-square value of 10 is associated with a p-value of less than 0.05 when the degrees of freedom are 4. However, the same value of 10 is associated with a p-value greater than 0.05 when the degrees of freedom are 5.

[20] 'Expected counts' is the number of teachers from each sub-group of the explanatory variable (e.g. males and females in the case of 'gender') who would be expected to fall into each of the response categories of the outcome variable if there was no association between the two. The chi-square test assesses whether the differences between the expected and the observed (actual) counts are big enough to reflect an existing association in the research population and not be a result of chance only.

T-tests

The **t-test** is used to assess whether the means of two groups are statistically different from each other. Whilst the variable of interest is generally required to be normally distributed and continuous in nature (like a person's age, for example), the large sample sizes available in our data and the well known robustness of the t-test imply that significant findings are likely to be reliable even if either or both of these assumptions are violated.

Two distinct types of t-test are used in this analysis: (i) the independent samples t-test, where two distinct sub-groups containing different respondents (for example, males versus females) are compared; and (ii) the repeated measures t-test where the same respondents are compared (for example in order to assess whether there have been changes in the pattern of responses across different time periods, i.e. different waves, of the (longitudinal) survey).

For both types of t-test, we report the t value, the degrees of freedom ('df') and the corresponding p-value, which indicates the likelihood of the means of the two groups being equal given the pattern of the data being analysed.

McNemar test

The **McNemar test** has been used as a non-parametric method to compare successive wave responses for significant changes in the proportions of dichotomous responses. Using this test, one can assess whether the proportion of respondents answering, for example, 'Yes' or 'No' to a particular question in the telephone survey has increased (or decreased) by a significant amount between two waves of the survey.

Spearman's correlation

On occasion we wanted to directly measure the degree of association between two variables. For this purpose, we have used **Spearman's correlation** since we regarded this as the most appropriate of several available correlation coefficients for use with ordinal variables. We report the size of the correlation (always between -1 and 1, perfect negative, and perfect positive correlation respectively), the sample size, and then the corresponding p-value, which indicates whether or not the two variables are indeed correlated.

Binary logistic regression analysis

Whilst the chi-square test enables us to identify which explanatory variables (e.g. phase, route, gender, age or ethnicity) are statistically associated with teachers' responses on an outcome variable of interest, it does not allow us to test whether each of these explanatory variables has an independent effect on the responses (or whether the observed effect is rather, or partially, due to its association with another variable). **Regression analysis** allows us to identify which of the explanatory variables best predict teachers' responses on the outcome variable by entering all of them into a model simultaneously. Hence, in theory, if (for example) the effect of gender on an outcome variable is chiefly due to differences relating to educational phase (where a majority of primary teachers are female and a higher proportion of secondary school teachers are male), then educational phase will appear as a statistically significant predictor in the regression model, while gender will be shown as a non-significant factor. Where both gender *and* phase appear to be statistically

significant in the regression model, this means that each of these two variables has an independent effect on beginner teachers' responses on the outcome variable.

In the regression model presented in this report, the effects of ITT route, educational phase, age, gender and ethnicity on the outcome variable (what factors might influence teachers' stated enjoyment of teaching) have been estimated. In addition, other variables, for example, teachers' ratings of the support they received, were also tested for statistical significance and effect sizes calculated.[21]

In formulating this regression model, a backward method of entering the various explanatory variables has been applied. This means that all the explanatory variables (predictors) are simultaneously included in the model at a first step and then removed in turn, where they do not have a statistically significant effect on the outcome variable. The first predictor to be removed is the one with the least impact on how well the model predicts the outcome. The second is the next least influential variable and so on. Only statistically significant predictors are retained in the final model.

In binary logistic regression analysis, where the outcome variable takes one of two values (e.g. 0: satisfied and 1: dissatisfied), there are two main statistics of interest; the ***exp(β)***[22] and the ***Nagelkerke R^2***. The **exp(β)** shows how much more or less likely it is for a certain sub-group of NQTs (e.g. men) to give an answer of 1 (dissatisfied) compared with another group of teachers that has been defined as the reference group (in this example, women). The reference group is normally coded 0. Hence, if, in the above example, the exp(β) equals 1.2, this means that the odds of a male teacher giving a response of 1 (dissatisfied) are 1.2 times greater than the corresponding odds for female teachers. Note that if the exp(β) was less than 1, then the odds for male teachers (giving a response of 1 on the outcome variable) would be less than for female teachers. The exp(β) is often referred to as the 'odds ratio'.

The ***Nagelkerke R^2*** provides a measure of the extent to which all the predictor (explanatory) variables together explain the outcome variable and can take values from zero to one. A value of zero indicates that all the predictors together do not explain any of the variation in the outcome variable, whereas a value of one indicates that they perfectly explain or predict the outcome.

In addition to the *Nagelkerke R^2* there are two additional statistics that are useful for making an assessment of the efficacy of the statistical modelling that has taken place in logistic regression. The first of these is the ***model chi-square*** statistic which tests the null hypothesis that all non-constant coefficients in the model are zero. Hence a significant result here (say, $p<0.05$) indicates that, at least to some extent, the model is giving useful information.[23] The second is the ***Goodness of fit*** test which tests the null hypothesis that the model fits the data well – in other words, that the observed

[21] By 'effect size' we mean the extent to which a teacher's response on one variable (outcome variable) can be predicted on the basis of her/his response on another variable (explanatory variable or predictor). The stronger the association between the two variables, the more accurately one can predict the outcome by knowing a teacher's response on the predictor variable.
[22] Exp(β) stands for 'exponent of beta'.
[23] This test is analogous to the standard overall F-test used in ordinary least squares regression to test that not all of the coefficients in the model are zero.

data adequately fits that described by the model. A significant result here indicates that there is evidence that the model does not adequately describe the data.[24] The main findings of this regression analysis are presented in the findings chapters, while more detailed results, including the exp(β) and *Nagelkerke* R^2 statistics, are given in Appendix B.

Having outlined the methods of data generation and analysis employed, we now go on to present the findings of those analyses. In the main findings chapters (3-7) we have chosen to adopt a minimalist approach to the interpretation and discussion of findings (or outcomes of our data analyses), partly in order that readers can come to their own interpretations of what the findings may mean to them, and partly because we provide more substantive and holistic interpretations, and discuss some implications of our findings, in the final chapter of the report. First, in Chapter 3, we present two second year teachers' stories of becoming a teacher.

[24] For a more detailed discussion of logistic regression techniques see Plewis (1997), Kaplan (2004) or Kinnear & Gray (2004).

3 Two beginning teachers' stories

3.1 Introduction

In this chapter we present the stories of two beginning teachers' early experiences of teaching as a career. We do so primarily in an attempt to provide the reader with a genuine feel for the lived experience of beginning teachers, and to illustrate some of the marked contrasts in those experiences. The two stories thus present relatively 'extreme' rather than typical experiences of becoming a teacher. In doing so, they identify and illustrate some of the issues associated with things going well, as they do for many beginner teachers, and with things going not so well, as they do for many others.

We begin with the story of Jack, whose early introduction to the teaching profession was generally positive and who was making rapid strides in terms of his early career development, before moving on to discuss the story of Elizabeth, who endured a less happy and more problematic introduction to life as a teacher. While, in accordance with the focus of this report, our emphasis is on these teachers' second year in the profession, it is important to set this in the context of their earlier introduction to the teaching profession. Accordingly, we begin by discussing their initial choices and expectations about teaching and initial teacher training (ITT), and then outline their experiences as student teachers and as newly qualified teachers, before going on to discuss the second year in more detail. The names given to these beginning teachers are pseudonyms, and some details of their stories have been omitted or changed to protect their anonymity.

3.2 Jack: A flying start

3.2.1 Jack's motivations and preparations for undertaking ITT

Jack enrolled on a SCITT programme in his early twenties, for reasons that suggested intrinsic, vocational motivations:

> *I always wanted to be a teacher from a really early age… even at school I always knew… that was exactly what I wanted to do… that's why anyone wants to go into the profession, to make a difference to young people today.*

His description of the teachers he had liked at school, together with his assessment of his own personal attributes that might enable him to emulate these, suggests that this was also a reasoned decision:

> *When I was at school I… liked the teachers who had humour, who were quite relaxed, who gave you boundaries, but… you knew that you could expand within those boundaries and you were safe within them, and as a person I'm quite outgoing, I'm quite… a confident person, and I think my communication skills are one of my strengths as are my facilitation and group-working skills, and so really, yeah, I thought from quite an early age that I'd be… a candidate that would make a successful teacher.*

In thinking over his childhood career ambitions Jack had considered some potential drawbacks of being a teacher and mentioned worries relating to pupil behaviour and the reported heavy workload of teachers. However, he felt fortunate to have had a clear vision of what he wanted to do with his life as it had enabled him to prepare himself for his ITT programme during his undergraduate degree:

> [S]*o it was really lucky 'cos when I got to* [Name] *university, I could like tailor my degree round that. So I did… a lot of modules that I thought could… help my development as a teacher and prepare me for the teacher course.*

Jack did not, however, apply to an ITT programme on completion of his undergraduate degree, but instead spent a year as a residential social worker dealing with young people with social and emotional problems. His explanation for this was as follows:

> *I felt by the end of my degree that I didn't want to go into teacher training straight away because I didn't feel that I had enough life experience working with young people to prepare me for teaching. I thought, you know, 'how can I teach these students?'*

Jack hoped that the skills and understanding gained during this year would make him more confident in dealing with certain aspects of pupil behaviour.

Jack had researched possible routes into teaching and seriously considered both the Graduate Teacher Programme and School-based Initial Teacher Training. He felt these routes might suit both his preferred way of learning and his understanding of the relationship between theory and practice, which he had developed during his undergraduate degree:

> *You learnt the theory but you learnt it through practice so you learn it and it underpins your practice… that I think was really important for teacher training, that you actually work always in the context of the school environment, because it's very hard to get a feel or even an understanding of what a school environment is until you're actually in there.*

He discovered that he was ineligible to apply for the GTP route for reasons of age, but was in any case more attracted to the SCITT route as in this way he could obtain not only Qualified Teacher Status [QTS] but also a PGCE, which he saw as valuable because it '*gives you that theoretical background which you work in, but also because I think it opens up a lot more doors in the future*'. His choice of a particular SCITT programme was determined in part on the basis of its high ranking in programme 'league tables', and in part for geographical reasons. He was concerned to find a programme in the region where he had grown up and attended school and university, as he felt that:

It's really important that you're happy with your environment outside teaching otherwise you'd go mad.[25]

Jack was successful in gaining a place on his first choice programme.

3.2.2 Jack's experiences of ITT

Despite Jack's careful preparation and strong intrinsic motivations, he talked of his early experiences of ITT as being like '*peaks and troughs throughout*'.

For Jack, the 'peaks' related mainly to the excitement of finally engaging with his chosen profession, and the satisfaction gained from seeing pupil achievement. In contrast, poor pupil behaviour had even led to doubts about his career choice, which were eventually dispelled by the reward of '*making a difference*':

> [I]*t's different students all the time just giving you lip and giving you, you know, talk back. It wears you down emotionally something, you know, something chronic… There are days when I just come home thinking, you know, 'bloomin' heck', you know, almost in tears, going 'I can't do this' … then you pick yourself up because you have a, you know, you have one of those experiences that makes you think, 'Ok yeah, this is the right career for me', this is the right choice and I'm making a difference.*

The other main factor identified by Jack as having contributed to the 'troughs' was the heavy workload involved in teaching and training, which had taken its toll:

> *My social life has gone completely out the window, I mean I'm lucky to go out. Saturday nights I try to go out. Normally I'm exhausted by Friday, and then I work all day Saturday. Normally, I'll probably do about three hours in the night in the week… I think physically and mentally it's had just a massive impact. I've lost about two stone, I'm totally exhausted. It is a long, sort of arduous journey. But hopefully it will all be worth it, fingers crossed.*

Jack had come to the view that although '*people say teaching shouldn't be your life… it is really*'.

In discussing his mentors, Jack described '*struggling*' with his first mentor whom he found '*very… hard to communicate with*'. He attributes this to a '*massive clash of personality*' with this mentor, and explained that he:

> *…didn't agree with anything, her view on* [subject specialism]*, I didn't agree with the way she dealt with students, I didn't agree with, like, she would shout all the time… and I never heard the students laugh once in her lessons.*

[25] Jack did not elaborate this, but in the context of the discussion it was taken to mean that without supportive and familiar surroundings he estimated that the workload would be unbearable.

'*Luckily*', as he said, experiences on his second placement '*kick started*' him again and helped him to '*regain the spark*'. He saw his second mentor, an AST, as '*absolutely fantastic*', and was conscious of the influence she had had on his style of teaching, which others had also noticed.

Overall, Jack considered his programme to have been '*very supportive*' and attributed this in part to the comparatively small numbers of trainees. In addition, he found '*all the teachers*' in his placements '*incredibly supportive*', and valued highly the support from fellow-trainee flatmates and course members. He considered that without a supportive atmosphere it would have been '*a very lonely process really*', and even '*overwhelming*', a feeling he attributed to '*the responsibility you have as a teacher*'.

Jack explicitly links accounts of his overall ITT experiences to a number of new insights. These related to: the nature of the job; the need to '*look after yourself as a person both emotionally and physically*'; the realisation that '*teaching isn't just about working with students*' but also involves large amounts of paperwork; and an increased awareness of '*how highly skilled and highly trained teachers are nowadays*', and of the relevance of '*all the theory*' which is '*put in a context and you do use it*'. He also articulated a reasoned position with regard to behaviour management, acknowledging that, while in the views of many, gaining student respect is obtained by '*making your boundaries clear and clamping down on them time after time after time*', his view differed:

> [T]*he way I see it* [is] *that I have to earn their respect and hopefully by them seeing that I have very good subject knowledge and a passion for my subject and* [that] *I respect them, they'll respect me.*

Similarly he disagreed with advice to '*not take things personally*', saying that:

> [I]*f a kid's not succeeding I see that as my fault in a way because obviously… I haven't scaffolded it in a way that allows him or her to understand.*

In the interview conducted at the end of his ITT programme, he concluded:

> *There's no handbook saying that's how you be a teacher. It's all about your personality, your individual strengths, your individual weaknesses, and how you want to be perceived as a teacher personally.*

As regards his longer term career plans at the end of his ITT programme, Jack aspired to become an AST:

> *I want to be an AST, advanced skills teacher… probably because I have been working with an advanced skills teacher for the last two terms* [his second mentor, see above] *and I don't really want to go into the management side that will take me out of the*

classroom because for me I feel my strengths are working with the students one to one and that seems the best route.

Jack had looked for a post '*quite early on*' because he had '*a clear view*' of what he wanted: a specialist school where his subject was an essential feature. He was '*the first person on the course to get a job*', accepting an offer in a school with specialist status in his subject '*straight after Christmas*'. Jack described this as a '*real cutting edge school*' and he was excited at the prospect of working in '*an ambitious forward-thinking department that works, you know, in the community and within the school and cross-curriculum with other departments*'. He also judged that the department was '*supportive*', in part as a result of visits to the school, and in part because '*we have been e-mailing each other every month*'.

Jack was due to start his new job (by '*going on a residential with Year 12s*') immediately on completion of his ITT course. Far from finding this daunting, he was excited about '*being completely immersed from the start*'. Indeed, many things about his new job 'excited' him, including having his own tutor group:

I am just really excited, really excited, I mean I have got Year 7 tutor group and I… actually lie awake [at] *night just thinking about my first lessons and what I'm going to do and my tutor group, how am I going to get to know them…*

He saw the fact that he would be working with GCSE and 'A' level groups as '*a bit daunting*'. The main challenge he foresaw however, was being accepted and respected as a teacher, and he acknowledged that his views on '*discipline*' might be a drawback in this regard:

Well I think the main challenge is establishing myself as a teacher because… although the stabilisers aren't coming off completely… you have to go it alone. And… I am not one of these teachers who puts the discipline in straight away, … so I might be at a slight disadvantage there because I am not going to be one of these scary teachers that the kids go 'we better listen to him' or 'we'd better shut up' because that's not how I work and there are major drawbacks with how I work, there are strengths and drawbacks.

3.2.3 Jack's first year as a teacher

Jack's first year in teaching gave him a flying start. It was a year in which he had not only completed his Induction successfully, but also taken over as acting head of department at the end of his first term, and been confirmed in this position by the end of the year. His other achievements included: leading successful and publicly acclaimed extra-curricular projects; being nominated by the school for the fast track programme; receiving an excellent personal appraisal from Ofsted inspectors; leading his department (as an NQT Head!) to an 'excellent' grade in an Ofsted inspection, and discovering that his was the only department in the school to receive such a commendation. He was understandably proud of these Ofsted results and wrote in an e-journal:

> [T]hen [I] was offered Head of Dept. and Ofsted gave us an 'Excellent' [grade] and stated my lessons were of an 'exceptionally high standard' and that I was an 'Excellent Practitioner' ... can't get much higher!

Jack felt that his decision to start in his new post immediately on completion of his ITT programme had been beneficial because he had had '*a head start*', and eventually viewed '*being thrown in at the deep end*', with regard to teaching exam classes from year one, as having supported his development:

> *Even as an NQT I was, you know, teaching A Level, GCSE, and at first I panicked but I think that's the way you do it. I think you cannot shelter NQTs. They have to really be realistic about what teaching's all about. I think if you do shelter them they're going, by the time they do get a full timetable, they're not going to be ready.*

Jack found his school and department as supportive as he had hoped, describing senior management as '*incredibly supportive*', and '*a joy to work for*', and the school's support for professional development as '*fantastic*'. He mentions specifically a whole school peer-observation scheme where teachers were paired according to self-assessed strengths and weaknesses. Jack had received all his NQT entitlements and spoke of regular mentor meetings, observations, his '*ninety per cent timetable*', access to external training, and the valuable use of his CEDP in the development of a personalised supportive development programme. He felt there had been '*definite continuity between teacher training and my NQT year*'. He valued some of the externally run courses he attended more than others and based his judgements largely on facilitator skills, and/or approach to his subject. As a result he had already made decisions about which courses he would recommend for the two NQTs he would have in his department the following year.

Jack's success was not without some considerable cost to himself. In his first term although he '*loved it*' and '*just threw* [himself] *into everything*', he had, it seems, forgotten his intention to look after himself physically and emotionally:

> *I have very high expectations of myself and I think the first term everything was such a, just a bit of a culture change. I think I was stressing out. I was trying to hit, reach my expectations. I wasn't eating properly, I wasn't sleeping properly, and I think I suffered in that first term and by Christmas I felt a bit burnt out.*

Nonetheless, at the end of the year Jack still saw teaching as being a way of life, and was keen to stress that he did not resent the cost to himself:

> *I don't feel resentful about it. My workload is huge, my hours are long, I do become physically and mentally exhausted but I don't resent that, I love it… I've such a passion for the job I enjoy doing it. It's part of the job.*

Understandably, Jack saw his overall experience of his first year as very positive, and attributed this largely to the recognition he had received, and '*being so highly*

thought of in this school'. Yet Jack did have reservations about some aspects of the job. These were related to: the rapid succession of new government initiatives; salary and the status of teachers, and particularly, to school politics:

> *I think schools are a lot more political than I was aware of. I think some people are funny about me being in the position I'm in at such an early age.*

Jack saw changes in himself both professionally and personally as a result of his first year in teaching in '*too many ways to mention*'. He does, however, highlight two ways: being '*aware more of the bigger picture, in terms of how schools operate*', and having expanded his teaching style to allow him to '*play different roles*'. In addition, his role as head of department had necessitated some adjustments to his views on dealing with pupil behaviour:

> *But now I'm head of department, I notice I've had to change my relationship with students that I don't teach. Students I teach, I've still got the relationship I had because they know my boundaries, they know the boundaries and what I can be like if they step over those boundaries. However, the students who I don't teach, I now have to be the disciplinarian. If it goes beyond the classroom, I have to instil the discipline, so in that sense I've had to become a bit of a scary ogre at times – dish out the punishments and do the meetings with parents.*

Jack was looking forward to his second year of teaching, and most of all to '*taking this department forward*' and expanding his already established outreach work. In terms of development needs, he reasoned that he would need '*as much support... next year probably as I have done this year*', mainly in view of his new position as head of department. He was reassured that the school would offer him such support, with the addition of support from '*the fast track* [which] *will kick in next year, if I get through the tests*'. Jack saw himself remaining in the school for '*at least the next five years*', and in terms of longer term career development, he was flattered by the plans envisaged for him by the school, '*assistant head within five years*'; but he had not forgotten his personal end-of ITT ambitions: '*I'd like to be assistant head but I'd also like to be an AST*'.

At the end of his first year in teaching, Jack mentioned three issues that might induce him to leave the profession: excessive bureaucracy; lack of adequate financial reward, and possible loss of enthusiasm (due to excessive workload):

> [I]*f the bureaucracy gets so much, I would leave... If the government were dictating so much what I as a teacher can do.*
>
> *I mean, the money is farcical, farcical. I could work in a pub and get more… if I got paid by the hour, even if I got £5 an hour, I'd be earning more than what I get now… And then when you go home, you don't stop work. There's always something. Getting a student's report done on time is important … making a phone call home, it's important. That's how I feel.*

> *Maybe I might* [resent the time spent working]*. And I think as soon as that starts happening I'll have to leave the profession. As soon as I've lost my enthusiasm, I would leave. I think if you don't have that enthusiasm and you can't instil that enthusiasm within your students you're being counter-productive to their education, to their development.*

3.2.4 Jack's second year as a teacher

It would be hard for any year in a teacher's career to be quite as spectacularly successful as Jack's first in teaching. In comparison with his first, Jack's second year represented quieter, steady, but still rapid, progress. For example, he reported not only participating in, but running in-school Inset events; he had established a departmental peer-observation scheme; he was involved in, and was sought out for, increasing amounts of outreach work; and 97 per cent of students taking GCSEs in his subject had obtained good passes (in comparison with the school average of 47%). These achievements he saw as: '*all adding to my portfolio for AST application in the next few years!*'. There was external recognition too in his second year: in the February he heard that, after the '*boot camp*' of challenging tests, he had been successful in his fast track application.

When asked what he had been happy about in his past year as a teacher, Jack's first response was from 'Jack as Head of Department':

> *Things I'm happy about, departmentally I'm very happy. We've got… another teacher during this next year. This is the first time going into next year, the first time in the last eight years, where the head of [subject] has been here two, more than two years running. Our department now has developed a lot more stability and therefore I feel our curriculum and our own kind of ethos and our role within the school has kind of cemented itself.*

As regards his own development, he reported that the main thing that he had learnt in the year was to '*look... at education in a holistic way*'. In addition, while Jack considered that his workload had been as heavy or heavier than in the previous year, he had '*decided to deal with it in a very different way, because otherwise I would just keel over*'. He had tried to leave for home by six in the evening, restrict time working at weekends, prioritise, and be tolerant of the fact that '*some things just don't get done*'. However, although Jack's commitment to his vocation and motivation were as strong as ever (estimated without hesitation at the end of the year, on a scale of nought to ten, as ten and nine respectively), he admitted after some thought that his level of job satisfaction had '*wavered*' between ten and two, explaining the lower level as being '*not actually to do with the kids*' but rather due to '*shall we say, politics*'.

Indeed his second year seemed to have brought with it a number of frustrations for Jack. These related not only to internal school politics but also to: an increase in paperwork and bureaucracy; continued concern over the financial rewards of teaching as a profession (particularly when he compared his salary to that of peers

with similar levels of responsibility); concerns about the rapid influx of new government initiatives; and a perceived inappropriate reduction in levels of support.

Early in his second year, Jack wrote in an ejournal:

> Still loving the teaching side of things, though the administration is ever increasing. I spend more time moving paper around my desk than contact with the kids, something that I went into the profession for! However, to make decent money, you have to go into middle management, thus moving you away from the hands on teaching and learning.

At the end of the year he talked with obvious enthusiasm of the week when, needing to cover classes for colleagues, he had taught more than usual:

> *And it's almost like, it was like a mini vacation, and I've enjoyed that but unfortunately after that, I thought, teaching is all about, now if you want to progress like any service or any kind of, you know, like in the police, like in the NHS, and so forth, if you want to progress you always come out of what you're good at*.

Consequently, these concerns remained:

> *And so almost the less teaching I do, the more work I have, but as I said I'm, my talent and my skill is as a classroom practitioner, and unfortunately I have not been able to use that.*
>
> *But I think you know… the money's not great, I think that as the profession isn't respected, more and more people are thinking, why should I do that, what benefits have I got. Yeah, ok, I've got the benefits of working with kids and seeing them achieve but that's only fulfilling for a certain amount of time, then you have to be realistic, I've got bills to pay, I've got a mortgage to pay.*

With regard to government initiatives, Jack comments:

> *With the ECM* [Every Child Matters] *documentation and the SEF* [Self-evaluation form] *forms, it seems as soon as we implement a governmental strategy, another one appears!* [We d]*on't even get time to evaluate its impact before it's replaced. Though* [I] *do like the ECM document... finally the Government realises that education is not just about results and assessment.*

In the first part of his second year of teaching, Jack was disappointed with the support he received. In a mid-year ejournal message he wrote:

> It has recently been recognised that I have had little to no line management from my line manager. I have recently started meeting him once a fortnight for an hour. However, I feel it is too little too late to be honest. This should have been set up when I

> was appointed HoD [Head of Department] in my NQT year, not in the January almost a year into the position.

At the end of this long ejournal message, and having declared 'moan over', Jack wrote that it had been 'very therapeutic'. His perception of less than adequate support in his second year, and the fact that he seemed to have found ejournaling cathartic, may in part explain the comparatively frequent responses from Jack to ejournal requests in this year (four replies to six requests – the highest individual response rate among our participants, and one spontaneous message – when he heard about the success of his fast track application process). He used other strategies, too, to get the personal support he needed:

> *Yes, I've got an assistant head who's... always you know, chocolate and biscuits and coffee for me to go to when I've had those moments when I just need to, just when I'm really upset or really, because you do, you sometimes just get so fraught, she's been really good. She's been able to give me a good sense of perspective. And she's been a brilliant role model. So yeah, there's always those people, there's always people here that I can go and talk to.*

Despite the '*fantastic in-house training service*', Jack found his reduced access to external training difficult, both with respect to support for his own professional development and to the effective implementation of new government initiatives:

> *Because one thing, I mean we've talked at length about this, the fact that I find it very difficult, there isn't access to training… due to the massive cut in funding… we are allowed one training course which is absolutely farcical, especially as education is… an evolving practice with new theories.*
>
> [I]*n my opinion, if the government wants to… say that this document has to come into play… schools have to do this, but they are not going to fund the training in order to do that, to me it seems a bit of a pointless exercise. Because it will be done but it will be done tokenistically, you won't necessarily kind of see the potential of these documentations, it won't be meaningful, it is just a tick in a box, yeah we've done it, but really we don't understand the real… implications of it or the far reaching possibilities of it.*

Jack claimed that one reason he had applied to fast track had been in order to get access to training:

> *And the most exciting aspect of it* [fast track]*, and really the only reason I really wanted to apply for it, is the access to training.*

By the end of the year Jack felt more supported again, in part because he had been assigned internal and external mentors as a result of his fast track success. However, he argued that the transition from NQT to teacher needs formal on-going support and that ideally such support should be career-long:

> [Y]*ou are given so much support and you are protected so much as an NQT but then… that's taken away… and I think there needs to be more progression. I think from PGCE to NQT there is that bridging… From NQT to fully qualified teacher there isn't. Maybe there needs to be some kind of transition there.*
>
> *And I think… teachers should be mentored throughout. You know, teachers should go for a reflective process throughout their career and I don't think teachers do. … If you're meant to… develop young people to learn, you have to be able to learn yourself and I think if you're closed to that learning as a practitioner, it makes me wonder how you expect, or how you can access young peoples' learning.*

Jack had experienced a number of difficulties with regard to what he called '*school politics*' which had '*increasingly play*[ed] *a part*' in his experience of being a teacher, and had contributed to the decrease (compared with the previous year) in his levels of job satisfaction.

> *I feel one or two of the senior teachers, and it's only one or two, it's very much in the minority, but one or two senior teachers are very patronising towards me and feel that the* [subject] *department can be manipulated because of my age and my lack of experience. That has been very obvious, not just to me, to other people as well. I've tried to stand up very much for the department, being an advocate for the department, and at times that hasn't made me very popular, but that is something that I've become increasingly kind of, like, well, that's how it has to be. … I try and be as amiable as I can but if I really feel that something is going to be detrimental to our department, I will say.*

Jack had also had difficulties with his line manager, whom he'd wished had taken more of a mentoring role. These difficulties had '*come to a head*' in a meeting:

> *I said to him 'I'm, I find it very difficult, you pull me up for things that I've done wrong or that I haven't done where I'd rather you support me' … I said to him, 'I'm going to make mistakes, I'm going to continue to make mistakes all the way through my career but more so now because I've never done this before'.*

Possibly as a result of these frustrations and difficulties, and because he '*was finding it stifling at times*', Jack decided he '*wanted to move on*', and by his March ejournal message he had accepted a new job '*off the back of my fast track success*' as head of department in a new [City] Academy, which was due to begin in June.

> *As soon as I accepted, for a week or two I was really happy. I was quite, had loads of plans, loads of ideas. The assistant head who was going to line manage me at that school was very much in my line of thinking, which encouraged me to want to be there, we*

were like really close in terms of ideas, which doesn't necessarily happen here.

However, Jack changed his mind about leaving and taking up this new post. He explained that staff and students alike had been dismayed at the news, and that:

> [T]*he more I reflected on it, the more I* [thought] *'well ok, this is where I want to be, if this school can offer me where I want to be, I don't need to go anywhere'.*

He had discussed these doubts '*with the head and the deputy heads*' and at last '*the school's support was absolutely terrific*'. Despite a certain sadness that it had taken his resignation (which he eventually withdrew) to finally create the conditions in which he felt supported again, Jack spoke once more in terms of being excited and was optimistic for the following year:

> *And it's almost as if me leaving, pre-empted this… 'ok we want to do this with you, we want to take you there, where do you want to go with that', and I thought, 'well, now they are taking an interest'. And I thought, 'oh, … is that what it takes?' But then I thought 'I am happy here… due to the reasons I've mentioned, and things… really bode well for next year and I'm really excited about next year'.*

3.2.5 Jack's response to reading this account of his story

The story presented above was sent to Jack in November 2007 to offer him a chance to comment and to determine, firstly, whether or not he felt that it represented an accurate account of his experience and, secondly, whether he would confirm that he was happy for it to be published. In his email response Jack stated: 'I have read the report and it looks good! I am happy for you to publish the material'.

3.3 Elizabeth: Difficult beginnings

3.3.1 Elizabeth's initial choices and expectations regarding teaching and ITT

When she began her School-centred Initial Teacher Training (SCITT) programme, Elizabeth was in her late forties. A recent relocation for personal and family reasons had provided the opportunity to reconsider her choice of career, and teaching had been an attractive option to Elizabeth for a number of reasons. One prominent reason was that she had previously worked in training, in the field of [subject], and had found this to be a rewarding experience, which she had missed in her most recent job. Related to this, Elizabeth enjoyed working with – and learning from – other people, and she felt that teaching would provide opportunities to do both of these things.

> *I suppose it* [deciding to become a teacher] *stems from the fact that I was a trainer in a past job. I enjoyed doing that. The reason I moved out of it was because I wanted more experience in the real*

> *life use of* [subject specialism]*… During that time I suppose I missed the interaction with people on the training side. I enjoy interaction with people, I enjoy passing my skills and knowledge on and I find that through teaching and training, you actually learn a lot yourself which I enjoy as well. You're always finding something else out from other people that you're teaching.*

Elizabeth chose to train to teach to be a secondary school teacher because she felt that this would allow her to stay involved with her subject specialism and because it might provide a firmer basis from which to move into sixth form teaching or teaching in Further Education (FE), which also appealed to her, at a later stage of her career.

Elizabeth's choice of ITT route was determined primarily by geographical location. She had found only two ITT programmes within comfortable commuting distance from her new home and she applied to both of these. Elizabeth discovered that one course was already full and was happy to accept a place on the other. She stated that she '*did not know much about SCITTs at that time*' but had felt confident that the course would effectively prepare her for a future career as a teacher, perhaps chiefly because of the excellent reputation of the lead school in the SCITT consortium and the fact that the course was primarily '*delivered by experienced teachers*.'

It is clear that Elizabeth was not entering the profession with a rose-tinted view of teaching as a career. She stated that she was aware, at the point of application to ITT, of a number of potential drawbacks of teaching as a career:

> *I suppose from secondary school teaching point of view, the problems that I anticipated was the age of the children I was teaching… You read everything about the behaviour in school. That was a bit off putting… Salary and the long hours* [were also potential drawbacks]*. People think it's not long hours but I don't think I had any false illusions on that one. The salaries are a lot lower than I have been used to.*

Pupil behaviour in particular appeared to be an issue which had been prominent in Elizabeth's thinking. When asked what her expectations of being a teacher involved, for example, she talked about '*having my own classroom*' and '*putting my mark on it*', and elaborated as follows:

> *Just to make it a room where people are welcome to come in and learn. And a quiet room. Because I used to have rooms full of people, but obviously not violent, but working.*

The potential drawbacks of teaching and the concerns that Elizabeth expressed were not sufficient to put her off teaching as a career. She was particularly looking forward to working as part of a '*team*' and within a school '*community*', and she stated that, at the point of application, she was '*very committed*' to the idea of finding a teaching post at the end of her ITT course. Moreover, she expected be a teacher for '*at least ten years*':

… until the end of my career. Until I can afford to retire. It will be the last career move.

She also talked about her ideas for career progression within teaching:

I've not got a lot of years left in my career, but [my] *aspirations are to be a* [subject area] *co-ordinator or possibly head of department. I'm not sure I want to be a head of department because of all the extra paperwork* [but] *I think having been in a management position myself before, I would like to be in more of a managerial role rather than just hands on teaching.*

3.3.2 Elizabeth's experiences of ITT

Elizabeth's experience of undertaking ITT was, in general, an unhappy one. She described her course as '*very hard*', '*exhausting*' and '*very stressful*', and stated that it had '*been a difficult year*':

I put myself through a four year degree as a mature student with very young children at the time and that was hard. But this course I've found exceptionally hard. A lot of stress, a lot of time management I think. An awful lot to try to get in in a year…

The impact of the demanding nature of the programme was exacerbated, for Elizabeth, by a number of factors, including the behaviour of pupils in her placement schools and the perceived lack of support from her school-based mentors.

Firstly, Elizabeth described being '*shocked*' by her early experiences in school:

To start with, I did have a shock actually going into a classroom. The thing that struck me immediately was the noise level, which I found in some classes quite disturbing. And behaviour, I guess, which is another thing I know people talk about but witnessing it is slightly different to hearing about it… People talking out of turn or not listening, getting up out of their seats, moving around, disturbing other people.

Secondly, Elizabeth was disappointed with what she considered to be a lack of support from her tutors, mentors and other school-based colleagues during her ITT. In particular, she talked about the mentors in her two placement schools not being able to find sufficient time to spend with her, including planned meetings which '*didn't always actually materialise*', and she felt that her subject tutor and one of her teacher-mentors had been overly critical of her teaching, which had '*undermined her confidence*':

I think constant criticism was unhelpful… I kind of felt at several points during the year [that] *all I was getting was negative comments, which is fine, I take that on board, I'm learning, there are things I don't do right, there are things that I need pointing towards to make it better, but I think there is far too much of that. They say*

you're supposed to give out four praises to every negative to your pupils but they didn't seem to do that to us, or certainly not to me anyway… My first mentor, to be fair, wasn't so bad, basically because I didn't see him an awful lot.

Elizabeth also felt that her learning during ITT had been constrained, on the one hand, because none of her tutors, mentors or other teachers in her placement schools had ever checked her lesson plans before she had sought to implement them in the classroom, and, on the other hand, because one of the teachers in her second placement school '*seemed very reluctant to let go of her classes*' and would often '*take over the class*' while Elizabeth was teaching. Each point is illustrated in the following excerpts from Elizabeth's end of course interview:

I think… if they could've scrutinised [the lesson plans] *beforehand, and said 'you've been too ambitious here', it would've made it a lot easier in the classroom, instead of having to find out through, practically teaching and finding out I wasn't achieving what I'd set out to do. I think that would've been a lot better actually.*

She'd kind of interrupt and take over at points. I did find that very difficult… The kid's didn't know who the teacher was half the time. I didn't want to cause any problems with it so I just stepped back and I didn't think that was very good… I think it undermines you a bit in front of the kids when the teacher does that.

Elizabeth stated that undertaking an ITT programme had had '*a big impact'* on her life. She stated on more than one occasion during the interview conducted at the end of her ITT course that during this period she effectively had '*no life*', and she spoke at length about the impact on her personal and family life:

We [Elizabeth and her husband] *have found it very stressful... There have been times when we've barely spoken to each other to be honest. We just get to the point where you're too tired and you can't do anything. You don't want to go out and that does have repercussions on your relationship. We've had some fraught times. My daughter is in* [location] *and I've never managed to get down to see her or anything. A weekend to go down to* [see her] *was impossible. Too much work to do.*

Elizabeth did take some positives from her ITT programme and recognised the value of some of the learning and development opportunities which came her way. For example, when asked if she could identify any significant moments or activities during the year which influenced her development as a teacher, Elizabeth discussed how, after '*struggling a little bit to keep the class under control*' in her first placement, she had been to observe '*an excellent teacher, who had excellent classroom management skills*' and had benefited from her subsequent attempts to adopt some of the approaches that she had seen:

In the end I actually didn't teach for half the lesson, to a couple of groups that seemed quite difficult and just spent pretty much half an

hour or so on what I expected in the classroom and behaviour and from that point, it did turn, it was better… I think it was basically getting them to come in the classroom quietly and sit down and then you could lay out what the lesson was going to be about and also get them to be quiet at the end of the lesson before they left. It did seem to make a big difference.

Nevertheless, the number of difficulties that Elizabeth experienced led her to question whether she should continue on her course:

I do ask myself several times a day, 'why am I doing this course?' It was very serious before Christmas… It was the going into the classrooms and being quite shocked that little learning goes on and the noise and the behaviour and all the rest of it. Plus there were two assignments to write and lots of other stuff we had to get together. At times I found myself working every evening to get lesson plans done and at weekends and there was no life. It was getting to a point where I though 'what am I doing?' … You do go through very low stages on this course. Right up until Easter I was still thinking 'My God, can I actually do this?' And something like that can shove you right down to the bottom and you think 'no, I don't need this in my life'. I think it [the fact that she did not drop out] *was the fact that I don't give up easily and expending so much energy up to that point, I took it a step at a time.*

Recognising the impact that following the ITT course was having on her personal and family life, Elizabeth talked about one of the main strategies she adopted for restoring some parity and semblance of a work-life balance:

I made a vow though after Christmas, that I am just not going to let that happen. This term we've made a point of, on a Saturday, regardless of housework, we got out, go to the country and go for a walk.

In spite of the difficulties she encountered, Elizabeth had been determined to complete her ITT programme and she did, in fact, successfully complete the programme in July 2004. Before that, and after several job applications and interviews since the turn of the year, she had secured a post (in May) as a teacher of [subject] in an 11-16 school. Her new post would also entail another move of home since, facilitated by her husband's relatively flexible (though uncertain) employment status, Elizabeth had sought and secured a post in another part of the country, in order to be close to her daughter and grandchildren. Elizabeth was particularly looking forward, in her first year as a qualified teacher, to '*actually being in one school for a greater length of time*' and was hoping (and hopeful) that her new colleagues would be more supportive than those she encountered during her ITT.

3.3.3 Elizabeth's first year in teaching: being an NQT

In some respects, Elizabeth's hopes for more supportive relationships in her first (post-qualification) year of teaching would come to fruition, though in general, her

difficult and largely unhappy introduction to the teaching profession was to continue. Elizabeth's accounts of her first year were characterised by three main themes, the first two of which were (unfortunately) familiar to her from her experience of ITT:

(1) her exasperation with the heavy workload associated with her post, and the consequent implications of this for her personal and family life;
(2) difficulties of dealing with the behaviour of a minority of pupils who commanded a disproportionate amount of her time and emotional energy, and accompanying issues of securing appropriate support for dealing with this particular issue; and
(3) (on a more positive note, and perhaps the saving grace) the good relationships she enjoyed with most departmental colleagues and the excellent support provided by her mentor.

On the first theme, that of workload and work-life balance, Elizabeth wrote in an email of October 2004 (her second month in the job):

> [I w]asn't expecting it to be so tiring… Although I knew it would be a 90 per cent timetable, I hadn't anticipated how many different classes that would be – I have 5 groups of Year [X pupils] with approximately 150 pupils, plus 2 groups of Year [X] (another 57 pupils) and that is a lot of resources and homework to find and mark and an awful lot of kids to remember! And in case you are wondering, no they are not all the classes I teach!!

At the end of November she stated that she was 'still very tired' and that 'this is a much more physically demanding job than I anticipated.'

Secondly, on the issue of pupil behaviour, Elizabeth wrote and spoke at length about difficulties that she had experienced with two Year 8 classes and one 'Year 11 group from hell'. In February 2005 she wrote:

> [I s]till have problems with the Year 8s… It is the low level disruption that gets to me. Constant chattering, not listening, not listening when someone else is answering a question, challenging every instruction, being rude… getting out of the chairs and generally behaving as though they were at home and not in a learning environment!! I feel I spend half my time controlling the behaviour to the detriment of those who do actually want to learn. It makes me quite cross at times and I do get fed up of constantly reprimanding them.

Regarding her Year 11 class, she stated in March that:

> On two occasions I have felt close to tears with this group and nearly walked out of the school. They are experts in humiliation. Six notorious 'waste of space' kids – though I know we are not supposed to say that about any of our students; [they] refuse to co-

> operate; ‘stop talking’, ‘listen’, ‘stay on task’. If I tell one to go out of the room and he refuses to go, I cannot do anything!

In relation to these problems, Elizabeth was dismayed about the lack of consistent support from her Head of Department (HoD) and the absence of Learning Support Assistants (LSAs), who might have been able to help with her more problematic pupils:

> [M]*y HoD… can blow hot and cold – sometimes she will support me, other times she tells me to sort it out myself as she can't be bothered… Sometimes you'd go in and she'd say 'don't talk to me, I don't want to know' before you'd even mentioned anything. Well, then you'd kind of think 'well heck, what do I do now? The kids won't take any notice of me, where do I go?' If you try and go one step further, somebody higher as it were, they just turn round and say it's a department issue, sort* [it] *out within your department. So sometimes I was sort of in a bit of 'no man's land'.*
>
> *We have no LSA in any* [subject] *classes, although I have repeatedly said I need some support. I realise that some of the pupils need one-to-one teaching… and I feel very frustrated because I know they are often not learning as they don't understand what to do.*

Whilst the two issues discussed above proved to be the main causes of some very low points experienced by Elizabeth, her relationships with (other) departmental colleagues and the support, in particular, of her mentor, helped to ‘*keep her going*’:

> On a high I have to say that my colleagues and mentor are very supportive and they make all the difference.
>
> *My mentor… was very good. Obviously he was a very busy man so sometimes we didn't meet up but I felt that I was encouraged by him, that if I needed any help I could go straight to him. In fact, when he saw what was going on in the department he told me 'don't even bother going to the head of department, come straight to me' … So I kind of by-passed her and went to him with any particular problems and he helped sort them out… with kids who were not doing their work he gave them detention or whatever. He actually went and got them out of class on one occasion and brought them up to the department, read them the riot act in front of me and then asked them what they were going to do about it and it sorted it out.*

Whilst the relationships with colleagues, and with her mentor in particular, had provided Elizabeth with some relief from – and some help in dealing with – the problems she was experiencing, she remained far from happy overall. Her experience as an NQT led her to believe that the rewards of teaching could not compensate for its downsides. When asked in February (approximately half way through the school year) how she felt now about her decision to become a teacher, Elizabeth stated that:

> To be honest if I had known then what I know now, I would not have even contemplated it… I am not a quitter but that is all that keeps me going sometimes… Sorry for sounding like a whinger, I am usually a very optimistic and positive person, but I do have to say that teaching quickly wears you down.

In March, there had been little change:

> I am not getting much pleasure out of teaching, or satisfaction and to be frank, if it wasn't for the fact that [my husband] will be out of work in October, I would probably quit right now… I can see why so many new teachers quit within five years.

And when asked, at the end of the school year, how she now felt about her decision to become a teacher, Elizabeth stated:

> *I still think it was a bad decision… I just think it's an awful lot of work and an awful lot of responsibility and for very little reward. You don't get paid half as much as what you should get paid. You do a lot of work, well a lot of hours unseen, shall we say. People don't seem to realise…*

Despite her difficult and unhappy introduction to life as a teacher, Elizabeth successfully completed her Induction period and was to begin the second year of her teaching career in the same school as her first.

3.3.4 Elizabeth's second year in teaching

Fortunately, Elizabeth's experience of her second year in teaching was, in general, more positive – or less negative – than her first. In the face-to-face interview conducted at the end of the school year, she stated that '*although I don't think the job gets any easier, I do think that the intense pressure has lessened in the second year*'. She also felt that she was a '*more effective teacher*' than she had been '*last year*.' There appeared to be four prominent features of Elizabeth's more positive experience of teaching in her second year:

- firstly, she had fewer problems with pupil behaviour than she had suffered during the ITT and Induction periods;
- secondly, she felt more confident in her ability as a teacher;
- thirdly, she had developed more efficient strategies for managing her workload; and
- fourthly, and more generally, she had become more philosophical about and better able to cope with the various problems and pressures that she encountered as a teacher.

There were a large number of stimuli for these developments. Elizabeth's increased confidence and self-efficacy, and the (related) improved situation regarding pupil behaviour can be explained by four main factors. Firstly, Elizabeth felt that she had learned from some of the mistakes that she had '*inevitably*' made during her

Induction period and had benefited from being able to '*start afresh*' with some pupils who had not witnessed some of those mistakes:

> *I feel I'm more in control in the classroom than I might have been last year and of course you always make mistakes in that year so the kids I used to teach from that year follow you around unfortunately.* [But] *I didn't teach any Year 9s* [last year] *so all the Year 10 groups I have I've never taught before and I feel so much more in control of them than I did with the Year 10s or any class last year… I've* [also] *got a mixed group of Year 9s and… the only kids in that group that cause me problems are the ones I taught last year.*

Secondly, Elizabeth felt that she had benefited from becoming more familiar with the curriculum, through having taught the [subject] syllabus for a year and '*learning it as* [she] *went along*', and through becoming more knowledgeable about the marking criteria in particular, brought about largely through her attendance at an examination board meeting:

> *Maybe I'm a lot more confident because I'm familiar with what I'm teaching as well. Last year I was scrambling a lot for the courses I was teaching because I hadn't taught them before so I was trying to learn as I went along and teach and probably not teaching the best, or appropriate way. Whereas I learnt from that and this year have adapted my style. And I'm more familiar with the marking criteria so that gives you confidence because you know exactly what to get the children to actually produce…* [I a]*ttended an AQA exam board meeting in* [city] *for support on marking course work.* [It was u]*seful to see where marks are awarded and where they are not.*

Thirdly, Elizabeth benefited from improved support, within the school and within her department and classes, for behavioural problems:

> [S]ome SMT support in difficult classes in the department has been provided (albeit not every week as promised), which has helped calm the Year 11 students down. The school [now] employs someone especially to deal with behaviour and she is very supportive, offering advice and help when required.

Regarding Elizabeth's improved capacity for managing her workload, one major explanation was related to the fact that she was no longer an NQT. That is, since she felt that she was no longer under the same kind of scrutiny that she had been as an NQT, when she had been very conscious of the fact that she was being assessed against the Standards and could ultimately have been judged to have fallen short, Elizabeth now felt that she could '*get away with cutting corners*':

> *I think I'm better at it now in managing marking and stuff… Obviously when you are an NQT you have to religiously assess and monitor and mark and everything that you get hold of because you don't know who is going to get hold of it. This year I think I have*

tended to be a bit more targeted on the bits I want to mark for the kids that I need to assess, and the rest of it I've either marked in class or just ticked or just let them mark it themselves or whatever…

Finally, Elizabeth's improved ability to deal with the pressures of teaching, and her development of a more philosophical outlook, were partly born out of personal tragedy, notably the death of someone she had been close to:

[T]*hat was a bit of a stressful period but I think in one respect that had a positive reflection on my professional life because little things that had worried me up to that point when that happened and I walked into the classroom and there are all these kids talking to each other and everything and I just stood there and looked at them and thought 'what does it matter?', you know there are more important things in life. So I'm probably not as tense.*

In spite of the various factors, outlined above, which had led to Elizabeth's experience of her second year of teaching being more positive – or less negative – than her ITT and first year of teaching, she remained fundamentally unhappy in the profession. Although the situation regarding both pupil behaviour and workload had improved, Elizabeth nevertheless continued to refer, both throughout the school year and in her end of year interview, to '*lows*' brought about by these usual suspects:

[I had a h]*orrible couple of lessons at the end of* [the autumn] *term with Year 11 classes. What is it about me and Year 11? I just cannot seem to get them to settle down and listen…* [I] *lost it with one girl, I really could have throttled her!*

I still think [the workload] *is excessive even with this workload agreement and all that, I still think we do an awful lot. And as a tutor I think we do an awful lot of admin' stuff that we shouldn't be doing like giving out forms and getting them back in, we shouldn't be doing that. And duties, break duties, bus duties, after school duties – it takes a lot of our time. And meetings, we have a lot of meetings at this school, house meetings and house meetings before school and then house meetings at lunchtime for the teachers of the house, Inset meetings. There is a lot. department meetings, you know.*

In addition to the ongoing (though improved) problems of pupil behaviour and workload, Elizabeth became increasingly frustrated, in her second year of teaching, by a number of factors and developments which were specific to the school in which she worked. First, she was disillusioned by what she considered to be poor and unsatisfactory methods of communication employed by senior and middle managers in the school:

We don't really get communication flowing down very successfully, you hear about things [at the] *last minute and I find that, as somebody who is personally fairly organised, I do find that very frustrating because I can't plan. I like to plan ahead.*

Secondly, Elizabeth felt frustrated by what she considered to be a lack of support for her CPD and, in particular, by a situation in which she was forced to '*initiate most opportunities for professional development*' herself. Moreover, she was not actually aware of who was responsible for CPD within the school, which may lend support to the previous point about the existence of weak channels of communication.

> [T]*his school obviously… do not really care about the progression of their staff… I find that I have to initiate any training… and look out for meetings that someone in the department needs to attend. As I am not the person with any responsibility for this, it does annoy me…*

Thirdly, after being overlooked for a potential promotion to a middle-management position, Elizabeth also became disillusioned with her opportunities for career progression within the school, where she perceived that previous work experience counted for little and that opportunities for advancement were based predominantly on length of service within the school or the teaching profession:

> I raised the question to my line manager, as to whether there was any point in my applying for the post. After all, I have ten years' experience in [subject], have trained adults and post-16 yr olds, have managed a team in customer support and I am generally very well organised. BUT I have only been in schools for little over two years AND I have no points. What has that got to do with the ability to actually… understand people and their needs, achieve targets and set deadlines? Well, apparently it is UNKNOWN for someone to progress to a post with [X] points from a post with 0 points. So basically, 'don't bother to apply because there is no way on earth you will have a chance of getting the position.' Obviously that wasn't actually said, but it was pretty clear. [Emphasis in original email communication.]

The upshot of all this is that while Elizabeth's experience of her second year of teaching was not as negative as that of her first year or her ITT, she nevertheless felt that she would not have remained in the teaching profession had leaving been a realistic option for her. Three months into her second year, in December 2005, she wrote: 'I seriously hope not all of your [research] subjects are as demotivated as me', and when asked (again) how she felt at that time about her decision to become a teacher, she replied:

> Nothing has changed – I still wouldn't have embarked on this as a career if I had understood that the extras involve substantially more time and effort than the actual teaching does. [I k]eep waiting for it to get better? Does it?

When asked in her end of year interview about her current level of commitment to teaching, she replied:

Well I'm committed in the respect that I have to bring in an income at the moment don't I? … If I forgot about that I would walk out tomorrow… it's not a nice thing to say but I would.

In the circumstances, Elizabeth felt that the most appropriate course of action was to remain in the teaching profession but to actively seek a post in a new school.

3.3.5 Elizabeth's response to reading this account of her story

The story presented above was sent to Elizabeth in November 2007 to determine, firstly, whether or not she felt that it represented an accurate account of her experience and, secondly, whether she would confirm that she was happy for it to be published. In her email response Elizabeth confirmed that she remained happy for us to publish her story and stated that the above account 'appears to be accurate enough and focused on the main issues', yet she also suggested that '[i]f anything the real thing was actually much worse than what you have written', at least in relation to her experience of initial teacher training. She elaborated as follows:

> I still have a vivid memory of crying whilst driving home after a brutal attack by my SCITT trainer. I feel it is important to get across the power these people hold, and how easy it is for a trainee to become so low that they lose total confidence and self esteem. Sometimes arriving home and wondering what has been achieved, and what is the point of continuing. I don't think I ever felt that low in any previous employment or training… I guess my main point… is that it is too easy to be made to feel incompetent and useless in the profession… It feels almost like being in the army – you have to grow a thick skin and be very determined, in some instances, to get through the training. I'm not sure that is quite what the teaching profession needs, and I am sure that a lot of people who would have been excellent teachers, given the right support, are lost in the first years.

3.4 Conclusion

Whilst Elizabeth's early introduction to teaching as a career is, fortunately, not typical of all beginning teachers, her story provides a powerful illustration of what the experience of becoming a teacher can be like for some. It also highlights a number of actual and potential impacts, on the lives and states of mind of beginning teachers, of certain aspects of the work of teachers, notably those relating to workload and pupil behaviour. In addition, Elizabeth's story testifies not only to the importance of the provision of effective forms of support for beginning teachers, but also to the potentially hazardous additional impact of inappropriate forms of 'support'. Finally, Elizabeth's story shows how factors external to the school, including the health and employment circumstances of partners, families and friends, can also have a major impact on how beginning teachers feel about their work and on whether or not they choose to remain in the profession, if indeed they have what they consider to be a realistic choice.

Jack's early and extremely successful introduction to teaching as a career is also, perhaps unfortunately, not typical of all beginning teachers. His story provides nonetheless a powerful illustration of what the experience of becoming a teacher can be like for those who, perhaps motivated by vocational orientations, plan and prepare for each step and decision, willingly invest considerable time and effort in the process, and are able to weather the 'peaks and troughs'. Jack's story also highlights some potential influences of initial ITT choices. And, as in Elizabeth's story, in Jack's story we also see the influence of the mentor-mentee relationship, and of some aspects of the work of teachers, especially those relating to support and school politics.

In spite of the acute differences that we have documented between Jack's and Elizabeth's overall experience of their introduction to the teaching profession, we thus see a number of common features of, and a number of common influences on, their experience. Perhaps the most notable amongst these are pupil behaviour, workload and work-life balance, and relationships with and support from colleagues in schools. In the chapters which follow we will establish whether these considerations, and others, have an equally powerful impact on the experiences of our larger sample of second year teachers.

At the time of writing (in Autumn 2007), both Elizabeth and Jack had recently begun their fourth year in the teaching profession. In our final (2009) report on the Becoming a Teacher research we will provide an update on their experiences as teachers. Did Elizabeth secure a new post in another school? Were her third and fourth years in the profession happier than her first and second? How was Jack coping with the challenges of school politics? What next steps was he preparing for? Was he still forging ahead?

4 The nature of teachers' employment in their second year of teaching

Key Findings

Employment patterns

- The vast majority of those who took part in our telephone survey were working as teachers (95%), either in permanent posts (78% of the total sample), in fixed-term posts (13%) or as supply teachers (4%); the majority of those in permanent or fixed-term posts worked full-time (94%) as opposed to part-time (6%).
    - Respondents to the survey who worked in secondary schools were more likely than those working in primary schools to have held permanent (as opposed to fixed-term or supply) posts during the second year of teaching.
- 85% of those survey respondents employed in permanent or fixed-term posts (1,539 teachers) reported that they were working in the same school as they had worked in during their first year of teaching, with 15% (262 teachers) reporting that they had moved to a post at a different institution.

Second year teachers' roles and responsibilities

- 92% of teachers working in secondary schools reported that they had taken on the role of form tutor, and 9% reported being head of department. Two-thirds (68%) of teachers working in primary schools reported that they had taken on the role of subject co-ordinator, and 5% that of head of department.
    - Teachers working in schools reported as '*in difficulties'* were more likely than those in other schools to have taken on the role of subject co-ordinator (32% compared to 22%) or head of department (16% compared with 7%).
- In general, case study participants were positive about the new opportunities afforded to them by their additional roles and responsibilities, though a minority indicated that with such responsibilities came an increase in workload.
- The vast majority of survey respondents (87%) reported that they had '*taught pupils with challenging behaviour'*, and half (52%) stated that they had '*covered classes'* for colleagues.

Workload

- In the survey, just under a third (30%) of teachers reported working up to 10 hours per week in addition to the school day, a third (32%) between 11 and 15 additional hours, and over a third (37%) 16 or more. This represents a fall of over 5 hours a week in the mean number of additional hours reported by respondents at the end of the first year of teaching.
- Of the 51 case study interviewees who discussed the issue in the end of year interviews, 26 reported that they felt their workload was reasonable, whilst 17 felt unhappy with the hours they worked and 8 reported that their workload was, at times, excessive.
- Over a third of teachers in the survey (38%) reported being given 2 hours or less of non-contact time per week, while nearly half (46%) reported receiving 3-4 hours, and over 15% 5 or more hours of non-contact time per week.
    - On average respondents reported receiving 45 minutes less non-contact time during their second year of teaching than they had during their first year.

- 64 case study teachers
- 1,973 survey teachers

4.1 Introduction

This chapter reports on the nature of teachers' employment during their second year of teaching since completion of their initial teacher training (i.e. over the period 2005-2006). It includes reporting of:

- second year teachers' 'current' employment status (i.e. their employment status at the time of our 'Wave 4' survey);
- the type of posts respondents held during their second year of teaching;
- the type of school respondents worked in;
- the main characteristics of teachers' jobs, including age ranges and subject specialisms taught, specific roles held and any additional activities they reported being involved in; and
- the demands of the teaching role, including the hours worked and the amount of non-contact time received.

Due to the relatively factual nature of the reporting in this chapter, it draws predominantly on survey data, though where appropriate, case study data are utilised to illustrate the experiences of our second year teachers.

4.2 Employment status and type of post

4.2.1 Current employment status

Table 4.1 shows that the vast majority of those who took part in the 'end of second year of teaching' (Wave 4) telephone survey (95%) were working as teachers, either in a permanent post (78% of the total sample), in a fixed-term post (13%) or as a supply teacher (4%). Two per cent of respondents were on some sort of a break before taking up a teaching post, and a further one per cent were unemployed but looking for a teaching job. Just over two per cent were no longer looking for a teaching post: they were either working in non-teaching jobs (1% of the total sample); unemployed but not looking for a teaching post (1%); or on a break before taking up work as something other than a teacher (less than 1%).

Table 4.1: Which of the following best describes your current employment status?

Current employment status		Frequencies	Valid per cent (%)
Currently teaching	**In a permanent teaching post at a school/college**	1,542	78
	In a fixed-term teaching post at a school/college	259	13
	Supply teaching	81	4
Not currently teaching	**On a break before taking up a teaching post** (e.g. maternity leave, carer's leave, sick leave, study leave)	32	2
	Working, but not as a teacher	25	1
	Unemployed but looking for a teaching post	15	1
	Unemployed and not looking for a teaching post	14	1
	On a break before taking up work, not as a teacher (e.g. maternity leave, carer's leave, sick leave)	5	(0)[26]
	Total	**1,973**	

Includes all respondents who were surveyed for Wave 4 – i.e. all those who had taken part in the Wave 3 survey at the end of their first year of teaching since completing their ITT in 2005, and who were subsequently contacted and interviewed in Summer, 2006.

All those survey respondents who were in permanent or fixed-term teaching posts at the time of the Wave 4 telephone survey (1,801 respondents) were asked whether they were working full-time or part-time:

- ninety-four per cent of respondents (1,684 teachers) reported that they were working full-time; and
- six per cent (117) reported that they were working part-time.

Variation by region

The responses to the question asking about survey respondents' 'current' employment status (as seen in Table 4.1) were further analysed to see whether responses differed according to the region in which respondents worked.[27] The results are given in Table 4.2. Overall, there is evidence of a significant variation in the nature of employment status by region. For example:

- Teachers in the East of England and Inner London regions reported having permanent posts in higher proportions than those working in other regions (91% of teachers in both regions). In contrast, teachers in the North East and the North West regions were least likely to report having a permanent post (74% and 75% of teachers respectively).
- Twenty-two per cent of the teachers working in the North East were in fixed-term posts, compared, for example, to six per cent of teachers in Inner London.
- Seven per cent of respondents working in the North West were working as supply teachers, compared, for example, to only one per cent of those in the East of England.

[26] (0) stands for 'less than 0.5' here and elsewhere in this and other chapters of the report.
[27] Only teachers working in state schools in England were included in this regional analysis. Survey respondents were asked the name of the Local Authority (LA) in which they were 'currently' working. The regions used correspond with the Government Office Regions (GORs).

Table 4.2: Current employment status by Government Office Region[28]

Region	Per cent (%) Current employment status			No. of cases
	In a fixed-term teaching post at a school/college	In a permanent teaching post at a school/college	Supply teaching	
East of England	8	91	1	208
Inner London	6	91	3	79
West Midlands	11	85	4	270
Outer London	10	84	6	135
South East	14	83	3	497
East Midlands	15	81	4	84
Yorkshire and Humberside	17	78	5	94
South West	19	76	5	151
North West	18	75	7	225
North East	22	74	3	90
Total	**14**	**82**	**4**	**1,833**

Includes all respondents who are currently teaching in the state sector.
Chi-square=40.77, df=18, p=0.002.
Percentages may not add up to 100 due to rounding.

Respondents not 'currently' teaching

The 91 respondents to the telephone survey who reported that they were not currently teaching (see Table 4.1) were asked whether they had taught at any time since the completion of their ITT. Overwhelmingly, they stated that they had done so: with 86 respondents (95% of this group) reporting that they had taught since the completion of their initial teacher training. There was no significant variation in these responses according to respondents' gender, or between whether they had trained to teach in primary or secondary schools.

As a follow-up question, the 86 respondents who stated that they had worked as a teacher since completion of their ITT were asked whether they had worked as a teacher at any time since September 2005 (in other words, in the 'current' school year). Seventy-one per cent of this subgroup (61 respondents) stated that they had taught at some time during that period and 29 per cent (25 respondents) stated that they had not done so. Again, there were no significant variations in the responses by phase or gender, although it should be noted that the total number of cases being considered is relatively small.

Of the 25 respondents who had not worked as a teacher in the 'last' academic year (i.e. 2005-2006), 16 stated that they had not looked for work as a teacher since September 2005, whilst the remaining nine had.

Further details of those respondents who were not 'currently' working as teachers and not looking for teaching posts, but who had taught since the completion of their initial teacher training, are given in Chapter 7 (Section 7.4). The remainder of

[28] There were an additional 20 respondents employed in Wales, of whom 16 were in permanent posts and two each were in fixed-term posts and supply teaching.

Chapter 4 is concerned only with those respondents who had worked as teachers during their second year since completing their ITT.

4.2.2 Types of posts held during the second year of teaching

Respondents to the telephone survey who had taught in the academic year 2005-2006 (i.e. the vast majority of those surveyed) were asked various questions about the nature of the teaching contracts they had held. Their responses are summarised in Table 4.3. Unsurprisingly, given the results presented in Section 4.2.1 above, it is clear that:

- approximately four-fifths of the sample (81%) had taught in full-time permanent teaching posts;
- only a small minority (3%) had taught in part-time fixed-term posts.

Table 4.3: Which of the following teaching posts have you held since September 2005?

	Frequencies	Valid per cent (%)
Full-time permanent teaching post	1,568	81
Full-time fixed-term teaching post	372	19
Supply	165	8
Part-time permanent teaching post	99	5
Part-time fixed-term teaching post	66	3

Includes all who are currently teaching or have worked as a teacher at some point in the academic year 2005-2006 (number of cases 1,943).
Respondents could choose multiple categories.

Variation by phase

Table 4.4 shows that there was significant variation in the responses to the question on the nature of teaching posts held, between teachers working in primary and secondary schools. It can be seen that:

- eighty-five per cent of respondents from the secondary sector reported having held full-time permanent posts during the year compared to 77 per cent of their primary counterparts;
- twenty-three per cent of primary teachers had held full-time fixed-term posts compared to 15 per cent of those working in the secondary sector; and
- twelve per cent of those who worked in primary schools had held supply posts compared to five per cent of those working in secondary schools.

No significant variations by phase were found for those who had held (permanent or fixed-term) part-time posts.

Table 4.4: Which of the following teaching posts have you held since September 2005? By phase

Phase	Per cent (%)			No. of cases
	Full-time fixed-term post[1]	Full-time permanent post[2]	Supply post[3]	
Primary	23	77	12	**953**
Secondary	15	85	5	**919**
Total	**19**	**81**	**8**	**1,872**

Percentages add to more than 100 since respondents could choose multiple categories.
[1] Chi-square=21.23, df=1, p<0.001.
[2] Chi-square=18.21, df=1, p<0.001.
[3] Chi-square=32.30, df=1, p<0.001.

Variation by ITT route

The responses to this question, on the type of teaching posts respondents had held during the year, were also analysed for primary and secondary phase teachers respectively, by the ITT route respondents had followed. As seen in Tables 4.5 and 4.6, the following significant variations by ITT route were found:

- Amongst those working in primary schools, respondents who had trained via SCITT programmes were more likely than those who had followed other ITT routes to have held a full-time, permanent post during their second year of teaching. For example, 83 per cent of teachers who had followed primary SCITT programmes reported having had a full-time, permanent post, compared to 68 per cent of those who had gained a primary phase BEd degree.
- Amongst those working in primary schools, respondents who had trained via Flexible PGCE programmes were more likely than those who had followed other ITT routes to have held part-time and supply posts. For example, 15 per cent of teachers who had obtained a Primary PGCE via a Flexible route, compared to two per cent of those who had trained via primary university-based PGCE programmes, had a part-time permanent post.
- Amongst those working in secondary schools, second year teachers who had followed GRTP and Flexible PGCE routes were more likely than those who had followed other routes to have held part-time (permanent or fixed-term) posts. For example, 15 per cent of secondary school teachers who had completed GRTP programmes and 13 per cent of those following Flexible PGCE programmes had held part-time posts, compared to, for example, only three per cent of those who had followed the BA/BSc QTS route and five per cent of those who had followed SCITT programmes.

Table 4.5: Which of the following teaching posts have you held since September 2005? By route (Primary phase)

ITT route	Per cent (%)					No. of cases
	Full-time fixed-term post[1]	Part-time fixed-term post[2]	Full-time permanent post[3]	Part-time permanent post[4]	Supply post[5]	
BEd	28	6	69	5	17	165
BA/BSc QTS	25	2	79	2	11	368
PGCE	24	4	80	3	9	162
Flexible PGCE	10	15	66	15	24	41
SCITT	20	2	83	5	12	94
GRTP	20	2	78	10	8	123
Total	**23**	**4**	**77**	**4**	**12**	**953**

[1] Chi-square=7.96, df=5, p=0.158.
[2] Chi-square=19.71, df=5, p=0.001.
[3] Chi-square=13.43, df=5, p=0.020.
[4] Chi-square=25.72, df=5, p<0.001.
[5] Chi-square=13.20, df=5, p=0.022.

Table 4.6: Which of the following teaching posts have you held since September 2005? By route (Secondary phase)[29]

ITT route	Per cent (%)					No. of cases
	Full-time fixed-term post[1]	Part-time fixed-term post[2]	Full-time permanent post[3]	Part-time permanent post[4]	Supply post[5]	
BA/BSc QTS	18	1	88	2	6	108
PGCE	16	3	86	4	5	439
Flexible PGCE	22	4	83	9	9	23
SCITT	15	3	86	2	3	123
GRTP	11	3	81	12	4	210
Total	**15**	**3**	**85**	**6**	**5**	**903**

[1] Chi-square=3.67, df=4, p=0.452.
[2] Chi-square=1.75, df=4, p=0.782.
[3] Chi-square=3.93, df=4, p=0.416.
[4] Chi-square=23.51, df=4, p<0.001.
[5] Chi-square=1.68, df=4, p=0.795.

[29] The number of respondents who had followed BEd programmes and were teaching in secondary schools was considered too small (16 respondents) to include in this and subsequent tables in this report.

4.2.3 Type of school/college second year teachers were working in

All those respondents to the survey teaching in permanent or fixed-term posts (1,801) were asked various questions about the characteristics of the school/college they were 'currently' working in. Their responses are summarised in Table 4.7 where it can be seen that:

- nearly all of the second year teachers asked this question (all but four individuals) were teaching in the UK;
- the vast majority of respondents (94%) were teaching in either primary or secondary schools, with the same percentage (94%) working in co-educational schools;
- eighty-six per cent were teaching in non-selective schools; and
- over a fifth (23%) were teaching in faith schools.

Table 4.7: Is the school/college you are working in…:

	Frequencies	Valid per cent (%)
In the UK	1,979	100
Outside the UK	4	(0)
Nursery	24	1
Primary	848	47
Middle	29	2
Secondary	853	47
Special	30	2
Sixth Form College/FE college	17	1
State sector	1,702	95
Independent sector	99	5
Girls only	66	4
Boys only	45	2
Co-educational	1,690	94
A non-selective school	1,552	86
A selective school	112	6
A partially selective school	137	8
A faith school	407	23
A non-denominational school	1,394	77

Includes all those who were in a permanent or fixed-term post (number of cases 1,801).

The same group of respondents (those in permanent or fixed-term posts at the time of the Wave 4 survey) were asked additional questions about whether their school was under any additional pressures or scrutiny, either due to problems within the

school, or perhaps as a result of strong success in public examinations. The responses are summarised in Table 4.8, which shows that:

- Two per cent of the second year teachers said that their school was '*in special measures*', and five per cent indicated that the school had '*serious weaknesses*', whilst nearly a fifth (18%) said their school was '*in challenging circumstances*'. The combined proportion of teachers working in schools reported as being in at least one of these three categories (referred to collectively as schools '*in difficulties*')[30] was 18 per cent.
- Over a third (35%) of the respondents said that their school was '*high up in the league tables*'.

Table 4.8: Is the school or college you are working in a school or college…

	Frequencies			Valid per cent (%)		
	Yes	**No**	**Don't know**	**Yes**	**No**	**Don't know**
…in special measures?	31	1,757	13	2	98	1
…with serious weakness?	99	1,681	21	5	93	1
…in challenging circumstances?	328	1,436	37	18	80	2
…a school in difficulties	365	1,608	N/A	18	82	N/A
…one which is high up the league tables?	626	969	206	35	54	11

Includes all those who were in a permanent or fixed-term post (number of cases 1,801). Percentages may not add up to 100 due to rounding.

4.2.4 Movement of respondents between schools

All those teachers who were in permanent or fixed-term posts at the time of the telephone survey (1,801 respondents) were asked whether they were working in the same school as they had been in July 2005. It was found that:

- eighty-five per cent of respondents (1,539 teachers) reported that they were working in the same school as they had been working in at the end of their first year of teaching (i.e. at the time of the 'Wave 3' survey);
- fifteen per cent (262 teachers) reported that they had moved to a post in a different school since the Wave 3 survey.

Additional analysis showed significant associations between responses to this question, on whether or not teachers had moved to a different school, and: (i) the type of contract teachers had held; (ii) teachers' perceptions of their school's

[30] The term '*in difficulties*' is used throughout this report to refer collectively to schools reported by respondents as either '*in special measures*', or '*with serious weaknesses*' or '*in challenging circumstances*'.

effectiveness;[31] and (iii) whether, in the Wave 3 survey, teachers reported having received additional training since completing their ITT. The main findings of this supplementary analysis are as follows:

- twenty-five per cent of respondents who were in fixed-term teaching posts and 76 per cent of those who were working as supply teachers at the end of their first year of teaching, reported having moved to a post in a different school by the end of their second year of teaching compared to only seven per cent of those in permanent posts (chi-square=374.40, df=4, p<0.001).
    - Of those respondents who did report having moved to a different school, 57 per cent of respondents who held fixed-term contracts and 48 per cent of those who held supply posts at Wave 3, reported having a permanent post at Wave 4;
- sixteen per cent of respondents who reported working in schools *'in difficulties*' at Wave 3 reported having moved to a different school at Wave 4, compared to only nine per cent of those who had previously worked in schools which were not reported as '*in difficulties*' (chi-square=12.53, df=1, p<0.001);
- ninety-one per cent of respondents who reported working in a school '*high in the league tables*' at Wave 3 reported working in the same school at Wave 4, compared to 87 per cent of those working in schools reported as not '*high in the league tables*' (chi-square=5.58, df=1, p=0.018);
- forty-one per cent of respondents who stated at the end of their first year of teaching that during the year they had received no training or professional development opportunities [additional to their ITT) reported having moved to a different school, compared to 11 per cent of those who did report receiving additional training or professional development opportunities (chi-square=118.44, df=1, p<0.001).

There was no evidence of a significant association between whether or not respondents had moved to a different school and (i) the phase (primary or secondary) that the respondents were working in; or (ii) their gender.

4.3 Roles, duties and responsibilities of second year teachers

4.3.1 Age ranges and subject specialisms taught

Age ranges taught

All those respondents in the survey who had worked as teachers in the academic year 2005-2006 were asked about the age ranges they had taught. Their responses are summarised in Table 4.9.

It can be seen that within the primary phase, the percentage of teachers who reported teaching classes in Year 6 is a little lower than the percentages of those who reported teaching other year groups (15% teaching Year 6 compared to at least 23% teaching pupils in each of the other year groups). This year group is associated

[31] Namely, whether or not respondents reported that their school was (i) '*in difficulties*' and/or (ii) '*high in the league tables*'.

with important public examinations – the Key Stage 2 National Tests taken at the end of Year 6.

The final column of Table 4.9 shows the equivalent summarised responses, of age ranges taught, for the same group of teachers during the previous year (i.e. Wave 3).

- Across all the year groups, the percentage teaching a particular year group in the primary phase has declined. This indicates that, on average, respondents in their second year of teaching are involved in teaching fewer year groups compared to the number that they were teaching during their first year post-ITT.[32]

Amongst those teaching in secondary schools, the percentage teaching Year 11 (the GCSE year) was the largest across the secondary phase (92% teaching Year 11 compared to between 84 per cent and 87 per cent teaching the other year groups). Whilst only 49 per cent of secondary respondents reported that they had taught post-16 year groups, it is likely that many respondents did not have access to post-16 classes as they were employed in 11-16 schools.

Comparing the responses to this question, on age ranges taught for those teaching in secondary schools at both Wave 3 and Wave 4 of the telephone survey, an interesting picture emerges (again, the final two columns in Table 4.9).

- The percentages teaching each of the secondary year groups generally show a decline from Wave 3, except for those teaching Year 11 and post-16 students, each of which show an increase in percentage terms (of 12% cent and 8% respectively). Overall, the mean number of year groups taught by each respondent shows no change over this period (4.8 per respondent in both Waves 3 and 4), but there has been a shift towards a greater proportion of respondents teaching older year groups.

[32] The mean number of year groups taught by respondents in the primary phase has dropped from 2.2 in 'Wave 3' to a corresponding figure of 1.8 in 'Wave 4'.

Table 4.9: Which year groups/age ranges have you taught over the last school year?

Year group	Age range	Frequencies	Valid per cent (%) within phase over *second* year of teaching	Valid per cent (%) within phase over *first* year of teaching for the same sample
Primary				
Nursery	Under 3	57	6	9
Foundation	3 to 4	49	5	7
Reception	4 to 5	194	20	26
1	5 to 6	299	32	38
2	6 to 7	246	26	29
3	7 to 8	266	28	33
4	8 to 9	273	29	32
5	9 to 10	218	23	27
6	10 to 11	139	15	17
Secondary				
7	11 to 12	746	84	89
8	12 to 13	745	84	90
9	13 to 14	777	88	93
10	14 to 15	769	87	92
11	15 to 16	814	92	80
Post-16	16 +	436	49	41

Includes all who were teaching or who had worked as a teacher at some point in the academic year 2005-2006 (number of cases 1,943).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Subject specialisms

Teachers who worked in secondary schools were also asked about the subjects they had taught during their second year of teaching. It is of interest to investigate the extent to which these subjects match the subject specialisms that they were trained to teach. Tables 4.10 and 4.11 summarise the relevant survey responses on these issues based on (i) teachers' statements (in the Wave 4 survey) about the subjects they had taught in their second year of teaching and (ii) the subject specialisms they reported (in 'Wave 2') holding at the end of their ITT.

It is clear from Table 4.10 that:

- nearly two-thirds (63%) of those working in secondary schools reported teaching only those subjects that they had previously indicated were their subject specialisms;
- twenty-nine per cent reported that they had taught at least one subject that they had not indicated was one of their specialist ITT subjects;
- seven per cent reported that they had taught only subjects other than those they had earlier indicated were their subject specialisms.

Table 4.10: Which subjects or area specialisms have you taught in the last school year? By reported subject specialism(s) at the end of ITT (Secondary phase only)[33]

	Teaching only subject(s) specialism(s)		Teaching a specialism and at least one subject NOT a subject specialism		Teaching only subject(s) NOT subject specialism(s)	
	Frequency	**Valid %**	**Frequency**	**Valid %**	**Frequency**	**Valid %**
Yes	587	63	260	29	65	7
No	344	37	671	71	866	93
Total	**912**		**912**		**912**	

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point since completion of their ITT.
Responses to this question were unprompted.

In order to examine further the issue of the relationship between the subjects respondents had trained to teach and the subjects they taught during their second year of teaching, Table 4.11 provides a breakdown of subjects taught by 'specialist' and 'non-specialist' teachers respectively.[34] The table is ordered by the highest to lowest percentage of respondents who reported that they were trained specialists in that subject. It can be seen that:

- the subjects reported most often as being taught by trained subject specialists were Modern Foreign Languages, PE, English, Music, Science, Art, History and Maths – all taught, in over three-quarters of cases, by teachers who had previously reported that these were their subject specialisms;
- subjects reported most often as having been taught by non-specialists include Personal, Social and Health Education (PSHE), Physics and Social Sciences. The proportions of participants who reported teaching one of these subjects and also named it as their subject specialism were ten per cent, 25 per cent and 31 per cent respectively.[35]

[33] Note that the three categories in this table are mutually exclusive.
[34] This analysis was based on respondents' reported ITT subject specialisms in the end of ITT ('Wave 2') survey and the subjects they reported teaching during their second year of teaching (in the 'Wave 4' survey).
[35] It is important to note that this analysis is based on respondents' own reporting of their subject-specialisms. If we regard all NQTs who reported *any* of the three main science subjects as a specialism (at the end of their ITT) as specialists in teaching *all* science subjects, then 75 per cent of those who reported teaching one or more science subjects could be regarded as specialists in those subjects.

Table 4.11: Which subjects or area specialisms have you taught in the last school year? By subject specialists and non-specialists (Secondary phase only)[36]

Subject	Taught by subject specialist		Taught by non-subject specialist	
	Frequency	Valid per cent (%)	Frequency	Valid per cent (%)
Modern Foreign Languages	90	95	5	5
PE	114	87	17	13
English	117	83	24	17
Music	23	82	5	18
Science	88	80	22	20
Art	48	80	12	20
History	36	78	10	22
Mathematics	98	77	30	23
Drama	48	70	21	30
ICT	81	63	47	37
Design and Technology (including Textiles)	49	63	29	37
Geography	22	55	18	45
RE	15	38	25	62
Chemistry	13	37	22	63
Biology	13	33	26	67
Social Sciences	23	31	51	69
Physics	7	25	21	75
Personal, Social and Health Education	7	10	62	90

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point since completion of their ITT (number of cases 919).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Degree specialisms

Further analysis was carried out for those teachers who undertook postgraduate ITT programmes,[37] in order to compare the subjects taught by respondents with their

[36] In addition, the survey sample also included a single Classics subject-specialist, who was teaching this specialism.

[37] In other words, those who followed PGCE, Flexible PGCE, SCITT or GTP programmes. Information on pre-ITT degree specialism was obtained in the 'Wave 1' self-complete questionnaire (carried out at the beginning of the ITT year, or at the beginning of the final year of ITT for those on programmes longer that one year). It should be noted that the categories of degree specialism were necessarily broad and consequently do not necessarily completely reflect the possible range of subjects making up any particular degree.

reported degree specialism. Table 4.12 shows that of those teachers working in secondary schools who undertook postgraduate ITT programmes:

- the subjects reported as being taught by the highest proportion of trained subject specialists according to their degree were Design and Technology, Biology, Modern Foreign Languages, Science, History and English – all taught, in over three-quarters of cases, by teachers who had a related degree specialism;
- subjects reported most often as having been taught by non-specialists include Social Sciences, ICT and Drama which were each taught by those claiming to be subject specialists in 29 per cent, 49 per cent and 52 per cent of cases respectively.

Table 4.12: Which subjects or area specialisms have you taught in the last school year? By degree specialism (Secondary phase only)

Subject	Degree specialism	Taught by degree specialist		Taught by non-degree specialist	
		Frequency	Valid per cent (%)	Frequency	Valid per cent (%)
Design and Technology (including Textiles)	Engineering and technology	139	100	0	0
Biology	Physical sciences	38	88	5	11
Modern Foreign Languages	Languages	103	84	20	16
Science	Physical sciences or biology	176	80	45	20
History	Humanities (including English, classics, history)	106	76	34	24
English	Humanities (including English, classics, history)	199	75	66	25
Art	Creative arts and design	107	73	40	27
Music	Creative arts and design	90	73	33	27
Geography	Humanities (including English, classics, history)	92	62	56	38
Mathematics	Mathematical sciences	146	59	100	41
Physics	Physical sciences	18	58	13	42
Chemistry	Physical sciences	20	54	17	46
Drama	Creative arts and design	48	52	44	48
ICT	Computer science	105	49	110	51
Social Sciences	Social, economic and political science (including psychology)	23	29	55	71

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point since completion of their ITT and who followed post-graduate ITT programmes (number of cases 747).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

4.3.2 Specific roles and activities undertaken

Survey respondents were asked which of a number of specified roles or activities they had undertaken at school during the course of their second year of teaching. Their responses are summarised separately by the phase teachers were working in (primary or secondary) in Tables 4.13 and 4.14 respectively.

Amongst those working in primary schools it can be seen that:

- over two-thirds (68%) of second year teachers reported that they had taken on the role of subject co-ordinator, over a third (35%) that of form tutor, and five per cent that of head of department;
- the vast majority (87%) reported that they had '*taught pupils with challenging behaviour*'; and
- half (52%) had '*covered classes*' for colleagues.

Table 4.13: Which, if any, of the following activities or roles have you undertaken since September 2005? (Primary phase)

	Frequencies	Valid per cent (%)
Roles		
Subject co-ordinator	640	68
Form tutor	334	35
Head of department	43	5
Activities		
Taken pupils on school trips which are part of the curriculum	872	92
Taught pupils with challenging behaviour	821	87
Extra-curricular activities	738	78
Covered classes	494	52
None of these	*3*	*(0)*

Includes all who were teaching or who had worked as a teacher in the primary phase at some point during the academic year 2005-2006 (number of cases 943).
Respondents could give more than one response to this question.

Amongst those working in secondary schools it can be seen that:

- the vast majority of respondents (92%) reported that they had taken on the role of form tutor, a quarter (24%) that of subject co-ordinator, and nine per cent the role of head of department; and
- the vast majority also reported that they had both '*covered classes*' for colleagues (95%), and had '*taught pupils with challenging behaviour*' (92%).

Table 4.14: Which, if any, of the following activities or roles have you undertaken since September 2005? (Secondary phase)

	Frequencies	Valid per cent (%)
Roles		
Form tutor	832	92
Subject co-ordinator	213	24
Head of department	82	9
Activities		
Covered classes	862	95
Taught pupils with challenging behaviour	832	92
Extra-curricular activities	788	87
Taken pupils on school trips which are part of the curriculum	666	74
None of these	*1*	*(0)*

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006 (number of cases 903).
Respondents could give more than one response to this question.

When respondents' reported involvement in activities was analysed by the phase of education in which teachers were working, statistically significant differences were found between the primary and secondary phases. For example:

- secondary teachers reported '*covering classes*' much more often than those working in primary schools (95% and 52% respectively; chi-square=438.93, df=1, p<0.001);
- secondary teachers reported '*taking part in extra-curricular activities*' more often than those working in primary schools (87% and 78% respectively; chi-square=26.10, df=1, p<0.001);
- secondary teachers reported that they had '*taught pupils with challenging behaviour*' more often than those working in primary schools (92% and 87% respectively; chi-square=12.69, df=1, p<0.001); and, in contrast,
- primary teachers reported '*taking pupils on school trips as part of the curriculum*' more often than those working in secondary schools (93% and 74% respectively; chi-square=116.25, df=1, p<0.001).

Variation by age

When examining the responses of teachers who worked in primary schools, a significant age difference was found between those who reported that they had, and those who had not, taken on the role of subject co-ordinator. Table 4.15 shows the detailed figures. It is clear that:

- those teachers who reported that they had taken on the role of subject co-ordinator were, on average, approximately one and a half years *younger* than those who had not reported taking on such a role.

Table 4.15: Taking on the role of subject co-ordinator by age (Primary phase only)

Role	Number of cases	Mean age
Subject co-ordinator	634	31.0
Not subject co-ordinator	301	32.4
Total	**935**	

Includes all who were teaching or who had worked as a teacher in the primary phase during the academic year 2005-2006.
t=2.49, df=523.25, p=0.013 (equal variances not assumed).

Amongst teachers working in secondary schools, a significant difference was found between the average ages of those teachers who reported taking on the role of form tutor and those who had not reported taking on such a role. Table 4.16 shows that:

- those teachers who reported that they had taken on the role of form tutor were, on average, approximately three years *younger* than those who had not reported taking on this role.[38]

No significant age differences were found between those respondents working in secondary schools who reported either taking on subject co-ordinator or head of department roles, and those teachers who did not report taking on these roles.

Table 4.16: Taking on the role of form tutor by age (Secondary phase only)

Role	Number of cases	Mean age
Form tutor	828	32.9
Not form tutor	71	35.6
Total	**899**	

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006.
t=2.50, df=79.83, p=0.015 (equal variances not assumed).

An age comparison across *all* teachers (i.e. those working in either primary or secondary schools) was carried out to investigate possible average differences in age between those who had or had not reported involvement in the school activities reported on in Tables 4.13 and 4.14. The detailed results of the analysis are shown in Tables 4.17 to 4.19, with the following statistically significant differences found:

- those teachers who reported '*covering classes*' were, on average, approximately a year older than those who did not report '*covering classes*';
- those teachers who reported taking part in 'e*xtra-curricular activities*' were, on average, approximately a year younger than those who had not;
- those teachers who reported '*taking pupils on school trips which are part of the curriculum*' were, on average, approximately three years younger than those who had not.

[38] The picture is, however, a complex one since of the 71 respondents who reported that they had not taken on the role of form tutor, 11 stated that they were subject co-ordinators, and a further four stated that they were heads of department.

Table 4.17: Covering classes by age

Activity	Number of cases	Mean age
Covered classes	1,396	32.5
Not covered classes	505	31.5
Total	**1,901**	

Includes all who were teaching or who had worked as a teacher during the academic year 2005-2006.
t=-2.47, df=930.60, p=0.014 (equal variances not assumed).

Table 4.18: Taking part in extra-curricular activities by age

Activity	Number of cases	Mean age
Extra-curricular activities	1,565	32.1
Not Extra-curricular activities	336	33.0
Total	**1,901**	

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006.
t=2.06, df=190, p=0.040 (equal variances assumed).

Table 4.19: Taking part in school trips by age

Activity	Number of cases	Mean age
Taking pupils on school trips which are part of the curriculum	1,588	31.7
Not taking pupils on school trips which are part of the curriculum	313	35.1
Total	**1,901**	

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006.
t=6.65, df=419.53, p<0.001 (equal variances not assumed).

No significant age differences were found between those respondents who had or who had not reported '*teaching pupils with challenging behaviour*'.

Variation by perceived school effectiveness

An analysis of the roles secondary school teachers had reported taking on was conducted according to respondents' perceptions of their school's effectiveness. The details of the main findings are shown in Tables 4.20 and 4.21. It can be seen that:

- teachers working in schools reported as '*in difficulties*' were more likely than those working in schools not reported to be '*in difficulties*' to have taken on the role of head of department since September 2005 (16% of this group compared to 7% of those teachers working in schools not reported as '*in difficulties*');

- thirty-two per cent of those teachers in schools '*in difficulties*' also reported taking on subject co-ordinator roles, compared to 22 per cent of those working in schools which were not classed as being *'in difficulties*' (chi-square=7.916, df=1, p=0.005).

Table 4.20: Taking on the role of head of department by *school in difficulties* (Secondary phase only)

School *in difficulties*	Per cent (%) Taken on role as head of department		No. of cases
	Yes	No	
Yes	16	84	**177**
No	7	93	**726**
Total	**9**	**91**	**903**

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006.
Chi-square=14.22, df=1, p<0.001.

Table 4.21: Taking on the role of subject co-ordinator by *school in difficulties* (Secondary phase only)

School *in difficulties*	Per cent (%) Taken on role as subject co-ordinator		No. of cases
	Yes	No	
Yes	32	68	**177**
No	22	78	**726**
Total	**24**	**76**	**903**

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006.
Chi-square=7.91, df=1, p=0.005.

Amongst teachers working in primary schools, there were no significant differences in the responses concerning roles taken on when comparing respondents working in different types of schools.

Variation by ITT route

An analysis was carried out to assess whether the roles taken on by teachers working in secondary schools differed according to the initial teacher training route respondents had followed. As seen in Table 4.22, a statistically significant difference was found, according to ITT route, between the responses of those who had taken on the role of form tutor and those who had not taken on this role. For example:

- a greater proportion of those respondents who had followed Flexible PGCE programmes (96%), had acted as a form tutor in their second year of teaching than, for example, those who had trained via the GRTP routes (88%).

No difference in the pattern of responses was found when comparing responses by the ITT route that the respondents had followed, for those who had or had not reported having taking on the role of subject co-ordinator or the role of head of department.

Table 4.22: Taking on the role of form tutor by ITT route (Secondary phase)

ITT Route	Per cent (%) Taken on role of form tutor		No. of cases
	Yes	No	
BA/BSc QTS	93	7	107
PGCE	95	5	431
Flex. PGCE	96	4	23
SCITT	90	10	122
GRTP	88	12	205
Total	**92**	**8**	**888**

Includes all who were teaching or who had worked as a teacher in the secondary phase during the academic year 2005-2006.
Chi-square=10.28, df=4, p=0.036 (Assumption of minimum expected count not met).

Variation by gender

An analysis was carried out across all respondents working in either phase, to see if there were any differences between the responses of men and women in terms of the *activities* they reported being involved in during their second year as teachers. The only significant difference found is detailed in Table 4.23:

- ninety per cent of male teachers stated that they had '*undertaken extra-curricular activities*' compared to 77 per cent of their female colleagues.

No differences according to respondents' gender were found for any of the other *activities* undertaken.[39]

Table 4.23: Taking on extra-curricular activities by gender

Gender	Per cent (%) Taken part in extra-curricular activities		No. of cases
	Yes	No	
Male	90	10	**89**
Female	77	23	**854**
Total	**78**	**22**	**943**

Includes all who were teaching or who had worked as a teacher during the academic year 2005-2006.
Chi-square=7.81, df=1, p=0.005.

No significant differences by gender were found amongst the responses of those teachers working in primary schools, or those working in secondary schools, in terms of the *roles* that they had taken on.[40]

[39] That is, '*taking pupils on school trips which are part of the curriculum*', '*teaching pupils with challenging behaviour*', or '*covering classes*'.

4.3.3 Additional responsibilities as teachers

In addition to the specific roles and activities discussed in Section 4.3.2 above, respondents to the telephone survey were also asked about other teaching responsibilities they had been involved in during the course of their second year of teaching. The responses are summarised in Table 4.24. It can be seen, for example, that:

- the overwhelming majority of second year teachers (86% of respondents) reported involvement in the '*discussion of goals and policies within their school and/or department*';
- seven out of ten respondents (69%) were involved in '*curriculum development or course design*';
- approximately a third of respondents were involved in '*membership of school working parties*' (35%) and nearly a third were involved in '*school committees*' (28%);
- only a small number (4%) of the teachers stated that they were not involved in any of these additional responsibilities.

Table 4.24: Since September 2005, have you been involved in any of the following…?

	Frequencies	Valid per cent (%)
Discussions about the goals and policies of your school/departments	1,638	86
Curriculum development/course design	1,316	69
Formal discussions on any whole-school issues with the head teacher	1,190	62
Contributing to the development and training of other teachers	1,173	61
Formal discussions about the allocation of financial resources	754	39
Membership of school working parties	661	35
Membership of school committees	532	28
The recruitment of staff	226	12
None of these	*69*	*4*

Includes all who were teaching or who had worked as a teacher at some point during the academic year 2005-2006 (number of cases 1,914).
Respondents could give more than one response to this question.

Variation by phase

Responses to this question showed significant variation in the nature of additional responsibilities that teachers had been involved in, between those working in primary and secondary schools respectively. For example:

- a higher proportion of secondary school teachers (78% of respondents), than of those working in primary schools (60%), reported being involved in '*Curriculum development/course design*' (chi-square=67.34, df=1, p<0.001);
- a higher proportion of teachers working in secondary schools (66%), than of those working in primary schools (57%), reported being involved in '*Contributing to the development and training of other teachers*' (chi-square=17.45, df=1, p<0.001);
- a higher proportion of teachers working in primary schools (43%), than of those working in secondary schools (35%), reported being involved in '*Formal*

[40] That is, as a form tutor, subject co-ordinator or head of department.

discussions about the allocation of financial resources' (chi-square=11.24, df=1, p=0.001);
- a higher proportion of teachers working in primary schools (5%) than of those working in secondary schools (3%) reported being involved in '*None of these*' listed activities (chi-square=5.92, df=1, p=0.015).

Variation by ITT route

The responses to this question on the nature of our beginner teachers' additional responsibilities were also analysed by the ITT route respondents had followed, for those working in primary schools and those working in secondary schools respectively. The only item in Table 4.24 where significant differences were found was '*formal discussions about the allocation of financial resources*'. Those teachers who had followed primary BA/BSc QTS programmes were more likely to have been involved in '*formal discussions about the allocation of financial resources*' than those who had followed other routes. For example:

- forty-eight per cent of respondents who had undertaken a primary BA/BSc QTS degree reported that they were involved in formal discussions about the allocation of financial resources' compared to 28 per cent of primary school teachers who had followed Flexible PGCE programmes (28%) (chi-square=11.22, df=5, p=0.047).

Amongst those working in secondary schools, there were no significant differences in the pattern of responses to reported involvement in any of the additional types of work listed in Table 4.24, when comparing responses by the ITT route respondents had followed.

Variation by age

The responses reported in Table 4.24 were further analysed in order to investigate whether there were significant age differences between those respondents who had or had not reported being involved in the additional responsibilities listed. The following statistically significant differences were observed:

- those respondents who reported being involved in '*discussions about the goals and policies of your school/department*' were, on average, approximately two years *younger* than those who had not reported such involvement (t=3.48, df=348.54, p=0.001, equal variances not assumed);
- those respondents who reported being involved in '*Formal discussions about the allocation of financial resources*' were, on average, two years *younger* than those who did not (t=6.85, df=1757.11, p<0.001, equal variances not assumed);
- those respondents who reported being involved in '*Formal discussions on any whole-school issues with the head teacher*' were, on average, two years *younger* than those who had not (t=5.64, df=1354.23, p<0.001, equal variances not assumed);
- those respondents who reported not being involved in *any* of the suggested categories of non-teaching work listed in Table 4.24 were, on average, two years *older* than those who reported their involvement in at least one of these additional work activities (t=-2.13, df=69.77, p=0.037, equal variances not assumed).

For the remaining types of responsibility listed in Table 4.24, no significant differences in the age of the respondents were found when comparing those who had or had not been involved in the activities.

Additional roles and responsibilities of case study teachers

Thirty-six of our 64 case study interviewees reported having taken on additional responsibilities within their schools during their second year of teaching. Of this group:

- sixteen case study teachers (all working in primary schools) were now subject co-ordinators;
- seven teachers (all working in secondary schools) had held additional responsibilities within their department (of these three had led on curriculum development, one was a programme leader, one had supported others within the department and one was now a head of department);
- six had additional pastoral or year group responsibilities;
- two were part of the senior management team at their school;
- two were 'gifted and talented' co-ordinators;
- two had been responsible for residential trips; and
- one teacher was a special educational needs (SEN) representative.

Eighteen interviewees commented further on their additional responsibilities. Thirteen of our second year teachers were positive about these changes. The reasons they gave for this included that they:

- enjoyed the opportunity to make decisions (mentioned by 4 interviewees);
- saw their promotion as a good career move (3);
- enjoyed the challenge of their new post (2);
- took pleasure in managing others (2);
- felt more confident; (1) or
- they simply enjoyed the extra responsibility (1).

Some of these reasons for participants' positive reactions to additional responsibility are illustrated below:

> *I am on the senior management team every week. It's quite demanding at times but it's great being part of the decision making process.* (Male, 48 or over, Flexible PGCE, secondary, physics)

> *I'm a lot more confident this year, I think because I've been given more responsibility.* (Female, 28-32, GTP, primary)

Seven case study teachers spoke less positively about some aspects of their additional responsibilities (five during their end of year interview and two others in ejournal exchanges). Of these, two interviewees felt the need for more training in their new role and another two said they felt the role had been imposed against their wishes. Five teachers mentioned the additional work involved in taking on such extra responsibilities, work which three teachers pointed out was not accompanied by any additional remuneration.

I haven't had any training for being a subject coordinator. That is the only thing I feel would have been a really good idea because... I feel like I'm a bit 'ok what's going on?' (Female, 33-37, Flexible PGCE, primary)

I was a little taken aback by the volume of work (I have voluntarily taken on a number of additional responsibilities). (Male, 48 or over, Flexible PGCE, secondary, physics, October ejournal)

The main difficulties this term have been learning how to handle my rather needy and demanding tutor group. They are finding the transition to secondary hard and I have 5 SEN pupils who need quite a bit of support. It's also getting used to all the time consuming, niggly things like who to talk to if there's an incident or a problem but I think I'm getting there! It's certainly making me appreciate how important it is for NQTs not to have a tutor group! (Female, 28-32, SCITT, secondary, MFL, October ejournal)

We return to the issue of workload in the following section.

4.3.4 The demands of the job

Additional hours worked

Survey respondents were asked about the number of additional hours that they were working outside of the timetabled school day. The responses for all those 'currently' in a teaching post are summarised in Table 4.25. It can be seen that:

- just under a third (30%) of teachers reported working up to ten hours per week on top of their (timetabled) school day, a third (32%) between 11 and 15 additional hours, and over a third (37%) 16 hours or more.

Table 4.25: In addition to the timetabled school day, how many hours do you usually work in a standard working week? Please include overtime, preparation and marking etc. in your calculation.

	Frequencies	Valid per cent (%)
None	15	1
1-5 hours	114	6
6-10 hours	427	23
11-15 hours	599	32
16-20 hours	423	22
21+ hours	283	15
Don't know	21	1
Total	**1,882**	

Includes all who were in a teaching post.
Responses to this question were unprompted.

When the responses to this question, on additional hours worked, were broken down by the phase the respondents were working in, statistically significant differences become apparent. In particular:

- respondents working in primary schools indicated that they were working, on average, approximately an additional hour and a half a week more than those teachers working in secondary schools (16.27 additional hours per week compared to 14.60 hours) ($t=4.78$, $df=1796$, $p<0.001$).

A comparison of the number of additional hours worked between the state and independent sectors also showed significant differences:

- those teachers working in the state sector reported working nearly two additional hours more per week than those in the independent sector (15.81 hours compared to 13.97 hours) ($t=2.38$, $df=1781$, $p=0.017$).

No significant differences in the reported number of additional hours worked were found when comparing responses by the respondents' stated degree of enjoyment of teaching, or their perceptions of their school's effectiveness.

When the figures for additional hours worked by second year beginner teachers are compared with the number of additional hours that the same respondents reported working during their first year of teaching, there is a significant drop in the number of additional hours worked:

- The mean number of additional weekly hours worked was reported as 15.54 hours during the second year of teaching (Wave 4), and this compares to the equivalent figure of 20.74 hours for the first year of teaching (Wave 3). This represents a statistically significant drop of over five hours a week (paired-sample t-test, $t=16.67$, $df=1783$, $p<0.001$).

Of the 51 case study interviewees who commented on this aspect of their working life, 26 felt their workload was not unreasonable. Seventeen teachers reported being unhappy with the hours they found themselves working and eight said that whilst they were generally able to cope with their workload, it was, on occasions, excessive. Five participants in the ejournal exchanges also talked about the long hours they felt they were working.

> *I don't think it's too bad to be honest… There are times when I've taken work home but really I think if I'd been more organised I could probably get it all done in school time. I mean I don't mind staying till 5/5.30pm in an evening to do stuff. I'm generally happy, I certainly don't think it's too much.* (Male, 38-42, BA QTS, secondary, D&T)

> *It's variable, some days or some weeks I have very little to do at home and then there'll be three days where I've got to hand in reports and get them the day before. The workload is manageable.* (Male, 23-27, BA QTS, secondary, English)

> *I could get in here at 8am and leave at 6pm every day and still have things to do. What I tend to do is take the stuff home and do marking in front of the TV. There aren't many times when I think I've got nothing to do and when that happens I think, 'Oh my God, I've forgotten something!'* (Female, 28-32, GTP, primary)

> I don't believe that teaching is a job you can do half heartedly, as to be fair to the children you are responsible for educating you have to be on top of everything all of the time. I take my hat off to people that juggle teaching and family. (Female, 28-32, BA QTS, primary, February ejournal)

Four case study teachers spoke of the influence of their workload on their personal life.

> *It's the workload. I don't have a life apart from teaching. I mean I'm married and sometimes we have arguments, I mean he's not a teacher so he knows nothing, he knows it's tiring but he says his job is tiring as well. We've only been married a year but it's hard, it's really difficult.* (Female, 23-27, SCITT, primary)

Twenty-five case study interviewees compared their workload in this, their second year of teaching, with that in the previous year. Fourteen teachers said they thought their workload was now heavier, but as indicated above, in eight cases this appeared to be accepted as a consequence of increased responsibilities.

> *I've got the PE co-ordinator responsibility now. I do enjoy it, but it's a lot of work. It's a lot of work on top of your classroom duties.* (Female, 23-27, SCITT, primary)

Eleven case study participants felt that, compared to their first year of teaching, their workload had decreased. In four cases, teachers said this was because they had been able to re-use materials from their NQT year.

> *I'm not as stressed as I was last year because obviously workload-wise, I've got everything that I used last year that I can use this year, so I've started to build up that bank of resources.* (Female, 28-32, Flexible PGCE, primary)

In other cases, teachers said that they felt their workload had improved because they had learnt to manage their workload more effectively, as indicated in the following ejournal extract:

> I have been more careful this year about taking on too much work. Last year I really pressurised myself to do everything and as much as possible. This year I have backed off a bit, I find this hard but I think I need to stay normal without going insane. (Female, 23-27, BEd, primary, October ejournal)

Non-contact time

Survey respondents who reported working full-time (in either permanent or fixed-term posts) were asked to quantify the amount of non-contact time they had been allocated, that is lesson-time in the school day during which they were not expected to teach. The summarised results for are shown in Table 4.26. It can be seen that:

- over a third of respondents (38%) reported being given two hours or less of non-contact time per week;
- nearly half (46%) reported receiving between three and four hours of non-contact time;
- over 15 per cent reported receiving five or more hours of non-contact time per week.

Table 4.26: How much non-contact time would you say you get per week on average?

	Frequencies	Valid per cent (%)
0 hours	16	1
1-2 hours	628	37
3-4 hours	776	46
5-6 hours	203	12
7-8 hours	27	2
9-10 hours	13	1
11-12 hours	6	(0)
15+ hours	1	(0)
Don't know	14	1
Total	**1,684**	

Includes all who worked full-time and were in a permanent or fixed-term post.
Responses to this question were unprompted.

When the second year teachers' stated responses, on the amount of non-contact time they were allocated, were compared between those working in primary and secondary schools, further statistically significant differences become apparent:

- secondary school teachers indicated that they received, on average, approximately 50 per cent more non-contact time than those working in primary schools (3.77 hours per week compared to 2.49 hours) ($t=18.78$, $df=1413.21$, $p<0.001$ (equal variances not assumed)).

Interestingly, there were no statistically significant associations between the reported amount of allocated non-contact time, and any of the following respondent characteristics: respondents' reported level of enjoyment of teaching, or reported level of effectiveness as a teacher; whether or not they worked in a school that was '*in difficulties*' or a school that was '*high in the league tables*'; whether or not respondents reported having a mentor; the ITT route respondents had followed (within either the primary or the secondary phases respectively).

Overall, respondents reported receiving significantly less non-contact time than they reported having had during their first year of teaching:

- the mean amount of non-contact time received was reported as 3.09 hours in Wave 4 of the telephone survey, compared to 3.87 hours in Wave 3, a statistically significant decline of approximately 45 minutes (paired-sample t-test, $t=15.45$, $df=1510$, $p<0.001$).

Twenty-five of our case study teachers spoke in their face-to-face interviews about their Planning, Preparation and Assessment (PPA) time, and this was also mentioned by three ejournal participants. Fifteen interviewees reflected on the highly

positive contribution they felt that PPA time had made to their practice, whilst three described the efforts their school were making to secure this free time and one teacher reflected on how she tried to make the most of her PPA time.

> *The biggest change I think is obviously the introduction of PPA time where we get planning time in school and a good chunk of planning time. It allows you to really discuss ideas and then you share the ideas.* (Female, 28-32, PGCE, primary)

> *Even a half day free is like a drink of water in the desert.* (Female, 23-27, PGCE, primary)

One ejournal participant also suggested how the introduction of PPA time had provided him with continuity from his Induction year:

> [T]he introduction of PPA time has been great, it has meant that my NQT time of 10% is continuing and this has helped with work/life balance. (Male, 38-42, BEd, primary, October ejournal)

Finally, although the findings from the telephone survey (above) showed that those working in secondary schools reported receiving more non-contact time than those working in primary schools, three interviewees, all secondary school teachers, indicated how regular non-contact time could be disrupted:

> *I get free periods in school but they can be taken up for cover. I mean some people get it itemised in their timetable but it doesn't work like that as far as I can see. I think primary schools, they always have them marked out but it doesn't work like that in secondary, you get free periods and you just hope your colleagues are there, because if not, you get to cover them.* (Female, 43-47, GTP, secondary, MFL)

4.4 Conclusion

This chapter has reported on the nature of participants' employment during their second year since completing their ITT, including their employment status, the type of school they worked in and the nature of the roles and activities they undertook in their teaching posts. Implications of the findings reported in this chapter are discussed in Chapter 8. In the chapter that follows we present the results of analyses of data relating to second year teachers' views on their teaching and their relationships in the workplace.

5 Teachers' experiences in school during their second year of teaching

Key Findings

Second year teachers' enjoyment of the job

- 94% of respondents to our telephone survey '*agreed*' or '*strongly agreed*' with the statement '*I enjoy working as a teacher',* compared to only 4% of respondents who either '*disagreed*' or '*strongly disagreed*'.
- Aspects of the job mentioned as enjoyable by the highest number of case study participants included relationships with pupils and colleagues and the autonomy they experienced as teachers.

Relationships

- The vast majority of survey respondents gave positive ratings of their school-based relationships. For example:
    - 98% stated that had '*good*' or '*very good*' relationships with their pupils, with fewer than 1% describing their relationships with pupils as '*poor*' or '*very poor*'; and
    - 97% rated their relationships with '*teaching staff*' in general as '*good*' or '*very good*', with fewer than 1% rating such relationships as '*poor*' or '*very poor*'.
- Although almost all respondents to the telephone survey indicated that they enjoyed good relationships with school-based colleagues, over half of case study interviewees (31 out of 57 who referred to relationships with fellow staff) described negative relationships or incidents with a colleague or colleagues, and more case study ejournal participants referred to negative relationships with other teachers than to positive relationships (16 and13 participants respectively).

Teachers' perceptions of their effectiveness

- 99% of respondents to our telephone survey rated themselves as either '*fairly*' or '*very*' effective teachers and fewer than 0.5% rated themselves as either '*not very*' or '*not at all*' effective.
- Survey respondents most often reported their strengths as teachers as being the '*ability to develop productive relationships with pupils'*, *'organisational skills'*, the '*ability to maintain discipline in the classroom'*, and *'knowledge about my teaching subject(s)'*.

- 64 case study teachers
- 1,973 survey teachers

5.1 Introduction

This chapter reports on teachers' experiences in school during their second year of teaching (i.e. the academic year 2005-2006). In particular, it presents their views on how they saw themselves in their 'current' teaching job and their accounts of work-based relationships. It includes specific consideration of:

- second year teachers' perceptions of their strengths as teachers;
- their views on their effectiveness as teachers;
- teachers' reported degree of enjoyment of their job; and
- their reported relationships with others within school (including pupils, pupils' parents and teaching colleagues).

5.2 Teachers' perceptions of their strengths as teachers

Those respondents to the telephone survey who were 'currently' teaching or who were intending to teach having done so in the previous year, were asked to state (without prompting) their views on their strengths as teachers. The responses are summarised in Table 5.1. The perceived strengths mentioned most often were:

- the '*ability to develop productive relationships with pupils*' (mentioned by 25% of the respondents);
- '*my organisational skills*' (23%);
- the '*ability to maintain discipline in the classroom*' (20%); and
- '*knowledge about my teaching subject(s)*' (18%).

Table 5.1: What would you say are your strengths as a teacher?

	Valid per cent (%) of same sample at end of ITT	Valid per cent (%) of same sample at end of first year of teaching	Valid per cent (%) at end of second year of teaching	Frequencies at end of second year of teaching
Ability to develop productive relationships with pupils	37	32	25	485
My organisational skills	26	19	23	442
Ability to maintain discipline in the classroom	18	26	20	386
Knowledge about my teaching subject(s)	35	21	18	342
Good personal skills (e.g. patient, calm, fair)	*	9	17	322
Lesson planning/preparation	6	17	16	315
My enthusiasm	20	17	12	234
Creative/innovative skills	4	10	12	226
Knowledge of general subjects/skills	7	10	10	198
Good communication skills	2	2	10	189
Knowledge/understanding of pupil motivation and behaviour	6	6	8	156
Ability to bring about pupil learning	4	7	7	137
Ability to develop productive relationships with colleagues	14	9	6	121
My commitment	9	10	6	114
Ability to use a range of teaching methods	7	8	5	102
Staff supervision/management skills	8	2	5	97
Ability to tailor lessons to meet a range of pupil abilities (differentiation)	1	1	5	95
Confidence in front of pupils	11	4	4	80
Knowledge/understanding of the principles of assessment for learning	5	2	3	57
Ability to develop productive relationships with parents	4	3	3	51
Time management skills	4	3	3	49
Ability to work with pupils with special educational needs (SEN)/inclusion	3	2	2	46
Ability to deal with pastoral issues	2	2	2	45
Knowledge/understanding of how pupils learn	2	2	2	45
ICT skills	*	*	2	35
Flexibility	2	*	1	21
Ability to work with pupils with English as an Additional Language (EAL)	*	1	(0)[41]	6
Ability to work with non-educational professionals	1	(0)	(0)	4

Includes all who were working as a teacher or those who intended to work as a teacher in the future (having done so in the last academic year) (number of cases 1,914).
Responses to this question were unprompted.
Respondents could give more than one response to this question.
* Indicates that the item was not listed separately in that 'Wave' of the telephone survey.

The (eight) teaching strengths mentioned most often by respondents to the telephone survey were further analysed to see if there were any differences in the pattern of responses according to teachers' gender, whether they taught in primary or

[41] (0) stands for 'less than 0.5' here and elsewhere in this chapter.

secondary schools, the ITT route they had followed, their perceptions of their school's effectiveness,[42] and whether or not respondents had reported receiving additional training (additional to that experienced during their ITT and the first year of teaching) during their second year of teaching. The significant results of this analysis are given below.

Variation by gender (within phase)

- Amongst primary school teachers, men were more likely than women to mention as a strength the '*ability to develop productive relationships with pupils*' (34% of male teachers gave this ability as a strength compared to 21% of women; chi-square=6.95, df=1, p=0.008).

Variation by perceived school effectiveness

- Second year teachers working in schools they reported as '*high in the league tables*' were more likely than those teachers working in schools not stated to be '*high in the league tables*' to list their '*organisational skills*' as a teaching strength (27% and 22% of respondents respectively; chi-square=4.32, df=1, p=0.038).
- Teachers working in schools '*high in the league tables*' were also more likely than respondents working in schools not regarded as being '*high in the league tables*' to give '*my enthusiasm*' as a teaching strength (14% and 11% of teachers respectively; chi-square=3.87, df=1, p=0.049).
- In contrast, teachers working in schools reported as being '*in difficulties*'[43] were *less likely* than those working in schools not reported as being '*in difficulties*' to give '*my enthusiasm*' as a teaching strength (8% and 13% of teachers respectively; chi-square=7.70, df=1, p=0.006).
- Respondents working in schools reported as '*in difficulties*' were more likely than those not working in schools '*in difficulties*' to give the '*ability to maintain discipline in the classroom*' as a strength (26% and 19% of respondents respectively; chi-square=7.91, df=1, p=0.005).

Variation over time

Table 5.1 also shows, for the same sample of 'Wave 4' respondents, their reported strengths as teachers in the 'end of ITT' ('Wave 2') telephone survey, and in the end of NQT year ('Wave 3') survey. When comparing responses between different 'Waves' of the telephone survey it should be remembered that the reported strengths were unprompted and so any apparent changes over time should be treated with some caution. However, it can be seen that:

- The proportion of teachers claiming '*my organisational skills*', and the '*ability to maintain discipline in the classroom*' as teaching strengths showed similar patterns across the three successive surveys: an increase from Wave 2 to Wave 3 and then a decline at Wave 4. For example, the proportion stating '*my organisational skills*' was 26 per cent at Wave 2, 19 per cent at Wave 3 and 23 per cent at Wave 4.

[42] Namely, whether or not respondents reported that their school was (i) '*in difficulties*' and /or (ii) '*high in the league tables*'.

[43] That is, schools reported as being either '*in special measures*', or '*with serious weaknesses*' or '*in challenging circumstances*'.

- The proportion of teachers reporting the '*ability to develop productive relationships with pupils*', '*my enthusiasm*' and the '*ability to develop productive relationships with colleagues*' as strengths has declined over time. For example, 37 per cent of respondents stated that the '*ability to develop productive relationships with pupils*' was a strength at Wave 2, 32 per cent at Wave 3 and 25 per cent at Wave 4.
- By contrast, the proportion of respondents stating '*creative/innovative skills*' as a teaching strength increased across the three waves of the telephone survey, from four per cent at Wave 2, to ten per cent and then 12 per cent at Waves 3 and 4, respectively.
- Finally, '*confidence in front of pupils*' was given as a strength by 11 per cent of teachers at the end of their ITT (Wave 2) but by only four per cent at the end of both the first and second years of teaching (Waves 3 and 4).

5.3 Teachers' views on their effectiveness as teachers

Those respondents to the telephone survey who were 'currently' teaching or those who were intending to teach having done so in the previous year, were asked to assess their effectiveness as teachers. The responses are summarised in Table 5.2 where it can be seen that:

- the vast majority of teachers in the survey (99%) regarded themselves as either '*fairly*' or '*very*' effective as teachers; and
- a small minority of respondents rated themselves as either '*not very*' or '*not at all*' effective (4 individuals out of 1,914 respondents, less than half a per cent).

Table 5.2: How would you rate your effectiveness as a teacher?

	Frequencies	Valid per cent (%)
Very effective	886	46
Fairly effective	1,015	53
Not very effective	1	(0)
Not at all effective	3	(0)
Prefer not to say	5	(0)
Don't know	4	(0)
Total	**1,914**	

Includes all who were working as a teacher or those who intended to work as a teacher in the future (having done so in the last academic year).
Percentages do not add up to 100 due to rounding.

Additional analysis showed significant associations between teachers' ratings of their effectiveness and whether or not they were working in a school reported as being '*high in the league tables*'.

- Teachers working in schools reported as '*high in the league tables*' were more likely than those not working in such schools to rate themselves as '*very effective*' (54% and 42% of teachers respectively; chi-square=19.48, df=1, $p<0.001$).

No statistically significant differences were found between the responses to this question, on respondents' ratings of their effectiveness as teachers, and whether our

second year teachers were working in primary or secondary schools, the ITT route respondents had followed, or whether or not they had a mentor.

Case study interviewees were also asked to rate their effectiveness as teachers. Out of a total of 57 second year teachers who responded to this question, 47 said that they regarded themselves to be, to some extent, effective teachers, three interviewees felt themselves to be ineffective teachers and another seven expressed uncertainty about their teaching ability.

Of the 47 case study participants who judged themselves to be effective teachers, the majority offered perceptions of change in their efficacy in comparison to the previous two years. Twenty teachers spoke of feelings of increased confidence in their role, nine felt that their subject and/or subject pedagogical knowledge was now better than it had been previously, six interviewees felt that their behaviour management had improved and another four made reference to being more organised.

> *I'm more confident to deal with certain situations as they arise.* (Male, 38-42, BA QTS, secondary, D&T)

> *This year, I've got the experience of teaching them so I do have an idea maybe of what misconceptions that they may have or questions that they might ask.* (Female, 33-37, Flexible PGCE, secondary, science)

> *All the things I was struggling to fit in before, I am just doing as a matter of course. Like you can tell three kids to stop swinging back on their chairs by just looking at them. That kind of stuff, things that I had to think about doing before, I don't have to think about that now.* (Male, 33-37, SCITT, secondary, ICT)

> *I think I've become more settled myself in the teaching of the day to day jobs that I need to do and getting myself organised, doing work and getting things done. I suppose that's time management really.* (Female, 23-27, BEd, primary)

When discussing their efficacy as teachers, twelve case study participants talked about receiving favourable 'feedback' on their lessons after being observed. Of these, three teachers cited the comments of Ofsted inspectors and two those of HMIs, five interviewees referred to favourable examination or assessment data, and three teachers saw their acceptance onto the fast track programme, during their second year of teaching, as an endorsement of their teaching ability.

> *Having a 'good' from an Ofsted inspector for my teaching was a boost.* (Female, 23-27, GTP, primary)

Of the three teachers who felt that they were not effective teachers, one cited the experience of teaching a particularly 'bad class' as the reason why she was feeling

ineffective in her teaching and the other interviewee had received unfavourable comments from a colleague following a lesson observation. The other teacher of the trio referred to feelings of low self-esteem.

> *We have to be observed by a senior member of staff every term and she came in to observe my lesson. I went for the feedback and my lesson was unsatisfactory or as they call it now, inadequate which is a horrible word, it doesn't do a lot for you. I was very, very upset.* (Female, 48 or over, RTP, primary)

As indicated above, case study participants' judgments of their efficacy as teachers could be influenced by the opinions of others. Some teachers spoke positively about feeling valued by colleagues (mentioned by nine interviewees) and by members of the senior management team (7). In this connection, some teachers mentioned the judgments of others, including a local authority representative, an educational psychologist, school governors, and a group of parents on a residential trip, as evidence to support judgments of their own efficacy as teachers.

> [T]*he deputy head teacher… said to me that you know you have a challenging class but you're really doing well and it just makes you feel, like at least I'm being recognised for the hard work that I'm doing.* (Female, 23-27, SCITT, primary)

> [My colleague who observed my lesson] *particularly liked my classroom atmosphere, set out and displays… She was going to tell the other classroom teachers to use me as an example.* (Female, 43-47, Flexible PGCE, primary)

> *I think having to go for an interview in your own school* [for a full-time permanent post after having a part-time fixed-term contract] *and actually be appointed… gave me a little more credibility in the school and made me feel like I was really part of the team.* (Female, 33-37, Flexible PGCE, primary)

Two of these teachers also spoke about the particular value they attached to positive comments by members of the senior leadership team (SLT) due to their perceived rarity within the school system, whilst another teacher voiced regret that channels for conveying approval of and/or affirming the quality of teachers' work were not in place.

> *I mentioned it* [a good observation] *to the head and he said, 'That justifies why we took you on in the first place.' They never tell you anything good. It was the way he said it. I thought, 'Yeah, that's the first time you've ever sort of said it to me, that's made me feel like I am worth it'.* (Female, 28-32, BEd, primary)

> *I think that there isn't a system of… how do you know if you're doing a good job or not? You assume you do a good job because no one tells you you're not, because if you were doing a bad job*

then you get told… there's that feeling that as a school we're doing really well but what there isn't is a feeling that individually that you, what you're actually doing physically is really good.
(Male, 38-42, BEd, primary)

Similarly, four interviewees talked about the way in which a lack of comment about their work by other teachers (mentioned by three interviewees) or negative comments (1), had made them question their ability or their desire to remain in the profession.

Interestingly, of 28 case study teachers who spoke about the value of others' opinions on their work, the majority (21) worked in primary schools.

5.4 Levels of enjoyment of teaching

Respondents to the telephone survey who had taught in the academic year 2005-2006 were asked to indicate the extent to which they enjoyed teaching. The aggregate results are summarised in Table 5.3 and show that:

- the majority of second year teachers were positive about their work, with 94 per cent agreeing with the statement '*I enjoy working as a teacher*'; and
- only four per cent of respondents disagreed overall with the statement '*I enjoy working as a teacher*', with two per cent of respondents '*strongly*' disagreeing with the proposition.

Table 5.3: "I enjoy working as a teacher"

	Frequencies	Valid per cent (%)
Strongly agree	1,363	70
Tend to agree	461	24
Neither agree nor disagree	56	3
Tend to disagree	30	2
Strongly disagree	32	2
Don't know	1	(0)
Total	**1,943**	

Includes all who are currently teaching or have worked as a teacher at some point in the academic year 2005-2006.
Percentages may not add up to 100 due to rounding.

Table 5.4, however, shows that when second year teachers' responses to this question, on their enjoyment of their job, are compared with their responses to the same question at the end of their first year of teaching, there was a small, but significant, decline in the number stating that they '*strongly agreed*' with the statement '*I enjoy working as a teacher*'. For example:

- Overall, five per cent fewer teachers (101) '*strongly agreed*' with the statement in the Wave 4 telephone survey that they '*enjoyed working as a teacher*' than had done so in the Wave 3 telephone survey.[44]

Table 5.4: "I enjoy working as a teacher" – comparison between Waves 3 and 4

		Agree strongly that *'I enjoy working as a teacher'* at Wave 4		Total
		No	Yes	
Agree strongly that '*I enjoy working as a teacher*' at Wave 3	**No**	305	173	**478**
	Yes	274	1,190	**1,464**
	Total	**579**	**1,363**	**1,942**

Includes all who responded to this question in both Waves 3 and 4.
McNemar test, p<0.001.

As can be seen in Table 5.5, additional analysis showed that there was a strong association between the degree of agreement with the statement '*I enjoy working as a teacher'* and whether or not respondents expected to be working in teaching in three years' time.[45] For example:

- ninety-nine per cent of respondents who '*strongly agreed*' that they enjoyed teaching, compared to 89 per cent of teachers who did not '*strongly agree*' that they enjoyed teaching, indicated that they expected to still be working in teaching in three years' time.

Table 5.5: Degree of enjoyment of teaching compared to expectations of being in teaching in three years' time

		Per cent (%) expecting to be teaching in three years' time		Total
		No	Yes	
Agree strongly that '*I enjoy working as a teacher*'	**No**	11	89	**456**
	Yes	(0)	99	**1,296**
	Total	**3**	**97**	**1,752**

Chi-square=111.54, df=1, p<0.0001.

Teachers who reported receiving additional training over the course of the school year were also more likely to state, in the Wave 4 telephone survey, that they strongly enjoyed teaching.

- Amongst those who reported that they had received additional training during their second year of teaching (additional to their ITT and first year of teaching), 72 per cent '*strongly agreed*' that they enjoyed teaching compared to 61 per cent of those who reported that they had not received any additional training (chi-square=13.82, df=1, p<0.001).

[44] Of the 1,464 respondents to the telephone survey who indicated that they '*strongly agreed*' with the statement '*I enjoy working as a* teacher' at Wave 3, 274 no longer did so at Wave 4. Of the 478 respondents who indicated that they did not 'strongly agree that they 'enjoyed teaching' at Wave 3, 173 did '*strongly agree*' with this statement at Wave 4.
[45] Further details of respondents' expectations of remaining in the teaching profession in three years' time are provided in Chapter 7.

Finally, binary logistic regression analysis was carried out to investigate further what factors might influence teachers' stated degrees of enjoyment of the job.[46] It was found that:

- second year teachers who had trained via the Flexible PGCE route were about half as likely to report '*strongly enjoying*' teaching as those who had followed university-based PGCE programmes.
- teachers who reported more positive relationships with pupils, heads and other staff were (between a third and two times) more likely than those who did not rate these relationships as positively, to report that they '*strongly enjoyed*' teaching.
- respondents who stated that they felt '*very well supported*' in their job were approximately 50 per cent more likely than those who did not feel as well supported, to report that they were '*strongly enjoying*' teaching.

Further details of these analyses can be found in Appendix B.

Aspects of their work case study teachers found enjoyable

Twenty-two case study interviewees talked about aspects of their work that they found satisfying or rewarding:

- eight participants referred to the pleasure they derived from seeing the achievements of their pupils;
- seven liked the school in which they worked;
- five talked about a sense of satisfaction with their own performance or status; and
- an additional five interviewees said that job satisfaction for them came from the fact that teaching was an interesting and varied job.

The ejournal exchanges with case study teachers also contained comments about the rewards of teaching as derived from teachers' own personal development (mentioned by 4 ejournal participants) and their pupils' achievements (3).

> *My highs are always for me taken from the kids' achievements.* (Female, 48 or over, BA QTS, secondary, ICT)
>
> *I love the school that I work in.* (Female, 23-27, BA QTS, primary)
>
> *Job satisfaction-wise, I'm more able to deliver what I want to in a lesson.* (Female, 33-37, Flexible PGCE, secondary, science)
>
> *Every child has different needs and different wants and every way you teach is different, every year, even every day sometimes. That's the beauty of teaching, it's not the same thing every day.* (Male, 23-27, SCITT, primary)

[46] The statistical model appears to be satisfactory, having appropriate goodness-of-fit statistics and accounting for approximately 17 per cent of the variation in the outcome variable. However, whilst the model was good at correctly predicting those '*strongly agreeing*' that '*I enjoy working as a teacher*' (95%), it was not particularly good in predicting those teachers who disagreed or who did not agree so strongly with this statement (23%). Hence these findings need to be treated with some caution.

> Highs - seeing certain individuals really achieve under your teaching when previously written off by other teachers. (Female, 23-27, GTP, primary, February ejournal)

In the ejournal exchanges, case study teachers were specifically asked about aspects of teaching that provided the 'highs' in their work. Professional autonomy emerged as the main source of satisfaction experienced by teachers during their second year of teaching (mentioned by 20 out of 45 ejournal participants). Teachers reported feeling more established, either as a teacher, or in the school, as the following extracts illustrate:

> I like no longer being branded an NQT ('Not Quite a Teacher'). (Male, 28-32, PGCE, secondary, MFL, October ejournal)

> It's getting a lot easier – planning, marking, management etc. The other stuff (lunchtimes, breaks, after school stuff) is better, too, now that I have established myself within the school. (Male, 23-27, BA QTS, secondary, English, December ejournal)

> The beginning of this year has been interesting. I have moved to Year 4 (from 5) and am now paired with a new teacher to our school. Being the one with the experience of our school and being treated as someone to defer to is a bit of a shock but good. (Male, 38-42, BEd, primary, October ejournal)

Other major sources of 'highs' for ejournal participants came from their relationships with pupils (mentioned by 19 case study teachers) and colleagues (13 teachers), both of which are discussed in the following section.

5.5 Work-based relationships

This section reports on second year teachers' relationships with pupils, parents and their school-based colleagues.

5.5.1 Relationships with pupils

All the survey respondents who were 'currently' teaching were asked how well they rated the relationships that they had formed with their pupils. As can be seen in Table 5.6, such relationships were generally perceived as very positive:

- ninety-eight per cent of respondents stated that had '*good*' or '*very good*' relationships with their pupils; and
- less than one per cent of respondents described their relationships with pupils as '*poor*' or '*very poor*'.

Table 5.6: Generally speaking, how would you rate the relationships you have formed or built upon with your pupils since September 2005?

	Frequencies	Valid per cent (%)
Very good	1,351	75
Good	416	23
Neither good nor poor	10	1
Poor	3	(0)
Very poor	5	(0)
Can't generalise	15	1
Don't know	0	0
N/A[47]	1	(0)
Total	**1,801**	

Includes all those who were in a permanent or fixed-term post.

When respondents' ratings of their relationships with pupils were compared by whether the teachers taught in primary or secondary schools, their perceptions of the effectiveness of the school they worked in and respondents' ethnicity the following statistically significant differences were found:[48]

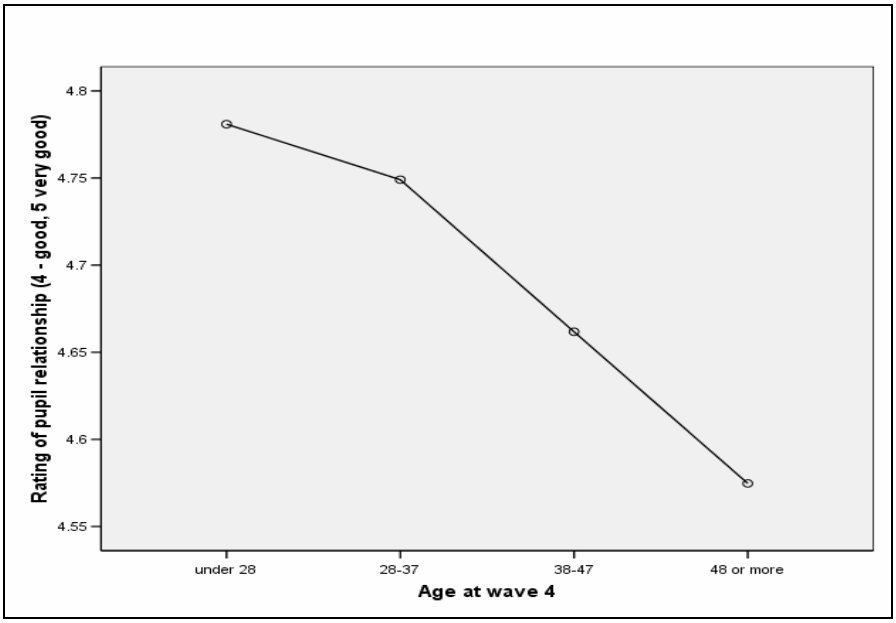
- second year teachers working in primary schools were more likely than those working in secondary schools to rate their relationships with pupils as '*very good*' (84% of teachers working in primary schools and 67% of teachers working in secondary schools rated their relationships with pupils as '*very good*'; chi-square=61.51, df=1, p<0.001).
- teachers working in schools reported as being '*high in the league tables*' were more likely than those working in schools not reported to be '*high in the league tables*' to rate their relationships with pupils as '*very good*' (79% of teachers in schools '*high in the leagues tables*' and 72% of teachers not working in such schools; chi-square=8.68, df=1, p<0.003).
- black and minority ethnic (BME) teachers were less likely than those in the majority ethnic group to rate their relationships with pupils as '*very good*' (58% of BME teachers and 77% 'white' respondents; chi-square=17.26, df=1, p<0.001).

Finally, as can be seen in Figure 5.1, there was a small but significant negative correlation between respondents' age and their rating of their relationships with pupils.

- Older teachers tended to rate their relationships with pupils less highly than did younger teachers (Spearman's rho=-0.11, n=1774, p<0.001).[49]

[47] N/A stands for '*not applicable*', here and elsewhere in this chapter.
[48] Due to the highly skewed nature of the responses to this question, two categories of response were formed for all further analysis: '*very good*', and '*not "very good"*' (i.e. all other categories combined).
[49] It should be noted that he effect size is quite small since rho^2=0.01. Hence, only one per cent of the variation in teachers' ratings of their relationships with pupils is explained by the respondents' age.

Figure 5.1: Relationship between respondents' age and rating of relationships with pupils



No significant differences in respondents' ratings of their relationships with pupils were found according to the ITT route they had followed (within either the primary or the secondary phases), their gender (again, within phase) or whether on not teachers worked in a school reported to be '*in difficulties*'.[50]

As indicated above, good relationships with pupils could be emotionally rewarding, as suggested by 19 participants in the ejournal exchanges.

> [I g]ot told by one kid that she hated ICT last year but that this year it was great. 'Why Katy?' (expecting some sycophantic nonsense) 'Because you have control of the class'. A real compliment that you would not expect from a kid. Lifted me for days. (Male, 43-47, GTP, secondary, ICT, October ejournal)

> Highs - sitting and giggling with a member of my tutor group (Year 8) trying to play the keyboard. She has a reading age of about 8 and really struggles but we had a great 5 minutes! (Female, 23-27, SCITT, secondary, arts, October ejournal)

In contrast, poor relationships with pupils could be the cause of emotional 'lows' for our case study teachers (as mentioned by 9 ejournal participants). Such lows were related to poor pupil behaviour (7 ejournal participants), and low pupil attainment (2):

> Yes – things seem to go along quite well and then all of a sudden a class really acts badly and my confidence gets knocked back

[50] That is, schools reported by respondents as either '*in special measures*', or '*with serious weaknesses*' or '*in challenging circumstances*'.

again. I guess it happens to most teachers but it still affects me. (Female, 48 or over, BA QTS, secondary, ICT, February ejournal)

Responses from our case study interviewees on the subject of their relationship with pupils can be seen as suggesting that these teachers present two differing mindsets. Of the 51 second year teachers who commented substantially on their relationships with pupils, the responses of 32 might be characterised as displaying an instrumental or teacher-centred attitude. Teachers in this group tended to speak about their relationships with pupils in a way that centred upon themselves and their professional responsibilities, concentrating on the characteristics of groups as a whole, on issues of behaviour and on their own teaching strategies.

I'd say last year at the beginning of the year I tried to be too much of a friend to the pupils whereas now I guess I'm seen a lot more in a teacher role. (Female, 23-27, PGCE, primary)

I would say I'm getting a little bit fed up in some cases, it's not so much behaviour as an apathy amongst them. I don't understand, I don't want to understand. It was probably the same before but I think when you're new and you're keen I think you look inward at yourself a lot more. (Male, 38-42, BA QTS, secondary, D&T)

I have changed to a teacher less tolerant of people being late, chatting and not working when in lessons; which I am fine with as this is getting the students to learn more. (Male, 43-47, SCITT, primary, October ejournal)

The other group of 19 case study participants described a more nurturing and child-centred approach to their work. Teachers in this group, fourteen of whom worked in primary schools, spoke for the most part of building relationships with individual children and of developing an understanding of pupils' needs.

I would say I've got a fantastic relationship with my pupils because even sometimes before I open my mouth, they know what Miss is about to say. (Female, 33-37, Flexible PGCE, primary)

Teaching: I do love it. Its hard work but I do love it. I learn all the time, I learn new strategies, how to deal with children, every child is different, every child in my class I know like the back of my hand. I know which child was frightened today and I knew that child was going to cry. (Female, 23-27, SCITT, primary)

I think having a good relationship with them is important. I was just telling somebody yesterday, you know, you don't want to have a classroom full of fear where the kid is scared. (Female, 23-27, SCITT, secondary, arts)

5.5.2 Relationships with pupils' parents

Respondents to the telephone survey who were 'currently' teaching were asked how well they rated the relationships that they had formed with their pupils' parents. The responses to this question are summarised in Table 4.7, which shows that such relationships were rated as very positive overall, although they were not rated quite as highly as teachers' relationships with their pupils. It can be seen that:

- ninety-two per cent of respondents rated their relationships with pupils' parents as either '*good*' or '*very good*'; and
- just over one per cent of respondents stated that such relationships were '*poor*' or '*very poor*'.

Table 5.7: Generally speaking, how would you rate the relationships you have formed or built upon with parents since September 2005?

	Frequencies	Valid per cent (%)
Very good	771	43
Good	878	49
Neither good nor poor	100	6
Poor	11	1
Very poor	3	(0)
Can't generalise	28	2
Don't know	3	(0)
N/A	7	(0)
Total	**1,801**	

Includes all those who were in a permanent or fixed-term post.
Percentages may not add up to 100 due to rounding.

When respondents' ratings of their relationships with pupils' parents were further analysed by whether teachers worked in primary schools or in secondary schools, it was found that:

- fifty-two per cent of teachers working in primary schools, compared to 35 per cent of those working in secondary schools, rated their relationships with pupils' parents as '*very good*' (chi-square=53.20, df=1, p<0.001).

Amongst teachers working in primary schools, there was also found to be a difference between the ratings of men and women respondents. Namely:

- male primary teachers tended to rate their relationships with pupils' parents less positively than their female colleagues. For example, 41 per cent of men working in primary schools rated these relationships as '*very good*' compared to 53 per cent of their female colleagues (chi-square=4.20, df=1, p=0.041).

Amongst teachers working in secondary schools, there was no evidence of a significant association between teachers' ratings of their relationships with pupils' parents and respondents' gender. In addition there were no significant differences in the respondents' ratings of their relationships with pupils' parents and the ITT route

they had followed (within either the primary or the secondary phases), their age, their ethnicity, or their perceptions of their school's effectiveness.

On the whole, our case study interviews suggested that these second year teachers enjoyed good relationships with pupils' parents, and any negative comments about such relationships tended to centre on individual incidents or cases. For some teachers, their attitude towards parents appeared to be influenced either by their own experience as a parent themselves or by their age relative to that of the parents with whom they came into contact with.

> *I actually quite like talking to parents and I quite like telling them the way it is because I am a parent and I think as a parent, that's what you actually want.* (Male, 38-42, BEd, primary)

> *When I first came* [to this school] *it was very difficult because the parents, a lot of them were the same age as me and I found it quite difficult to relate to some of them. Now it's absolutely fine, you learn I think how to relate and how to speak to them and it's been a lot better.* (Female, 23-27, PGCE, primary)

Two comments made by case study interviewees also illustrate a growing recognition of professional responsibility on the part of some teachers in the face of parental pressure.

> *I've always had some good empathy with the parents because of being a parent myself. I mean I do understand some of the time where parents are coming from but you shouldn't have let that cloud any issues.* (Female, 38-42, Flexible PGCE, primary)

> *I don't need parents telling me how to educate their kids, we don't as a school need parents to tell us how to educate their kids. If we put their kids into a group and a parent comes and moans about it, I just say, 'well what do you expect us to do, we teach them in a way that's most appropriate'. I think some parents like to bully teachers.* (Male, 38-42, BEd, primary)

5.5.3 Relationships with managers and other staff

Our second year teachers who took part in the telephone survey were also asked to rate the relationships they had formed with their line manager and other staff in their school. A summary of their responses is given in Table 5.8. The overall respondents' ratings of their relationships with their colleagues were very positive, for example:

- eighty-six per cent of respondents reported '*good*' or '*very good*' relationships with their line manager;
- fifty-one per cent rated their relationship with the CPD co-ordinator as '*good*' or '*very good*';[51]

[51] There were a large number of respondents (26%) who responded '*not applicable*' to this question. This may be because these teachers did not have (or were unaware of there being) a CPD co-ordinator in their school.

- eighty per cent rated their relationship with their head teacher/principal as '*good*' or '*very good*';
- ninety-seven per cent rated their relationships with '*other teaching staff*' as '*good*' or '*very good*'; and
- ninety-seven per cent of respondents rated their relationships with '*non-teaching staff*' in their school as '*good*' or '*very good*'.

Table 5.8: Generally speaking, how would you rate the relationships you have formed or built upon with … since September 2005?

Rating of relationship	Your line manager		Your CPD co-ordinator		Your head teacher/principal		Other teaching staff		Non-teaching staff	
	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)
Very good	757	52	352	22	581	33	1,077	60	1,040	58
Good	507	35	477	29	805	46	673	37	707	39
Neither good nor poor	80	5	144	9	199	11	29	2	35	2
Poor	45	3	62	4	88	5	7	(0)	5	(0)
Very poor	16	1	21	1	24	1	3	(0)	1	(0)
Can't generalise	19	1	12	1	27	2	12	1	10	1
Don't know	10	1	138	8	4	(0)	0	0	0	0
N/A	34	2	427	26	12	1	0	0	3	0
Total	**1,468**[1]		**1,633**[2]		**1,740**[3]		**1,801**[4]		**1,801**[5]	

[1] Includes all those who were in a permanent or fixed-term post and whose formal mentor or Induction tutor/mentor is not their line manager.
[2] Includes all those who were in a permanent or fixed-term post and whose formal mentor or Induction tutor/mentor is not the CPD co-ordinator.
[3] Includes all those who were in a permanent or fixed-term post and whose formal mentor or Induction tutor/mentor is not the head teacher/principal.
[4] Includes all those who were in a permanent or fixed-term post.
[5] Includes all those who were in a permanent or fixed-term post.
Percentages may not add up to 100 due to rounding.

Analysis showed a significant association between respondents' ethnicity and their rating of their relationships with some categories of their colleagues. As can be seen in Table 5.9, black and minority ethnic (BME) teachers were less likely than their majority ethnic group colleagues to rate their relationships with line managers, other teaching staff and non-teaching staff as '*very good*'. For example:

- thirty-eight per cent of BME teachers rated their relationship with their line manager as '*very good*', compared to 55 per cent of respondents from the (white) majority ethnic grouping (chi-square=8.73, df=1, p=0.003).

Table 5.9: Generally speaking, how would you rate the relationships you have formed or built upon with … since September 2005? By ethnicity

Rating of relationship	Valid per cent (%)					
	Your line manager		Other teaching staff		Non-teaching staff	
	White	BME	White	BME	White	BME
Very good	53	37	61	42	59	47
Good	34	42	36	52	39	48
Neither good nor poor	5	10	1	5	2	3
Poor	3	8	(0)	0	(0)	1
Very poor	1	1	(0)	1	(0)	0
Can't generalise	1	1	1	0	1	1
Don't know	1	0	0	0	(0)	0
N/A	2	1	0	0	0	0
Total	**1,379[1]**	**79[1]**	**1,688[2]**	**102[2]**	**1,688[3]**	**102[3]**

[1] Includes all those who were in a permanent or fixed-term post and whose formal mentor or Induction tutor/mentor is not their line manager. Chi-square=8.73, df=1, p=0.003.
[2] Includes all those who were in a permanent or fixed-term post. Chi-square=14.81, df=1, p<0.001.
[3] Includes all those who were in a permanent or fixed-term post. Chi-square=5.06, df=1, p=0.024.
Percentages may not add up to 100 due to rounding

Additional analysis also indicated that teachers who had remained in the same school since the end of their first year of teaching were more likely than those who had moved to a post at a different institution, to report '*good*' or '*very good*' relationships with their pupils' parents, their line managers, their NQT co-ordinators and their CPD co-ordinators. For example:

- ninety-three per cent of respondents who did not move to a different school rated their relationships with pupils' parents as '*good*' or '*very good*' compared to 84 per cent of those who did move schools at the end of their first year of teaching (chi-square=537.74, df=7, p<0.001).

There was no significant variation between the responses to this question, on teachers' ratings of their relationships with others in school, of second year teachers who had followed different ITT routes, or between those who worked in primary schools and those who worked in secondary schools.

As indicated in Section 5.4, relationships with colleagues could be a source of 'highs' for our second year teachers. Of the 49 case study interviewees who spoke about their relationships with colleagues, 29 gave highly or generally positive assessments, while nine described what they regarded as unsatisfactory relationships with their work colleagues. Those teachers who were positive about their relationships with their colleagues talked about: the professionally supportive environment provided by their school (mentioned by 12 interviewees), developing good personal friendships (6 interviewees) and enjoying being part of a young staff team (2 teachers). However, only four of the 64 case study teachers said they regularly socialised with colleagues as a group.

> *The support is just brilliant so we do all our planning together, all our assessment together so it's really, really supportive, really good.* (Female, 28-32, BEd, primary)

> *I have some really good friendships with the staff, some of us go out and socialise out of school which is really good, we have a really good time in school as well as out of school which is really nice.* (Female, 28-32, Flexible PGCE, primary)

Negative comments in the case study interviews about relationships with colleagues touched on: a lack of contact with other members of staff (mentioned by 3 case study interviewees); a perceived lack of support from colleagues (2); staff politics (2) and generally poor morale at the school (1). More participants in the ejournal exchanges referred to negative incidents or relationships with colleagues than mentioned positive incidents or relationships (16 and 13 ejournal participants respectively); amongst the former group, ten referred to challenging staff politics and eight to poor communication with colleagues.

> The politics in the work place is just unbelievable. I thought [my previous career] was bad but teaching takes the biscuit. (Female, 33-37, Flexible PGCE, primary, October ejournal)

When talking about relationships with colleagues, eighteen case study teachers said they regularly used their school staffroom on an informal basis, whilst five said they used the room only for formal events, such as staff meetings. Nine second year teachers said that they were deterred from using their school staffroom by the people or the 'atmosphere' there.

> *Almost the only way I can describe it is as a London Blitz spirit, you know. The staffroom is a great place to relax and get to know people. It's quite a social place.* (Female, 48 or over, BA QTS, secondary, ICT)

> *I don't use the main staff room. Not many teachers do. Practically speaking, it is assistants who use that because every*

department, bar maths, has their own staff room, albeit small. (Male, 28-32, PGCE, secondary, MFL)

One interview hinted at the discomfort felt by a young teacher establishing herself in the staffroom.

> *I'd been told at the end of the year that I had to make more effort, you know, go and spend more time in the staff room and at the beginning of the year I was feeling like I was being ignored but now it's much better.* (Female, 23-27, PGCE, primary)

As indicated above, the telephone survey showed no significant variation between the ratings given by primary and secondary school teachers of their relationships with head teachers. Nevertheless, in the end of year face-to-face interviews primary school teachers, as might perhaps be expected, described a closer relationship with their head teacher than teachers in secondary schools. In total, 55 interviewees spoke about this relationship, 23 of whom described a close working relationship with their head teacher and used words such as 'approachable' and 'supportive'. Twenty of these 23 teachers worked in primary schools.

> *The head teacher, I've never met such an approachable head teacher, he's always got time for you.* (Female, 23-27, GTP, primary)

> *The head teacher is very friendly, you can have a real good laugh with him, he's not one of those head teachers that's locked away in his room all day, he comes down on a daily basis and visits all the classrooms and just checks and says, 'are you all right today?' and just has a quick chat.* (Female, 28-32, Flexible PGCE, primary)

Comments from those working in the secondary phase generally alluded to more distant relationships with head teachers.

> *The head doesn't know me at all, it seems to me, but I'm quite happy to be left. I know he has an opinion on me but I don't think he knows me as a person.* (Female, 33-37, BEd, secondary, ICT)

> *The head simply thinks that all the children need to get an A or a B in this subject, the head hasn't even looked at the exam paper, he has no idea what's involved, he has no idea that the pupils have to sit through just under four hours of exams.* (Female, 43-47, GTP, secondary, MFL)

Compared to case study interviews at the end of their first year of teaching ('Wave 3'), second year teachers appeared to be more aware of the senior leadership team (SLT) at their schools. In the Wave 4 interviews fifty-three case study teachers gave their views on members of the senior leadership at their school, either individually or

as a team. Twenty-two spoke about generally good relationships with members of their SLT and nine of poor relationships.

Good senior leadership team members were seen as approachable and effective, especially in supporting behaviour management policies within their schools. Seven second year teachers commented that they felt the SLT at their school was supportive to its staff, compared to six who felt that they had experienced a lack of such support. In addition, 12 case study interviewees reported having a good relationship with their head of department whilst six spoke of poor personal relationships and two teachers had no permanent head of department at their school.

> *One of the senior management team who is full-time, she covers all the PPA so she knows all our classes very well and she is brilliant. You can go and talk to her about anything and because she has been in your class and seen your children, she knows exactly where you are coming from because she has experienced it too.* (Female, 43-47, GTP, primary)

> *I think when I get frustrated with it is when a big thing happens... and you write it all down, you take it to SMT and they say, 'Right, you need to go and see this person'. So you go and see the other person; they say, 'No, actually you need to go and see this person'. You kind of feel like you're getting pushed around from pillar to post.* (Female, 28-32, SCITT, secondary, MFL)

> [My head of department] *is brilliant. And it's really nice because we're both, I think, quite similar in our teaching and what we want... and I think we share some frustrations sometimes about constraints on that.* (Female, 28-32, SCITT, secondary, MFL)

Fifteen case study participants indicated in their end of year interview that the SLT involved them in decision making at their school. However, eighteen said they did not feel included in school-level decision making.

> *They do involve us a lot in decision making, and the kids as well, so that's quite good and quite innovative, I think.* (Female, 48 or over, BA QTS, secondary, English)

> *I just think the communication is appalling and the trouble is you kind of get used to it, you just get used to the fact that decisions are made without justification. It doesn't make the best of working relationships.* (Female, 43-47, GTP, secondary, MFL)

Our case study second year teachers were also asked if they managed others in their current post. Eighteen interviewees said that they managed teaching assistants in their classrooms, three referred to supervising student teachers, one to managing fellow teachers as a consequence of being a member of the senior management team and one interviewee oversaw other staff as a head of department. Although three second year teachers alluded to tensions linked to the relatively more extensive

classroom experience of some teaching assistants, others saw this as a positive advantage:

> *We're very fortunate because the woman who is our teaching assistant is a qualified teacher and she taught for loads of years, but she doesn't want to teach and she does four mornings a week and two afternoons and it's fab. You can say to her, 'Can you do this?' and she'll say, 'No problem'. It makes life very easy.* (Male, 38-42, BEd, primary)

5.5 Conclusion

This chapter has reported on teachers' experiences in school during their second year of teaching. Implications of these findings are discussed in Chapter 8. In Chapter 6 we present the results of analyses of data relating to second year teachers' experiences of professional development and support.

6 Teachers' experiences of professional development and support

Key Findings

Conditions affecting participants' development as a teacher

- Survey respondents who had completed their NQT Induction were asked what was helpful in their development as teachers during their second year of teaching. The most commonly occurring response was '*colleagues at school/college*' (given by 49% of respondents; in addition, some categories of staff were mentioned specifically), whilst 10% referred to '*additional training*'. '*Support from colleagues*' was also the factor most frequently mentioned by case study teachers as having helped in their development during their second year of teaching.
- '*Lack of support from colleagues*' (17%) was the factor most frequently cited by survey respondents as having hindered them during their second year of teaching.

Formal CPD activities

- A third (34%) of survey respondents reported that they had received '*training related to teaching and learning approaches*' during their second year of teaching and a third (34%) reported receiving '*subject-specific training*'.
- 90% of survey respondents reported that they *did*, and 10% reported that they *did not* receive one or more opportunities, from a given list (e.g. '*continued use of career entry and development profile)*, to review or plan their development during their second year of teaching.
- The vast majority of respondents had taken part during the year in some form of collaborative professional development activity (e.g. '*sharing teaching resources*'), whilst less than 1% (only 6 out of 1,451 respondents) stated '*none of these*' in response to a list of possible collaborative activities.
- Teachers reported that, on average, their lessons were observed by others between 3-4 times during their second year of teaching. Nearly half of all teachers (45%) were observed at least once by their head teacher.

Second year teachers' ratings of support received

- Just over three-quarters of respondents to the telephone survey (76%) stated that the support they received during their second year of teaching was either '*good*' or '*very good*', whilst 7% rated the support they received as '*poor*' or '*very poor*'.
    - However, 28 out of 40 case study teachers interviewed identified some deficiencies in the support they had been offered during the course of the year.
- A half (50%) of respondents who stated that they had a mentor during their second year of teaching also stated that they felt that the support they had received was '*very good*' compared to 35 per cent of those who did not have such a mentor

Mentoring for second year teachers

- A third of respondents to our telephone survey (34%) reported having a mentor during their second year of teaching. Of these, 94% rated their relationship with their mentor as either '*good*' or '*very good*', whilst 2% stated that the relationship was '*poor*' or '*very poor*'.

Respondents who had completed Induction:

- 40 case study teachers
- 1,451 survey teachers

6.1 Introduction

This chapter reports on beginner teachers' experiences of professional development and support in the second year of teaching (i.e. during the academic year 2005-2006). It includes sections on:

- second year teachers' views on their professional development: in particular, what they felt had most helped them in their development and what had most hindered them;
- teachers' experiences of specific professional development activities in which they were involved, including the use of the career entry and development profile (CEDP);
- whether or not teachers had a mentor and, if they did, the quality of their relationship with that mentor;
- teachers' experiences of support during their second year of teaching; and
- how participants viewed their professional needs for the future (beyond their second year of teaching).

Although this chapter is entitled (and organised around) 'professional development' *and* 'support', it should be noted that the authors (if not all participants) do not see the two as so easily distinct. For example, '*support*' can be seen as encompassing both '*support for learning*' of various kinds and support for the affective and personal aspects of learning to become, and being, a teacher. In this view, the provision of opportunities and favourable conditions for continuing professional development is just one kind of support which could be provided to beginner teachers. Likewise a mentor can be seen as a source of support for both professional development (i.e. as an educator, a teacher of teachers), and the affective and personal aspects of the process of '*becoming a teacher*'. Conversely, it can be argued that '*support for professional development*' will inevitably involve personal support.

6.2 Second year teachers and Induction

Chapter 4 of this report details the employment status of the second year teachers taking part in our Wave 4 survey. As can be seen from this, not all second year teachers had experienced an unbroken record of full-time employment since completing their ITT. Consequently, whilst the first year of teaching is generally characterised as the 'NQT year' with an accompanying year-long Induction programme, some of our teachers continued with or even started their NQT Induction during this second year. As seen in Table 6.1, 92 per cent of our Wave 4 survey participants reported having had access to Induction since they completed their ITT.[52] Of these, 78 per cent stated that they had completed their Induction at the end of their first year of teaching and a further 19 per cent completed, or expected to complete, at the end of their second year of teaching. Two per cent said they had not

[52] Eight per cent of survey participants reported that they had not had access to an Induction programme since completing their ITT. We need to treat this finding with some caution, however, as there is evidence that, whilst some beginning teachers claim that they had not had access to an Induction programme, they were nevertheless assessed against the Induction Standards and in some cases judged to have satisfactorily completed their Induction.

been recommended to pass their Induction by the end of their second year of teaching.

Table 6.1: Have you had access to a formal induction programme since completing your ITT?

	Valid per cent (%)
Yes	92
No	8
Completed Induction at the end of first year of teaching	78
Completed Induction at the end of second year of teaching	19
Not yet recommended to pass their Induction	2
Total	1,968

Includes all who are currently teaching or have worked as a teacher at some point since completing training (1,968)

A similar pattern emerged in the face-to-face interviews, although the proportion having completed their Induction at the end of their NQT year was lower. Approximately two-thirds of case study teachers (40 out of 65) completed their Induction at the end of their first year of teaching, 16 teachers completed their Induction during their second year of teaching and for seven beginner teachers their Induction was on-going at the time of the Wave 4 interviews (some 3 years after the end of their ITT). Two participants in the Wave 4 interviews had not had access to an Induction programme since completing their ITT.[53]

Given that the professional development experiences of teachers who were continuing with their Induction (or indeed, had yet to start their Induction) are likely to differ from the experiences of teachers who had completed their Induction, the remainder of this chapter will focus only on those second year teachers who had completed their Induction at the end of the first year of teaching.

6.3 What helped or hindered teachers' professional development

This section reports data relating to respondents' overall professional development as teachers during their first year of teaching after completing their Induction (i.e. in their second year of teaching) – in particular what they felt had been most, and least, beneficial for their development as a teacher.

6.3.1 Factors which helped teachers' professional development

Respondents to the telephone survey who had taught during the academic year 2005-2006 were asked what had helped them in their development as a teacher during the year. The aggregate responses are given in Table 6.2. The factors mentioned most frequently by these second year teachers were:

- their '*colleagues at school/college*' (mentioned by 49% of respondents);
- their '*head of department*' (14%);

[53] Of these two participants, one had not worked as a teacher since completing her ITT and the other left teaching during the year as she could only find supply work.

- '*contact with other teachers with a similar amount of experience*' (10%);
- their 'h*ead teacher/principal*' (10%); and
- receiving '*additional training*' (10%).

Support from colleagues was also the factor mentioned most often by case study interviewees as helping their development as teachers. Of the 40 case study teachers who had completed their Induction at the end of their first year of teaching, 25 identified factors that had helped in their development during the year that followed. Of these, 13 said that the support of colleagues in general had been the most important factor, with seven mentioning particular individuals and six, formal[54] CPD events that they had attended. Other responses given by interviewees included: continuity and autonomy in their post (mentioned by 2 interviewees), self-development (2), joining the fast track scheme (1) and supporting an NQT (1).

> *I would have to say it's got to be the staff really, all the members of staff here. This department is just incredible, you never feel that you're being a nuisance. They come to you and see what you need, past papers, example materials, the members of staff in this department are very helpful. Everyone works together, we've got these two rooms together, that door is never shut because we're in and out all the time.* (Male, 38-42, BA QTS, secondary, D&T)

> *I'd definitely say my working with the deputy head; that has been fantastic.* (Female, 23-27, BA QTS, primary)

> *I've been on two courses run by the Goethe Institute which is really helping with the German. There's one in October which is just a day conference and I've just had a week's course in Berlin funded by the EU and it was great. It's made a big difference.* (Female, 43-47, GTP, secondary, MFL)

> *I suppose not being under the NQT package gives you a little bit more responsibility. People aren't looking over you so much, you feel like you've got a bit more freedom to do as you would want to do rather than having to satisfy all these bits and pieces*. (Female, 23-27, SCITT, secondary, arts)

[54] In this report, formal CPD refers to opportunities for learning or professional development planned in advance by the recipient (and/or by others) and designated by the recipient (and/or by others) prior to the event as part of the recipient's CPD. The learning outcomes of such opportunities may be defined by somebody other than the recipient. In contrast, informal CPD refers in this report to opportunities, typically not planned in advance, for learning or professional development which are seen after the event (but not necessarily prior to the event) as being part of the recipient's CPD. The learning outcomes of such opportunities, if identified, are defined by the recipient.

Table 6.2: Who or what, if anything, has helped you in your development as a teacher since September 2005?

	Frequencies	Valid per cent (%)
Colleagues at school/college	706	49
Head of department	198	14
Contact with other teachers with a similar amount of teaching experience	151	10
Head teacher/principal	139	10
Additional training	139	10
Line manager	136	9
Mentor	115	8
Mentor formally assigned to me by the school	96	7
Mentor chosen by me on an informal basis	9	1
Mentor who chose me on an informal basis	6	(0)[55]
Mentor chosen by me from a group of staff identified by the school	5	(0)
Teaching assistants/support staff	65	5
Gaining more teaching experience/Learning from experience	58	4
Family (including partner/wife/husband)	32	2
Regular teaching of the same class(es)	26	2
Induction mentor/tutor	24	2
NQT co-ordinator	24	2
Being observed in lessons	21	1
Observing the lessons of others	20	1
Nature of my initial teacher training	19	1
Subject co-ordinator	19	1
Pupils	18	1
CPD co-ordinator	17	1
School ethos/supportive working environment	17	1
"Critical friend"/"Buddy"	16	1
Being assessed	15	1
Friends	14	1
Help with lesson planning	11	1
Being given more responsibility	10	1
Being promoted	9	1
LEA	8	1
Thorough Induction into school	8	1
Having no additional non-teaching responsibilities without support	7	1
Other	55	4
Nothing	*42*	*3*
Don't know	22	2

Includes all who completed their Induction at the end of their first year of teaching, were currently working as a teacher or were not currently teaching but were intending to so in the future and had done so in the last academic year (number of cases 1,451).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

6.3.2 Factors which hindered teachers' professional development

Respondents to the telephone survey were also asked what, if anything, had hindered their development as a teacher during the academic year. The aggregate responses are given in Table 6.2 which shows that:

[55] (0) stands for 'less than 0.5' here and elsewhere in this chapter.

- the majority of teachers reported that '*nothing*' had hindered their development as a teacher (60% of respondents).
- lack of support from colleagues in school was the next most frequent response, including '*lack of support from head teacher*' (mentioned by 5% of teachers), '*lack of support from other staff at school*' (5%), '*lack of support from head of department*' (3%), and '*lack of support from line manager*' (3%).
- '*Workload*' was the third most frequently mentioned factor (by 15% of respondents).

The most common response amongst the 15 case study teachers who identified hindrances to their development during the year was the lack of opportunity to attend external CPD courses (mentioned by seven participants).

> *I think money, the school not having enough funds, because there's some courses that I think I would really benefit from. For example, I've got an interactive whiteboard and what I know is what I've taught myself, I haven't been on a course for it.* (Female, 33-37, Flexible PGCE, primary)

> *What's hindered me this year is that we haven't been able to go on any courses this year, a bit of a financial worry. I don't really know why. It was clamped down in the beginning of the year and I haven't been on anything. I do feel at this point there's still so much that I need to take on board, so much that I need to learn.* (Female, 43-47, GTP, primary)

Other factors mentioned by second year teachers as hindering their development as teachers included: a general lack of communication in their school (mentioned by three case study interviewees); having a large class (1), staffing difficulties (1) and supporting an NQT (1).

> *I don't think having a large class is at all helpful to anybody, particularly when you're a teacher and less experienced. I think that hinders your ability to teach full stop. However good a teacher you are, you could be an amazing teacher with loads of years of experience and you cannot teach properly, it becomes an averages game.* (Male, 33-37, GTP, primary)

> *I guess working with an NQT has hindered me a little bit but only because I've had to help them.* (Female, 23-27, PGCE primary)

Table 6.3: And who or what, if anything, has hindered you in your development as a teacher this year?

	Frequencies	Valid per cent (%)
Nothing	*873*	*60*
Lack of support from colleagues	245	17
Lack of support from head teacher	78	5
Lack of support from other staff at school	77	5
Lack of support from head of department	43	3
Lack of support from line manager	38	3
Lack of support from senior management	19	1
Lack of support from Induction tutor/mentor	7	1
Lack of support from my formal mentor assigned by my school	7	1
Workload	224	15
Timetable wasn't reduced enough	30	2
Lack of resources	61	4
Had to teach pupils with challenging behaviour	49	3
Amount of administration/paperwork	45	3
The children/pupils	39	3
Insufficient training	38	3
Department understaffed/High staff turnover	19	1
Not assessed enough	22	2
Lack of support from parents	15	1
Ill-health	13	1
Poor communication with colleagues	11	1
Lack of structure in the school	10	1
Lack of support in general	10	1
Family commitments	9	1
Involvement in extra-curricular activities	8	1
Lack of permanent/fixed-term contract	8	1
Induction into school wasn't thorough enough	7	1
Lack of facilities	7	1
Teaching outside subject/area specialism	7	1
Large class sizes	6	(0)
Had to cover classes	4	(0)
Lack of career progression	4	(0)
Nature of my initial teacher training	4	(0)
Too many changes/New practices	4	(0)
Did not have a formal mentor assigned by my school	3	(0)
Lack of support from family (including partner/wife/husband)	3	(0)
Lack of support from friends	3	(0)
Did not have an Induction mentor	2	(0)
Other	112	8
Don't know	34	2

Includes all who had completed their Induction at the end of their first year of teaching, were working as a teacher or were not teaching but were intending to do so in the future and had done so in the last academic year (number of cases 1,451).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

6.4 Professional development opportunities

This section considers the range of professional development opportunities that participants reported having during their second year of teaching (88% of participants in all reported some form of formal training or professional development activity). These included:

- opportunities to review and plan their professional development, including using their career entry and development profile (CEDP);
- having their lessons observed by others;
- formal training opportunities; and
- professional development arising out of collaboration and the sharing of ideas with colleagues.

6.4.1 Opportunities to review and plan professional development

Respondents to the telephone survey were asked to identify which, if any, of a list of opportunities to review and plan their progress they had been given. The aggregate responses are presented in Table 6.4. It can be seen that:

- approximately two-thirds of respondents reported '*using the appraisal system to review progress and development*' (mentioned by 64% of respondents);
- just under two-thirds reported that they had '*planned courses to meet identified needs*' (63%); and
- one in ten respondents reported that they did not receive any of the listed opportunities to review or plan their development during the year.

Table 6.4: Since completing your Induction, which of the following have been put in place for you?

	Frequencies	Valid per cent (%)
Use of appraisal system to review progress and development	885	64
Planned courses to meet identified needs	868	63
Opportunities to follow-up issues (e.g. areas for development) identified in Induction/NQT year	788	57
Continued use of career entry and development profile (CEDP)	690	50
Formal/timetabled meetings to review your progress	630	46
Support groups/networks of recently qualified teachers	354	26
None of these	*143*	*10*

Includes all who had completed their Induction at the end of their first year of teaching and were currently teaching or intending to teach (number of cases 1,377).
Respondents could give more than one response to this question.

Additional analysis of the responses to this question, on second year teachers' opportunities to review or plan their progress, showed some significant differences between: (i) respondents who worked in primary schools and those who worked in secondary schools; (ii) respondents who had trained via different ITT routes (within both the primary and secondary phases); and (iii) respondents' ages. The results of this analysis are reported below.

Variation by phase

Table 6.5 gives a summary of the responses to this question, on second year teachers' opportunities to review or plan their progress, for which statistically significant differences were found between the responses of teachers working in primary schools and those teaching in secondary schools. For example, it can be seen that:

- teachers working in primary schools were more likely than those teaching in secondary schools to report having '*formal/timetabled meetings to review their progress*' (53% of primary phase teachers compared to 39% of those teaching in secondary schools);
- respondents who were teaching in secondary schools were more likely than those working in primary schools, to indicate that they were involved in '*support groups/networks of recently qualified teachers*' (29% of secondary school teachers compared to 22% of primary school teachers).

Table 6.5: Since completing your Induction, which of the following have been put in place for you? By phase

	Valid per cent (%)	
	Primary	**Secondary**
Use of appraisal system to review progress and development[1]	68	61
Planned courses to meet identified needs[2]	68	58
Formal/timetabled meetings to review your progress[3]	53	39
Support groups/networks of recently qualified teachers[4]	22	29
Total	**646**	**687**

Includes all who had completed Induction at the end of their first year of teaching and were teaching or intending to teach in the primary and secondary phases (number of cases 1,333).
[1] Chi-square=6.15, df=1, p=0.013.
[2] Chi-square=14.47, df=1, p<0.001.
[3] Chi-square=25.99, df=1, p<0.001.
[4] Chi-square=8.82, df=1, p=0.003.

Variation by route (within phase)

When responses were analysed by the ITT route respondents had followed, it was found that amongst teachers working in primary schools:

- there were significant differences according to the ITT route followed in the proportion of respondents stating that they had received none of the listed opportunities to review or plan their development. Respondents who had followed primary Flexible PGCE programmes were more likely to report that they had received '*none of the these* [opportunities]' than those who had followed other ITT routes (29% of primary PGCE respondents compared, for example, to 6% of those who had followed primary GRTP programmes; chi-square=11.29, df=5, p=0.046).[56]

[56] It should be noted that whilst the results of this analysis were statistically significant the number of respondents who had followed primary Flexible PGCE programmes was small (17 in total). When additional analysis was conducted for those who worked full-time only the

Variation by age

The following statistically significant differences in responses by respondents' age were also observed:

- second year teachers who reported that they had used the appraisal system '*to review progress and development*' were, on average, two years younger than those who did not report using the appraisal system in such a way (t=3.762, df=938.047, p<0.001, equal variances not assumed).
- teachers who reported that they had had '*opportunities to follow up issues (e.g. areas for development identified in Induction/NQT year*)' were, on average, over a year younger than those who did not report having such opportunities (t=3.090, df=1207.786, p=0.002, equal variances not assumed).
- teachers who reported that they were involved with '*support groups/networks of recently qualified teachers*' were, on average, a year younger than those who did not report being involved in such groups/networks (t=2.559, df=679.244, p=0.011, equal variances not assumed).
- respondents who reported that they received '*planned courses to meet identified needs*' were, on average, a year younger than those who did not report receiving such courses (t=2.958, df=1004.119, p=0.003, equal variances not assumed).

Use of the Career Entry and Development Profile (CEDP)

As indicated in Table 6.4, exactly half of participants in the telephone survey indicated that they had continued to use their career entry and development profile (CEDP) in their second year of teaching. There were no significant differences between those who had used their CEDP and those who had not when the responses were analysed by: (i) the phase (primary or secondary) that respondents worked in; (ii) the ITT route they had followed (within phase); (iii) their gender (within phase); (iv) their age; or (v) their perceptions of the effectiveness of the school they worked in.[57] There was, however, a relationship between respondents' rating of the use of their CEDP at the end of their Induction year and their use of their CEDP at the end of their second year of teaching.

- Teachers who had '*agreed*' or '*strongly agreed*' with the statement '*my CEDP has been used effectively in arranging my Induction*' at the end of their first year of teaching were more likely than those who had not agreed with this statement to report using their CEDP in their second year of teaching. Fifty-seven per cent of respondents who agreed that their CEDP was used effectively during their Induction reported using the CEDP during their second year of teaching compared to only 43 per cent of those who did not agree with this statement (chi-square=53.67, df=4, p<0.001).

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results were not statistically significant, but the proportions who reported that they had received '*none of these opportunities*' remained similar to those for all who had followed those specific ITT routes (i.e. 29% of those who had followed the primary Flexible PGCE route and 7% of those who undertook primary GRTP programmes).

[57] Namely, whether or not respondents reported that their school was (i) '*in difficulties*' and/or (ii) '*high in the league tables*'.

Those respondents to our telephone survey who indicated that they had used their CEDP during their second year of teaching were also asked to what extent they agreed or disagreed that their CEDP had been used effectively in assisting them in their development as a teacher during the academic year. The aggregate results are presented in Table 6.6. It is clear that:

- just over half of respondents (52%) agreed that their CEDP had been used effectively in assisting their development as a teacher in their second year of teaching; and
- over a quarter of respondents (29%) disagreed with this statement.

Table 6.6: To what extent do you agree or disagree that your career entry and development profile (CEDP) has been used effectively in assisting your development as a teacher in the last school year?

	Frequencies	**Valid per cent (%)**
Strongly agree	85	12
Tend to agree	275	40
Neither agree nor disagree	129	19
Tend to disagree	146	21
Strongly disagree	52	8
Don't know	3	(0)
Total	**690**	

Includes all had completed Induction at the end of the first year of teaching and who reported arrangements in place for the continued use of their CEDP.
Percentages may not add up to 100 due to rounding.

Further analysis was carried out to investigate whether or not there was any association between responses to this question on the use of the CEDP and a range of other characteristics of respondents, including whether teachers were working in primary or secondary schools, and their responses to other questions in the telephone survey, for example, whether or not teachers reported '*strongly enjoying*' teaching at the end of their second year of teaching. The only statistically significant association found was that:

- those teachers who reported having a post-Induction mentor in their second year of teaching were more likely than those who did not have a post-Induction mentor, to agree that their CEDP had been used effectively in assisting their development as teachers during the school year (61% of those teachers who had a post-Induction mentor agreed with this statement compared to 47% of those who did not have a post-Induction mentor) (chi-square=15.90, df=4, 9=0.003).

In the case study interviews, 15 teachers gave details of how or why the professional development activities in which they had been involved during the year had been chosen. Eight interviewees said that the formal CPD events in which they had taken part in the past year (typically attending external courses) had been instigated by others. In contrast, six participants indicated that they had been given a substantial degree of autonomy in their choice of appropriate CPD.

It was decided by members of senior management. In our school, our deputy head teacher is very into professional development, so we've a lot of professional development in the school and it's taken very seriously. (Male, 28-32, PGCE, primary)

[The head of department] *goes to meet our CPD woman and she gives him the list and then he will sit and think, 'oh! that would be a really good one for X to do'. Then she will discuss it with me*. (Female, 23-27, BA QTS, primary)

We get the list of all the different courses and then we talk about it with our teams, who we think should go on it and who would like to go on it, so I've chosen a couple of them. (Female, 28-32, BEd, primary)

Every question that I have asked and everything that I have said 'Oh wouldn't it be good if I could try this, or try that?', it's been made available. (Male, 33-37, SCITT, primary)

As indicated in Section 6.3, some interviewees found that they had only limited access to formal CPD activities in their second year of teaching. Five of the 29 teachers who took part in the ejournal exchanges also discussed this. Of these, three teachers felt that their lack of access to such formal CPD was due primarily to financial constraints within their school, although one ejournal participant discussed how being on the fast track programme meant he had access to some additional training and resources.

[As regards CPD I have received] Nothing!!! They won't let us out on a course if we have an exam class (10, 11, 12, 13) that day and I have them every day – I've had no courses since I started, which is disappointing. I'd like some help with marking key stages 4 and 5. (Male, 23-27, BA QTS, secondary, English, December ejournal)

6.4.2 Lesson observation

The number of observed lessons

Respondents to the telephone survey were asked how frequently they had been observed teaching their classes. The aggregate responses are reported in Table 6.7. It can be seen that:

- seven per cent of respondents stated that their lessons were not observed at all during the academic year; and
- nearly two-thirds indicated that their lessons were observed four times or less during the year.

Table 6.7: In the last school year approximately how many times, if at all, have you been observed in lessons?

	Frequencies	Valid per cent (%)
None	105	7
1-2	418	29
3-4	513	35
5-6	233	16
7-8	53	4
9-10	58	4
11-15	33	2
16 or more	36	3
Don't know	2	(0)
Total	**1,451**	

Includes all who had completed Induction at the end of their first year of teaching, were working as a teacher or were not teaching but were intending to do so in the future and had done so in the last academic year.
Responses to this question were unprompted.

The mean number of observations respondents reported receiving was four.[58]

It is perhaps surprising that additional analysis showed that teachers who worked full-time were not in general observed more frequently than those who worked part-time.

Who undertook the lesson observations?

Those respondents who reported having had their lessons observed were asked who did the observing. The aggregate findings are shown in Table 6.8 where it can be seen that:

- forty-five per cent of respondents reported being observed by their head teacher;
- thirty-five per cent of respondents reported being observed by their head of department; and
- thirty-five per cent reported being observed by another member of staff in their school/college.

[58] This is only an estimate since the data were grouped on collection and the raw figures are not available.

Table 6.8: Who were you observed by?

	Frequencies	Valid per cent (%)
Head teacher/principal	604	45
Other staff at my school/college	474	35
Head of department	471	35
Ofsted/HMI	190	14
My line manager	189	14
Someone from the Local Education Authority (LEA)	130	10
My mentor	115	13
My mentor formally assigned to me by my school	95	7
My mentor whom I chose from a group of staff identified by my school	8	1
Subject mentor	6	(0)
My mentor whom I chose on an informal basis	3	(0)
My mentor who chose me on an informal basis	3	(0)
Subject co-ordinator	115	9
Trainees	90	7
Key stage co-ordinator	70	5
NQTs	57	4
Head of year	38	3
External consultant	36	3
Staff member from another school/college	31	2
CPD co-ordinator	30	2
Governors	28	2
Senior management	21	2
Pupils	17	1
School improvement officer	12	1
Literacy/Numeracy co-ordinator	8	1
Parents	8	1
Special educational needs co-ordinator	8	1
Director of studies	7	1
Other	37	3
Don't know	3	(0)

Includes all who had completed their Induction at the end of their first year of teaching and had been observed in lessons (number of cases 1,344).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Sixteen teachers who took part in the case study interviews (and 5 ejournal respondents) spoke about their experiences of having their lessons observed. The accounts of case study interviewees provide evidence of a variety of practices associated with lesson observation in different schools. One teacher described a system of observation and (post-lesson) discussions associated with the outcomes of being observed and two of the five ejournal participants related having the outcomes of their lesson observations linked to the Performance Management Review process.

Other teachers' descriptions implied more *ad hoc* systems of lesson observation. The case study interviews also provide an insight into some teachers' felt experience of having a lesson observed. Accounts variously commented on: the benefits of having a lesson observed and subsequent discussion with the observer (mentioned by 3 case study participants), the negative impact of adverse comments (2), and the unsettling effect of what was felt to be superficial feedback on teaching performance (1).

> *Being observed is quite nerve racking but it's very useful. It really raises your game.* (Male, 28-32, PGCE, primary)

> *We have to be observed by a senior member of staff every term… I went for the feedback and my lesson was unsatisfactory or as they call it now, 'inadequate', which is a horrible word. It doesn't do a lot for you. I was very, very upset basically because I felt they weren't giving me any credit for anything.* (Female, 48 or over, RTP, primary)

6.4.3 Formal training activities

Participants in our telephone survey were asked what training or professional development they had received during their second year of teaching (in addition to that received during their ITT and their first year of teaching). The aggregate responses are given in Table 6.9. It can be seen that:

- just over a third (34%) of respondents reported that they had received '*training related to teaching and learning approaches*'.
- a further third of respondents (34%) had received '*subject-specific training*'.
- just over a quarter (27%) had received '*subject-specific training related to teaching and learning approaches*'; and
- twelve per cent reported receiving '*no training*' in their second year of teaching.

Table 6.9: What additional training or professional development activities, if any, have you received since September 2005?

	Frequencies	Valid per cent (%)
Training related to general teaching/learning approaches	498	34
Subject-specific training	488	34
Training related to subject-specific teaching/learning approaches	385	27
Training related to specialism-specific teaching/learning approaches (e.g. SEN, ESOL)	189	13
Training to develop pastoral skills/knowledge/role (e.g. child protection)	138	10
Management and leadership training	136	9
Assessment training	48	3
Inset/Other in-house training	39	3
Behaviour management training	37	3
ICT training	32	2
Literacy/Numeracy	19	1
Health & safety/First aid	17	1
CPD training	10	1
NQT training	9	1
Training to work with gifted/talented pupils	8	1
Training to develop mentoring skills	6	(0)
Thinking skills training	5	(0)
Classroom management training	4	(0)
Training to develop subject co-ordination skills	3	(0)
BTec training	2	(0)
Training related to the national curriculum	2	(0)
Training in teaching A-levels	1	(0)
Other	81	6
No training	*180*	*12*
Don't know	5	(0)

Includes all who had completed their Induction at the end of their first year of teaching and were working as a teacher or were not teaching but were intending to do so in the future and had done so in the last academic year (number of cases 1,451).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Statistically significant differences in responses were found relating to (a) whether respondents were working in primary schools or in secondary schools and (b) whether or not respondents had reported receiving additional training and professional development opportunities during their Induction year:

- second year teachers working in primary schools were more likely than those teaching in secondary schools to report receiving additional training and professional development opportunities during the year (91 per cent of teachers working in secondary schools and 84 per cent of teachers working in primary schools respectively; chi-square=18.27, df=1, $p<0.001$); and
- teachers who had reported receiving additional training *during their Induction year* were also more likely than those who had not done so to have received additional training *during their second year of teaching* (89 per cent of teachers who reported receiving additional training *in their Induction year*

compared to 69 per cent of teachers who did not; chi-square=27.58, df=1, p<0.001).

No statistically significant differences were found between the responses to this question and the perceived effectiveness of the school respondents worked in.

Fourteen case study interviewees and 11 ejournal participants described CPD activities which they felt had been of value to them. In the case study interviews, eleven teachers referred to formal CPD activities that had taken place outside their school or college; six of these described subject-related formal CPD whilst five spoke about activities covering more general themes such as assessment for learning or working with gifted and talented pupils. Three case study teachers identified school-based activities that they felt had been beneficial for their professional development; two of these described whole-school training and one spoke about supporting a student teacher.

> *We obviously have our staff training evenings, and they have been really good because you find out what all the different groups* [are that] *are going on in school, and what the different initiatives are and how you could maybe implement those into your lessons.* (Female, 23-27, BA QTS, primary)

> [I've b]een on a PE day recently that was very helpful. I've been asked to co-ordinate PE after Easter so the course was a bit of a sweetener. Some excellent examples of good practice which I started using straight away. Gone down a storm!! (Male, 33-37, primary, SCITT, March ejournal)

Of the 14 case study interviewees who discussed successful experiences of formal CPD activities, eight described programmes of sustained CPD (i.e. activity on a similar theme lasting more than one session). In the broader group of 40 second year teachers who had completed their Induction, 13 said they had experienced this sort of sustained formal CPD and none of these teachers gave a negative assessment of that CPD.

> *I've done a five day residential course through fast track which was also really helpful.* (Female, 23-27, PGCE, primary)

> *I am on a year-long course at the moment,* [on] *behaviour and attendance, helping me understand more.* (Female, 23-27, SCITT, primary)

Formal CPD activities closely and explicitly linked to pupil learning accounted for another three of the 14 positive accounts of CPD given by case study teachers. Of the five case study interviewees who gave descriptions of this type of CPD activity, three spoke about their experience of CPD linked with cognitive development strategies such as braingym (mentioned by 2 of the 3), one about subject-specific CPD and one enthusiastically recalled a session on barriers to learning.

I mean something that's new that we've been discussing this week, which has inspired me is barriers to learning. If you can identify the barriers to learning that kids have, and remove them… then it's just like opening the gate and letting them through. (Male, 43-47, GTP, secondary, ICT)

Thirteen case study interviewees and six ejournal participants commented on what were, for them, less successful experiences of formal CPD. The reasons given for teachers' dissatisfaction with these formal CPD events were that: the training was perceived as being at too basic a level (mentioned by five interviewees); the subject matter was felt to be inappropriate (4); the presentation was considered unengaging (2); and the information was felt to be out of date (2).

One on ICT was an absolute joke because they've been very basic, you know, how to do PowerPoint. I just [drank] my coffee. (Female, 33-37, BEd, secondary, ICT)

I would've liked maybe to have gone to a special needs course rather than a maths workshop. (Female, 23-27, SCITT, primary)

Went on a training day re: German GCSE Speaking Exam, but not very professional or enlightening. Bit of a shame. (Male, 28-32, PGCE, secondary, MFL, March ejournal)

Some of the teaching training courses that I went on, I'd never found them particularly good, I think they tend to go over things that you already know and older things. You know perfectly well that there are newer initiatives they could talk about. (Female, 23-27, PGCE, primary)

6.4.4 Collaborative professional development activities

Participants in the telephone survey were asked about collaborative professional development activities they had been involved in since they completed their ITT. The aggregate responses are given in Table 6.10. It is clear that:

- the majority of respondents had taken part in some form of collaborative professional development activity since completing their ITT, with less than one per cent (only six out of 1,451 respondents) stating '*none of these*' to the suggested list of activities;
- the activity teachers most often reported being involved in was the '*sharing of teaching resources*' (mentioned by 92% of second year teachers); and
- '*joint Inset days with colleagues from other departments/key stages/year groups*' was the next most frequently reported activity (86%).

Table 6.10: Since you started teaching, have you personally been involved/taken part in any of the following activities (e.g. sharing good practice with an online peer community, joint CPD with colleagues from other schools etc.)

	Frequencies	Valid per cent (%)
Sharing of teaching resources	1,331	92
Joint Inset days with colleagues from other departments/key stages/year groups	1,250	86
Joint Inset days with colleagues from other schools	854	59
Team teaching	841	58
Joint CPD with colleagues from other departments/key stages/year groups	769	53
Staff exchanges/joint teacher meetings with colleagues from other schools	534	37
Joint CPD with colleagues from other schools	421	29
Sharing good practice with an online peer community	311	21
None of these	*6*	*(0)*
Don't know	1	(0)

Includes all who had completed their Induction at the end of their first year of teaching, were working as a teacher or were not teaching but were intending to do so in the future and had done so in the last academic year (number of cases 1,451).
Respondents could give more than one response to this question.

Twenty-nine case study interviewees said that they had worked collaboratively with colleagues during their second year of teaching. Of these, 14 teachers had planned lessons together with fellow teachers, ten said they had taken part in joint curriculum development activities, and three interviewees had experienced team teaching.

> *We started up a group about assessment for learning and there were nine members and I was part of that team and we've changed the lesson plans and* structure [for] *the school*. (Female, 23-27, BA QTS, secondary, geography)

> *On Friday, me and the head of English planned two weeks worth of work for the whole department.* (Female, 23-27, SCITT, primary)

> *You see we team teach often so at the start of particular topic lessons, we'll introduce it as a group, and we'll go off and do it.* (Male, 38-42, BEd, primary)

6.5 Mentoring support for second year teachers

Second year teachers who took part in our telephone survey and had completed their Induction during their first year of teaching were asked if they had had a mentor during the school year. Their responses are given in Table 6.11, where it can be seen that:

- a third of teachers (34%) reported having a (post-Induction) mentor during their second year of teaching; and
- two-thirds of respondents (65%) did not have a post-Induction mentor.

Table 6.11: At your current school, do you have a mentor?

	Frequencies	Valid per cent (%)
Yes	483	34
No	916	65
Don't know	7	1
Total	**1,406**	

Includes all who were in a permanent or fixed-term teaching post and had completed a formal Induction programme at the end of their first year of teaching.
Percentages may not add up to 100 due to rounding.

All those respondents who reported having had a post-Induction mentor were asked a series of follow-up questions about who that mentor was and any additional roles the mentor held. The responses are given in Tables 6.12-6.14 which show that:

- over three-quarters (77%) of respondents to this question stated that their mentor was formally allocated to them by their school;
- nearly two-thirds (62%) of respondents had a mentor who had also been their mentor during their Induction year;[59]
- over three-quarters (78%) of respondents had a mentor who worked in the same key stage as themselves; and
- two-thirds (64%) said that their mentor worked in the same subject area as themselves.

Table 6.12: Is that mentor…?

	Frequencies	Valid per cent (%)
Someone allocated formally to you by your school	371	77
Someone you selected for yourself on an informal basis	75	16
Someone who selected you on an informal basis	35	7
Someone you selected for yourself from a group of staff identified by your school	24	5
Don't know	3	1

Includes all who reported having a post-Induction mentor (number of cases, 483).
Respondents could give more than one response to this question.

[59] Amongst those respondents who were working in the same school as they were working in at 'Wave 3' and who reported having a mentor during their second year of teaching, 70 per cent stated that that person was the same mentor as they had had during their Induction year. Of the four respondents in this sample who stated that they did not have a mentor during their Induction year, three had taken a post in a different school for their second year of teaching, and only one had remained in the same institution.

Table 6.13: Is your mentor the same person as last year?

	Frequencies	Valid per cent (%)
Yes	242	62
No, they are a different person	143	37
Not applicable, I did not have a mentor last year	4	1
Total	**389**	

Includes all who reported having a post-Induction mentor (number of cases, 483).

Table 6.14: Is your mentor…?

	Frequencies				Valid per cent (%)			
	Yes	**No**	**Don't know**	**N/A**[60]	**Yes**	**No**	**Don't know**	**N/A**
(a) also your line manager	236	152	3	0	60	39	1	0
(b) someone who works in the same key stage as you	306	79	1	5	78	20	(0)	1
(c) someone who works in the same subject area as you	251	123	0	17	64	32	0	4
(d) the school's/college's NQT co-ordinator	130	252	9	0	33	65	2	0
(e) the school's/college's CPD co-ordinator	112	253	26	0	29	65	7	0
(f) the school's/ college's head teacher/principal	35	356	0	0	9	91	0	0

Includes all who had a post-Induction mentor (number of cases 391).
Percentages may not add up to 100 due to rounding.

Additional analysis was conducted to see if there were any significant differences between those respondents who had and those who did not have a (post-Induction) mentor during their second year of teaching. It was found that:

- teachers who had a mentor during their second year of teaching were more likely than those who did not to report that they '*strongly agreed*' with the statement '*I enjoy teaching*'. For example, 77 per cent of respondents with a mentor strongly agreed that they enjoyed teaching compared to 70 per cent of those who did not have a mentor (chi-square=8.44, df=1, p=0.004).
- teachers who worked in independent schools were more likely than those working in state schools to report having a mentor in their post-Induction year. Of respondents who worked in the independent sector 47 per cent stated that they had a mentor compared to 34 per cent of respondents who worked in state schools (chi-square=4.73, df=1, p=0.030).

There were no significant differences in responses between teachers in primary schools and those in secondary schools, between men and women teachers (within the primary and secondary phases), between respondents of different ages, between

[60] N/A stands for '*not applicable*' here and elsewhere in this chapter. Respondents could state '*not applicable*' in response to this question where, for example, there was no other teacher working in the same key stage as them in their school.

respondents who rated their effectiveness as a teacher differently, or between those who gave different ratings to the effectiveness of the schools they worked in.

Relationships with mentors

Those teachers in the telephone survey who reported having a (post-Induction) mentor during their second year of teaching were also asked to rate the quality of the relationships they had formed with these colleagues. The responses are given in Table 6.15. It can be seen that:

- ninety-four per cent of teachers rated their relationship with their mentor as either '*good*' or '*very good*'; and
- only two per cent rated this relationship as either '*poor*' or '*very poor*'.

Table 6.15: Generally speaking, how would you rate the relationships you have formed with <u>your mentor</u> during your second year of teaching?

	Frequencies	**Valid per cent (%)**
Very good	259	67
Good	105	27
Neither good nor poor	13	3
Poor	7	2
Very poor	1	(0)
Can't generalise	3	1
Don't know	1	(0)
Total	**389**	

Includes all who were in a permanent or fixed-term post and had a post-Induction mentor.

There were no significant differences in respondents' ratings of their relationship with their mentors according to whether or not the mentor: (1) was the same mentor as respondents had had during their Induction year; (2) was their head teacher; or (3) worked in the same subject area as themselves.

A smaller proportion of case study interviewees than of respondents to the telephone survey, reported having a mentor or mentor figure during their second year of teaching. Of the 40 interviewees who had completed their Induction during their first year of teaching, only three teachers said that they currently had a formal in-school mentor whilst 11 others reported that there was an individual providing them with informal mentor support. Of those who had an informal mentor, five interviewees considered that departmental or year colleagues were effectively mentoring them, five that other colleagues were fulfilling that role and one teacher regarded the deputy head as an informal mentor. In six cases teachers reported that the mentor they had had during their Induction had continued in a non-official capacity in that role.

> *We have informal mentors; he's the head of department, the one I always go to, he's quite close by as well.* (Female, 23-27, BA QTS, secondary, geography)

My mentor from last year is a really good friend so I find sometimes if there is a problem I will just go down and she is still very supportive. If there is a problem she will come and have a chat. (Female, 23-27, BA QTS, primary)

Twenty-three interviewees reported no longer having a mentor and amongst this number, seven said they no longer felt the need for a mentor and only two that they regretted this loss. Another three case study teachers said they now had an (external) formal mentor as a result of being accepted onto the fast track programme.

I don't have a mentor, I almost feel as if, we've done that now, that's happened, you're off, go. (Male, 38-42, BEd, primary)

I see a NQT needing a mentor but I don't see it as a role that needs to continue as a formal role. (Male, 33-37, GTP, KS2)

I think it would be beneficial if I had a mentor for the post-Induction year, but I haven't got a mentor this year. I had one for the Induction year. (Female, 33-37, Flexible PGCE, primary)

Twelve of the fourteen case study participants who reported having access to either formal or informal mentors gave some further indication of the sort of assistance they were receiving. Seven said their mentors provided support of a professional nature, two described more personal support and three referred to support of both types.

I would see the role of the mentor I suppose as someone guiding you, pushing you in the right directions, that's what really, my colleague does there. (Male, 28-32, PGCE, primary)

I have got a mentor who is a colleague in the language department. She's great; a very nice lady and if I want to have a moan about something or anything else, I'll go and speak to her, she's lovely. (Female, 43-47, GTP, secondary, MFL)

6.6 Second year teachers' ratings of support received

Second year teachers were asked in the telephone survey how they rated the overall support that they had received during the last academic year. A summary of their responses is given in Table 6.16, which shows that:

- over three-quarters of respondents (76%) indicated that they rated the support they received as either '*good*' or '*very good*'; and
- seven per cent stated that the support they received was '*poor*' or '*very poor*'.

Table 6.16: How would you rate the support you received since September 2005?

	Valid per cent (%) at end of first year of teaching	Valid per cent (%) at end of second year of teaching	Frequencies at end of second year of teaching
Very good	52	38	563
Good	33	38	555
Neither good nor poor	8	12	180
Poor	5	6	87
Very poor	1	1	21
Can't generalise	1	4	56
Don't know	0	(0)	2
Not applicable	(0)	(0)	6
Total			**1,470**

Includes all who had completed their Induction at the end of their first year of teaching, and were teaching or who had worked as a teacher at some point since completion of their ITT. Percentages may not add up to 100 due to rounding.

Table 6.16 also shows, however, that respondents rated the support they received during their second year of teaching less favourably than they had during their Induction year. For example, while over three-quarters (76%) of 'Wave 4' respondents rated the support they received during their second year of teaching as '*good*' or '*very good*', 85 per cent of the same cohort had given one of these responses (in the 'Wave 3' survey) to a similar question on the support received during their first year of teaching. This is a significant fall in reported levels of support (paired sample t-test t=6.93, df=1764, p<0.001).

Further analysis of the survey data was carried out to see if there were any differences in responses to this question on respondents' rating of the support they received during their second year of teaching, by various characteristics of respondents, including their age, the perceived effectiveness of the school they worked in, and their responses to other questions in the telephone survey (for example, how effective they rated themselves as teachers). The significant results of this analysis are given below.

Variation by age

- Younger respondents were more likely than older respondents to rate the support they received during their second year of teaching as '*very good*'. For example, 41 per cent of those aged 23-27 rated the support they received as '*very good*' compared to only 28 per cent of those aged '48 or over' (chi-square=47.60, df=20, p<0.001).

Variation by perceived school effectiveness

- Thirty-two per cent of respondents who worked in schools '*in difficulties*' stated that they felt that the support they received was '*very good*' compared to 42 per cent of those teaching in such schools not reported as being '*in difficulties*' (chi-square=24.14, df=4, p<0.001).
- Forty-six per cent of respondents who worked in schools '*high in the league tables*' reported that they felt that the support they received was '*very good*', compared to 36 per of teachers working in schools not reported as being '*high in the league tables*' (chi-square=18.44, df=4, p=0.001).

Variation by other factors

- Of respondents who had passed Induction during their NQT year, fifty per cent of those who stated that they had a mentor also stated that they felt that the support they had received was '*very good*' compared to 35 per cent of those who did not have such a mentor (chi-square=37.40, df=4, p<0.001).
- Forty-six per cent of respondents who reported that they '*strongly enjoyed teaching*' had also reported that they felt that the overall support that they received was '*very good*'. In comparison, only 20 per cent of second year teachers who reported that they did not strongly enjoy teaching rated the support they received as '*very good*' (chi-square=128.11, df=4, p<0.001).
- Similarly, 46 per cent of those who rated themselves as '*very effective'* teachers reported that they felt that the support they received was '*very good*'. By comparison, a relatively low 31 per cent of teachers who did not rate themselves as '*very effective*' reported the support they received as '*very good*' (chi-square=33.10, df=4, p<0.001).

There were no statistically significant differences in responses to this question according to whether respondents taught in primary or in secondary schools.

Twenty-four of the 40 case study interviewees who had completed their Induction at the end of their first year of teaching, commented that they felt that support for their professional development was generally available in the school in which they were working.

> *Every course that I've wanted to go on I've not been told that we can't afford it or anything, so in that sense it's been good.* (Female, 23-27, SCITT, secondary, D&T)

> *You get the support if you need the support. It's not a case of often formally asking for it, although I have had in terms of time to plan for French. There's quite a lot of work and I can't do it all in my own time and she has given me time out of class to do that.* (Male, 33-37, GTP, primary)

> *As always, good support in school from colleagues, mostly informal.* (Male, 33-37, GTP, primary)

In contrast, 28 teachers interviewed identified some deficiencies in the support they had been offered. In some cases, participants contrasted the support they received during their second year of teaching with that experienced during their Induction year. Other teachers expressed more general reservations about the support they received.

> *I don't know because you are now a qualified teacher, the support that you would have got ordinarily pretty much drops away. Like a booster rocket on a shuttle, that's the way it feels! … I can't fault for the actual support when something occurs, but any run up and kind of debrief is a bit sparse.* (Male, 33-37, SCITT, secondary, ICT)

> *I think when you come into teaching, yes, it's great, you have your NQT* [Induction] *year, you get a lot of support, you get a lot of money to go on training courses and stuff but then after that it feels like you're kind of just swimming and you're just kind of, that's it, you're left, you know.* (Female, 28-32, SCITT, secondary, MFL)

> *You feel guilty if you ask somebody for their opinion and you've taken some of their lunch hour up because you just think I'm really sorry, you just feel guilty all the time for asking.* (Female, 23-27, SCITT, primary)

Five participants in the case study ejournal exchanges also indicated that they felt that the support they received during the year was limited or had declined since their first year of teaching. However, these five teachers also said that they felt that they now needed less support and were relatively happy with the current level providing they knew that additional support was available if required:

> [I have had l]ess support since my NQT year finished but I now feel that I do not need so much support and am ready to do things myself. My colleagues are still really supportive when I need anything. (Female, 33-37, primary, GTP, December ejournal)

> Frankly at the moment, I don't want any support; I just want to be left alone to develop my style. If I want help on a specific issue, I ask for it. For example, I asked the maths dept for some input on teaching spreadsheets. (Male, 43-47, GTP, secondary, ICT, October ejournal)

Whilst most of the comments on CPD from the case study teachers referred to the sort of proactive, developmental support discussed elsewhere in this section, 17 interviewees and 9 ejournal participants spoke of receiving support of a more reactive nature to address specific issues, typically those related to pupil behaviour.

> *If they miss their detention then they are in isolation for a whole day; they do the detention after that, so there is no way out. Plus the head teacher is a really tough man; if the kids don't do it then he gets them and their parents in on a Saturday morning.* (Male, 28-32, GTP, secondary, maths)

> Some SMT support in difficult classes in the department has been provided (albeit not every week as promised), which has helped calm the Year 11 students down. (Female, 48 or over, SCITT, primary, March ejournal)

When the support reported by case study interviewees was further analysed by whether it was formal or informal, internal or external, personal or professional, the most prominent categories of support experienced by participants were found to be:

- formal external professional support (identified by 29 out of 64 interviewees);
- formal internal professional support (23);
- informal internal professional support (24); and
- informal internal personal support (21).

Each of these modes of support will be discussed briefly below.

Formal external professional support manifested itself overwhelmingly through attendance on courses (mentioned by 19 second year teachers). Seven interviewees mentioned receiving support from individuals external to the school including external subject specialists (mentioned by 3 teachers), an Educational Psychologist (1) and a Gifted and Talented co-ordinator (1).

Support that might be regarded as formal internal professional support included: attendance at staff meetings (mentioned by 11 interviewees), observing colleagues' lessons (3), and taking part in professional development reviews (3).

> *Every week, on a Friday the children go home at 2pm and we stay for another 40 minutes to do CPD...* (Male, 23-27, BA QTS, secondary, English)
>
> *I just say that I want to go and observe this teacher and they say, 'right, fine, no problem'.* (Female, 28-32, Flexible PGCE, primary)
>
> *We had the professional development interviews at the beginning of the year that I found very helpful because it helped to focus my mind.* (Female, 43-47, GTP, primary)

Descriptions of informal internal professional support included support provided by peers, either individually or collectively (mentioned by 9 participants), by departmental heads in secondary schools or subject co-ordinators in the case of primary phase teachers (7), by head teachers or senior managers (7) and by mentors (3).

> *The deputy head teacher* [has] *said to me that 'you know you have a challenging class but you're really doing well' and it just makes you feel, like at least I'm being recognised for the hard work that I'm doing.* (Female, 23-27, SCITT, primary)
>
> *I think definitely working alongside the deputy head has been a great help because she's worked there for 30 years and we also do quite a lot of team teaching as well.* (Female, 28-32, Flexible PGCE, primary)

Internal professional support was also the most frequently mentioned source of support in the case study ejournal exchanges. Amongst the eleven participants who

reported sources of support, five discussed informal internal support and six discussed other formal sources of professional support – either internal or external. These ejournal exchanges and some case study interviews also illustrate how the boundaries between personal and professional support can be blurred and the ways in which case study teachers are now coming to see support as a two-way process, something they can offer as well as receive:

> [I h]ave sort of mentioned this already. Lots of support from the professional tutor (with planning, organisation, targets and also just emotionally!). All staff at the school are extremely helpful, from caretaker to head teacher to mid day supervisors to teachers. I feel very lucky to be at a supportive school. I feel I can ask for help, whatever it is that I need. (Female, 23-27, primary, SCITT, October ejournal)

> *I have tried this year to help other NQTs and find it rewarding to give informal help that I did not get.* (Female, 33-37, BEd, secondary, ICT)

The most commonly mentioned source of informal internal personal support in the case study interviews were teachers' mentors; six teachers mentioned a mentor in this connection. Five case study participants said a head teacher or senior management team member had helped in this respect, four cited colleagues as a group and another four referred to individual colleagues.

> *I like* [my colleagues because] *they are approachable, but they're not totally on your back all the time… If I've got a problem then I'd like to go and see somebody which we seem to have here, they come and ask me as well.* (Female, 23-27, BA QTS, secondary, geography)

6.7 Professional development needs over the next year

Respondents to our telephone survey who were planning to teach in the following academic year were asked about the professional development and support they would like to receive in the following twelve months. The results are given in Table 6.17 where it can be seen that the additional training or professional development most frequently desired by teachers were:

- '*knowledge about my teaching subject*' (mentioned by 15% of respondents);
- '*staff supervision/management skills*' (13%);
- '*subject co-ordination*' (9%); and
- the '*ability to work with pupils with special educational needs (SEN)/inclusion*' (9%).

Table 6.17: What would you say are the areas, if any, in which you think you would benefit from additional training or professional development in the next 12 months?

	Frequencies	Valid per cent (%)
Knowledge about my teaching subject(s)	207	15
Staff supervision/management skills	187	13
Ability to work with pupils with special educational needs (SEN)/inclusion	124	9
Subject co-ordination	123	9
Marking and assessments	117	8
Using ICT in subject teaching	101	7
Knowledge of general subjects/skills	101	7
Knowledge about other teaching subjects	77	5
Teaching A-level	66	5
Ability to maintain discipline in the classroom	62	4
Knowledge/understanding of pupil motivation and behaviour	61	4
Knowledge/understanding of National Curriculum	51	4
Ability to use a range of teaching methods	50	4
Teaching literacy/numeracy skills	50	4
Planning/organising	42	3
Ability to deal with pastoral issues	34	2
Knowledge/understanding of the principles of assessment for learning	31	2
Differentiation	30	2
Ability to work with gifted/talented pupils	27	2
Ability to work with early years pupils	24	2
Ability to work with pupils with English as an Additional Language (EAL)	22	2
Awareness of research findings about effective teaching methods	22	2
Ability to work with different key stage groups	21	2
Time management skills	21	2
Teaching GCSE	20	1
Training using specialist equipment	19	1
Developing my confidence as a teacher, generally	11	1
Knowledge/understanding of education policy	10	1
Training in student mentoring	8	1
Ability to develop productive relationships with parents	5	(0)
Training in exam preparation	3	(0)
Masters degree	2	(0)
Other	125	9
None	*58*	*4*
Don't know	84	6

Includes all who had completed their Induction at the end of their first year of teaching, were teaching or planning to teach and who planned to be teaching at the start of 'next' term (i.e. Autumn, 2006) (number of cases 1,420. One respondent was not asked this question).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Twenty-four case study interviewees spoke about their future CPD needs: 16 teachers considered that they needed to further develop their subject knowledge; four teachers mentioned training for pastoral support; two felt they required additional CPD in special educational needs, one in leadership training and one in connection with pupil motivation.

I am aware that I'm limited in my delivery or my subject knowledge and there's definitely areas for development and I think part of that development can only take place through going and listening and finding out. (Female, 43-47, GTP, primary)

6.8 Conclusion

This chapter has presented findings relating to second year teachers' post-Induction experiences of professional development and support. Some implications of these findings are discussed in Chapter 8. In the chapter that follows we present the results of analyses of data relating to second year teachers' future plans, and to beginner teacher retention.

7 Teachers' future plans and retention in the teaching profession

Key Findings

Employment plans for the 'next' term

- When respondents to our telephone survey were asked about their employment plans for the 'following' term (i.e. Autumn 2006, 2 years on from completing their ITT) the majority (94%) stated that they expected to be in a teaching position.
    - 81% of teachers surveyed expected to remain in the same post that they were 'currently' in; 10% expected to have moved to a new post at a different institution; and fewer than 2% were not intending to teach in the following term.
- Nearly a quarter (23%) of survey respondents, and half of those case study teachers (6 out of 12) who indicated that they anticipated moving to a different school the following term, stated that one of their main reasons for doing so was to *develop their careers*.
- Significant variations were found in the type of employment our teachers expected to have in the following term when comparing the responses of those from different ethnic groups:
    - teachers from BME groupings were *less likely* than those from the majority ethnic group to expect to be working on permanent contracts in the 'next' term (68% of BME respondents, compared to 81% of the majority ethnic group);
    - BME teachers were also more likely than those from the majority ethnic group to expect to be working as supply teachers in the 'next' term (7% of BME teachers, compared to 3% of the majority ethnic group).

Beginner teacher retention

- The most common reasons for leaving teaching given by those 42 survey respondents who left the profession *during* their second year of teaching included '*Behaviour of pupils/pupil discipline'* and *'Family reasons/ commitments'* (both stated by 8 respondents, 19% of this sub-sample).
- With regard to longer-term career plans, 92 per cent of survey respondents indicated that they expected to be teaching in 3 years' time, whilst 3% stated that they did not intend to be teaching in 3 year's time.
    - The main reasons given by those who planned not to be in teaching in 3 years' time related to workload and salary.

- 64 case study teachers
- 1,973 survey teachers

7.1 Introduction

This chapter reports on findings relating to the career plans of teachers at the end of their second year since completing ITT. It contains sections on:

- teachers' intended employment status the 'following' term (i.e. in September 2006). For those teachers who indicated that they did intend to be teaching 'next' term, this includes additional analysis of the types of contracts that they expected to have and whether or not they intended to remain working in their current school or to move to a post in a different school;
- teachers who had left teaching during their second year, and their stated reasons for doing so;
- case study teachers' retrospective views on their decision to teach and their suggested advice to would-be teachers; and
- the longer-term career plans of those second year teachers who intended to remain in the teaching profession the following term, and the reported factors that might have influenced these plans.

7.2 The nature of participants' intended employment the following term

7.2.1 Participants intended employment status

All respondents who were teaching at the time of the 'Wave 4' telephone survey, or who had taught at some point since completing their ITT and who were looking for a teaching post in the 'current' academic year, were asked about their known or expected employment status for the following term (i.e. Autumn, 2006). The aggregate responses are given in Table 7.1 which shows that:

- the vast majority of respondents (94%) stated that they expected to be in a teaching position the following term (either in a permanent or fixed-term post, or working as a supply teacher);
- eighty-one per cent of respondents expected to remain in their current (fixed-term or permanent) post;
- ten per cent reported that they expected to have moved to a new (permanent or fixed-term) post at a different institution;
- three per cent planned to be working as supply teachers; and
- less than two per cent were not intending to teach in the following term.

Table 7.1: Which of the following best describes what you think or already know your employment status will be at the start of next term?

	Expected employment status	Frequencies	Valid per cent (%)
Teaching or intending to teach	**In a permanent teaching post at the same school/college**	1,413	73
	In a fixed-term teaching post at the same school/college	145	8
	In a permanent teaching post at a new school/college	128	7
	Supply teaching	65	3
	In a fixed-term teaching post at a new school/college	51	3
	Teaching abroad	3	(0)[61]
	On a break (e.g. maternity, carers, study or sick leave) before taking up a teaching post	33	2
	Unemployed but looking for a teaching post	27	1
Not intending to teach	**Unemployed and not looking for a teaching post**	11	1
	Working, but not as a teacher in a school	7	(0)
	On a break (e.g. maternity, carers, study or sick leave) before taking up work, but not as a teacher	2	(0)
	Don't know	38	2
	Other	3	(0)
	Total	**1,926**	

Includes all who were teaching or who were intending to teach at some time in the future and had taught at some point since completing their ITT (as of Summer/October 2006).

Table 7.2 shows that there was significant variation in the responses to this question, on expected employment status 'next' term, between teachers working in primary schools and those working in secondary schools. It can be seen, for example, that:

- second year teachers who worked in secondary schools were significantly more likely than those working in primary schools to have, or to expect to have, a permanent post the following term (85% of secondary respondents, and 77% of primary school teachers, stated that they expected to be working in permanent teaching posts); and
- teachers who worked in secondary schools were more likely than those who worked in primary schools to expect to be moving to a post in a different school the following term (11% of secondary respondents, and 8% of primary teachers, stated that they expected to move to a different school).

In contrast,

- primary school teachers were more likely than those working in the secondary phase to report that they expected to have a fixed-term contract the following

[61] (0) stands for 'less than 0.5' here and elsewhere in this chapter.

term (13% of primary teachers, and 8% of secondary respondents, reported expecting to have a fixed-term contract); and

- respondents teaching in primary schools were more likely than those working in secondary schools to report that they expected to work as supply teachers the following term (4% of primary teachers, and 3% of secondary respondents, reported expecting to be working as supply teachers).

Table 7.2: Which of the following best describes what you think or already know your employment status will be at the start of next term? By phase

	Expected employment status	Primary Valid per cent (%)	Secondary Valid per cent (%)
Teaching or intending to teach	In a permanent teaching post at the same school/college	72	76
	In a fixed-term teaching post at the same school/college	10	6
	In a permanent teaching post at a new school/college	5	9
	Supply teaching	4	3
	In a fixed-term teaching post at a new school/college	3	2
	Teaching abroad	(0)	(0)
	On a break (e.g. maternity, carers, study or sick leave) before taking up a teaching post	2	1
	Unemployed but looking for a teaching post	2	1
Not intending to teach	Unemployed and not looking for a teaching post	1	1
	Working, but not as a teacher in a school	(0)	1
	On a break (e.g. maternity, carers, study or sick leave) before taking up work, but not as a teacher	(0)	(0)
	Don't know	3	1
	Other	(0)	(0)
	Total	**951**	**907**

Chi-square=32.97, df=10, p<0.001. (Excludes respondents who stated '*don't know*' or '*other*'; assumption of minimum expected count not met).
Percentages do not add up to 100 due to rounding.

When responses to this question, on expected employment status in the following term, were analysed by the ethnicity of the respondents, statistically significant differences were found between black and minority ethnic (BME) teachers and those from the majority (white) ethnic group. The results of this analysis are given in Table 7.3, where it can be seen that:

- second year teachers from black and minority ethnic (BME) groupings were less likely than those from the majority ethnic group to expect to be working

on a permanent contract (68% of the BME teachers, and 81% of the majority ethnic group, expected to have a permanent contract); and

- BME teachers were more likely than those from the majority ethnic group to expect to be working as supply teachers (7% of the BME teachers, and 3% of the majority ethnic group, expected to be working as supply teachers).

Table 7.3: Which of the following best describes what you think or already know your employment status will be at the start of next term? By ethnicity

	Expected employment status	White Valid per cent (%)	BME Valid per cent (%)
Teaching	In a permanent teaching post at the same school/college	74	61
	In a fixed-term teaching post at the same school/college	8	8
	In a permanent teaching post at a new school/college	7	7
	Supply teaching	3	7
	In a fixed-term teaching post at a new school/college	3	6
	Teaching abroad	(0)	1
Intending to teach	On a break (e.g. maternity, carers, study or sick leave) before taking up a teaching post	2	1
	Unemployed but looking for a teaching post	1	3
Not intending to teach	Unemployed and not looking for a teaching post	1	1
	Working, but not as a teacher in a school	(0)	0
	On a break (e.g. maternity, carers, study or sick leave) before taking up work, but not as a teacher	(0)	1
	Don't know	2	4
	Other	(0)	0
	Total	**1,793**	**119**

Chi-square=30.15, df=10, p=0.001. (Excludes '*don't know*' and '*other*' respondents; assumption of minimum expected count not met).
Percentages may not add up to 100 due to rounding.

There were no significant differences between the responses to this question on expected employment status, between teachers who had followed different ITT routes, or between male and female teachers (within either the primary or secondary phases).

7.2.2 Further employment plans of those intending to teach 'next' term

Working full-time or part-time

All those teachers who stated, in the telephone survey, that they were intending to teach in permanent or fixed-term posts the following term were asked if they expected that employment to be full-time or part-time.

- ninety-three per cent of respondents (1,616) indicated that they planned to be working full-time; and
- seven per cent of respondents (117) stated that they expected to be working part-time.

Reasons for moving to a different school

Those survey respondents who were expecting to move to a post in a different school for the start of the following term were asked about their motivation for doing so. Their responses are given in Table 7.4 where it can be seen that the reasons teachers gave most often for moving posts at the end of their second year of teaching were as follows:

- '*career development*' (mentioned by 23% of teachers who answered this question);
- '*plan to be at a school/college somewhere else in the country*' (17%);
- '*been given a promotion*' (11%); and
- '*don't get on with the staff at my current school/college*' (11%).

Case study interviewees were also asked whether or not they were intending to move to a different school at the start of the following term. Twelve of these teachers indicated that they were thinking of moving to a different school in the coming academic year. Of these, six said they were looking for more opportunity to progress in career terms or to develop their teaching in a different environment. Three spoke of unhappy workplace relationships and a feeling of being pressured in their work, two wanted to move to a different part of the country and one teacher had to move jobs because the funding supporting his current post had expired.

> *There is certainly no room for me to progress… so that's why I'm moving, kind of for myself really*. (Female, 38-42, RTP, secondary, D&T)

Twenty-six case study interviewees talked about remaining in the same school the following term. Of the thirteen who gave their reasons for doing so, six teachers said it was because they liked their current school, five because they wanted to consolidate their practice and two because they had been given internal promotion.

> *I'm enjoying it so there's no reason why I wouldn't carry on* [in this school]*, unless something else really good came up.* (Female, 28-32, PGCE, primary)

> *I'd like to stay in the same school even to… stay in reception, because I think next year it might [be] my performance is going to be even better because lots of different things that I have to think about, next year I will sort of have* [covered]*, so I will be able to*

expand the effectiveness of my teaching. (Female, 28-32, RTP, primary)

At the beginning of this year I was going to move schools because I was looking to get some sort of promotion and then it happened that somebody left this school so I stayed here and I'm going to be KS4 coordinator in September. That's the promotion. (Female, 28-32, PGCE, secondary, English)

Table 7.4: Why are you planning to move school/college?

	Frequencies	Valid per cent (%)
Career development	41	23
Plan to be at a school/college somewhere else in the country	31	17
Been given a promotion	19	11
Don't get on with the staff at my current school/college	19	11
My contract has ended	15	8
Personal reasons	15	8
Have found/would like a permanent post	13	7
Discipline/behavioural problems at current school/college	9	5
Hoping for a better workload/work-life balance	8	5
Have found/would like a fixed-term post	6	3
Lack of support from current school/college	5	3
Plan to be at a school/college that is in challenging circumstances	4	2
Poor management/leadership	4	2
School/college is closing	4	2
Plan to be in a better paid post	3	2
Lack of pupils/students	2	1
School changing status/becoming selective	2	1
Been made redundant	1	1
Don't get on with the pupils at my current school/college	1	1
Plan to be at a school/college that is not in challenging circumstances	1	1
Don't know	1	1
Other	16	9

Includes all who would be working in a new school or college at the start of the following term (i.e. Autumn, 2006) (number of cases 178).[62]
Responses to this question were unprompted.
Respondents could give more than one response to this question.

[62] One respondent was not asked this question.

7.3 Reasons for leaving teaching by the end of the second year of teaching, and views on teaching as a career

This section will discuss:

- the reasons given by those teachers who indicated, during the telephone survey, that they had left teaching at some time in their second year of teaching, as well as their plans for the future;
- whether or not those teachers who indicated in the survey that they did not intend to teach the *following* term (i.e. Autumn, 2006) had decided to leave teaching *permanently* and if so, why they had made such decisions; and
- case study teachers' views on their decision to take up teaching as a career, and the advice they would give to individuals who might be considering going into teaching.

7.3.1 Those who left teaching during their second year of teaching

The 42 survey respondents who were not working as teachers at the time of the Wave 4 survey, and who were not looking for teaching posts, but who had taught at some time since the completion of their initial teacher training (see Chapter 4, Table 4.1), were asked their reasons for leaving the profession. The most frequently occurring responses are summarised in Table 7.5 where it can be seen that the most commonly given reasons for leaving teaching were related to:

- the '*behaviour of pupils/pupil discipline*' (given by 8 respondents, 19% of this sub-sample)*;*
- *'family reasons/ commitments*' (also given by 8 respondents, 19%)
- '*being unable to find a job'* (6 respondents, 14%); and
- the '*belief that they would not be able to manage the workload*' (5 respondents, 12%).

No other reason was given by more than four respondents (10% of this small sub-group).

Table 7.5: What would you say are the reasons underlying your decision to leave teaching?

	Frequencies	Valid per cent (%)
Behaviour of pupils/pupil discipline	8	19
Family reasons/commitments	8	19
Could not find a job	6	14
Believed I would not be able to manage the workload	5	12

Includes all who are not working as a teacher currently and not looking for a teaching post but who have worked as a teacher since completing training (number of cases 42).
Respondents could choose multiple categories.

This same group of 42 respondents were also asked what they planned to do in the future. The most common responses to this question were:

- *A career outside education*, given by 25 of the group (60%);
- *Taking time out to spend with family or for maternity leave*, given by six respondents (14%); and
- *Go back to teaching*, given by five respondents (12%).

No other response was given by more than four respondents.

7.3.2 Those not planning to teach the following term

As shown in Table 7.1, there were 20 survey respondents who, whilst teaching at the time of the Wave 4 survey, indicated that they did not intend to be teaching the following school term (i.e. in Autumn, 2006). These 20 individuals were asked if they anticipated taking up a teaching post at some point in the future. Their responses are given in Table 7.6 which shows that:

- the majority of respondents (12 out of 20] did intend to take up a teaching post at some point in the future; and
- five out of the 20 respondents did not intend to return to teaching.

Table 7.6: Currently, do you anticipate taking up a teaching post in the future?

	Frequencies
Yes	12
No	5
Don't know	3
Total	**20**

Includes all who are not planning to be teaching at the start of next term.

The five respondents who stated that they did not anticipate teaching in the future were asked as a follow-up question what their reasons were for leaving teaching, and a summary of their responses are given in Table 7.7. It can be seen that the most common replies were related to:

- '*school management styles*', mentioned by three teachers; and
- concerns over workload, also mentioned by three respondents ('*Found I could not manage the workload*' and '*Believed I would not be able to manage the workload*').

The same five respondents who did not anticipate taking up a teaching post in the future were also asked what they were planning to be doing at the start of the following term. Their responses are summarised in Table 7.8 which shows that:

- the majority of respondents anticipated having a job outside education (mentioned by 3 respondents).

Table 7.7: What would you say are the reasons underlying your decision to leave teaching?

	Frequencies
School management style(s)	3
Found I could not manage the workload	2
Behaviour of pupils/pupil discipline	1
Believed I would not be able to manage the workload	1
Was not enjoying the teaching	1
Did not get on with other teachers	1
Did not get enough support from other staff in my school	1
Other	1

Includes all who do not plan to take up a teaching post in the future (number of cases 20).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Table 7.8: What are you most likely to be doing at the start of next term?

	Frequencies
A career outside education	3
A job in education, but not teaching	1
Doctorate or Masters level qualification in education	1

Includes all who do not plan to take up a teaching post in the future (number of cases 20).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Five case study teachers indicated, in their end of second year of teaching (Wave 4) interviews or in their ejournal exchanges, that they had either left teaching during the year or intended to do so the following year. For two of these teachers this move was related to the relocation of a partner overseas and their decision to accompany them, and for a third to the need to find secure employment, having only found work as a supply teacher since completing her ITT. For the remaining two teachers the reasons underlying this decision were (perhaps) more complex. The following extracts from the ejournal and interview data give a flavour of the push and pull factors influencing these decisions, which included poor relationships with colleagues and the opportunity to take up more attractive employment:

> *I was teaching Year 5 part-time… I didn't like the school very much and* [my other job] *was taking up more and more time…* [the head teacher] *seemed to try to reduce me to tears on several occasions, he humiliated me and I was in classroom separate from the rest of the school so there wasn't really, if things went wrong it wasn't very easy for me.* (Female, 28-32, Flexible PGCE, primary)

> *It's such a small environment to work in, you have got such a close contact with your line managers… if that relationship isn't a positive one you can't escape it… the workload is exhausting*

because it's just week after week, week after week, going through the stuff… [and there] *was quite a big difference between what I expected to have been paid* [because of my prior experience in industry] *and what I was being paid. So financially that made it difficult.* (Male, 43-47, SCITT, primary)

7.3.3 Teachers' retrospective views on their decision to teach and their advice to would-be teachers

Case study teachers who took part in the ejournal exchanges were asked how they felt about their decision to become a teacher and what advice they would give to anyone considering becoming a teacher.[63] The responses to these questions are reported in this section.

Retrospective views on the decision to teach

Of the 28 participants who took part in the ejournal exchanges and who answered the question about how they felt about their decision to become a teacher, 25 indicated that they felt that it had been a good decision:

> [I f]eel that my decision to change careers and teach is still the best thing I've ever done. I get more job satisfaction in one day at school than I got in years of work in industry… (Male, 33-37, SCITT, primary, March ejournal)

> I still think it was the best career move for me; I have wanted to be a teacher since I was seven and so I definitely feel like this was the right choice. (Female, 23-27, BA QTS, secondary, geography, October ejournal)

Seven of these teachers, however, mentioned workload as a factor inhibiting their enjoyment of their job:

> [I]t is still a good decision, but I find the workload hard going at times. (Male, 28-32, PGCE, secondary, MFL, October ejournal)

> I have no regrets. Thoroughly enjoying the challenge and creativity of the role of class teacher, although it is sometimes stressful as the curriculum demands and after-lesson follow-up is relentless. There is rarely a day when I don't stay late, or bring work home, and that's despite having PPA time in school. (Female, 28-32, PGCE, primary, December ejournal)

One participant gave a relatively neutral response to the question and only two were negative about their decision to teach. Nevertheless, all three of these teachers

[63] Ejournal participants were asked '*How do you feel now about your decision to become a teacher?'* in the October 2005, December 2005, March 2006 and July 2006 ejournal exchanges. They were asked '*If you could give one piece of advice to someone considering becoming a teacher, what would it be?*' in February 2006, with the question being asked again, to those who did not respond in the previous half-term, in March 2006.

stated in their end of year interviews that they anticipated remaining in teaching in the long-term.

Advice to would-be teachers

When asked what advice they would give to someone considering becoming a teacher, only two ejournal participants said that it would be 'Don't do it'.[64]

The majority of participants (19 out of the 25 teachers who replied to this question) gave advice that clearly drew on their own experiences either of undertaking ITT or of working as a (qualified) teacher. The majority (13 teachers) based this advice on their perceptions of the realities of teaching or the desirability of prospective teachers' understanding for themselves what the job is really like. Within this group, seven teachers advised that it was important to get some experience in a school (or in a range of schools) prior to undertaking ITT:

> If you are considering doing this I would strongly urge you to spend a term in a school as an assistant (unpaid if necessary) to see what it is really like. The teaching aspect is the least of it. (Female, 48 or over, SCITT, secondary, ICT, March ejournal)

Five participants expressed the view that anyone thinking of becoming a teacher should be made aware of the workload associated with teaching. Four teachers gave advice on how to manage this workload and on trying to maintain a work-life balance:

> Expect to be tired and spend a lot of what should be free time, making resources, marking etc. (Female, 43-47, GTP, secondary, English, February ejournal)

> [B]e prepared to give the job everything, but try and keep some balance for yourself – you will need 'me' time! (Male, 33-37, SCITT, primary, March ejournal)

Two teachers suggested that it is important to consider whether teaching suits one's personality and another that having life experience prior to undertaking ITT would be advantageous. Other practical suggestions included advice on choosing a first post or school to work in (mentioned by 3 teachers), or on choosing an ITT route (1), as well as a suggestion on the need to be realistic about the financial implications of choosing teaching as a profession (1):

> Ensure that you have support from the Senior Leadership re: behaviour and the like and ensure that the school has implemented support for the workload agreement such as admin. assistance and photocopying. As an NQT you need support for a range of issues! (Male, 23-27, SCITT, secondary, drama, February ejournal)

[64] These two belonged to the group of three teachers who were negative or neutral about their decision to have become teachers.

> I think it would be to train on a route that allows you to be in school almost from day 1… It really allows you to spend the maximum amount of time learning and trying out different techniques if you're in at the deep end! (Female, 23-27, SCITT, secondary, arts, February ejournal)
>
> Be sure that you can afford to live on the wages! (Male, 48 or over, Flexible PGCE, secondary, physics, February ejournal)

Finally, four teachers gave unqualified, and enthusiastic, responses when asked what advice they would give to a prospective teacher:

> The only piece of advice to anyone wanting to become a teacher I would give is to do it… (Male, 38-42, BA QTS, secondary, D&T, February ejournal)
>
> Go for it! (Female, 33-37, BEd, secondary, ICT, February ejournal)

7.4 The longer term intentions of those who planned to teach the following term

This section investigates the longer-term plans relating to whether or not to remain in the profession, of those survey respondents who still expected to be teaching into the third year since the completion of their ITT. It also uses both survey and case study interview data to report on factors that apparently influence beginner teacher retention.

Expecting to be in teaching in three years' time

Those teachers in our telephone survey who were currently teaching or planning to teach at the start of the 'next' term were also asked whether or not they planned to still be teaching in three years' time. The aggregate responses are given in Table 7.9 which shows that:

- ninety-two per cent of respondents stated that they intended to be teaching in three years' time;
- five per cent did not know whether they would be teaching in three years' time; and
- three per cent did not intend to be in teaching in three years' time.

Table 7.9: Do you expect to be working in teaching in three years' time?

	Frequencies	**Valid per cent (%)**
Yes	1,706	92
No	57	3
Don't know	97	5
Total	**1,860**	

Includes all who were teaching or planning to teach and planned to be teaching at the start of the following term (i.e. Autumn, 2006). (1 respondent was not asked this question).

The 57 respondents who indicated that they did not intend to be teaching in three years' time, were then asked why this was the case. Their responses are summarised in Table 7.10. It can be seen that the most frequently stated reasons for not expecting to be teaching in three years' time were as follows:

- '*I plan to be in a career with a better work-life balance*' (mentioned by 13 respondents, 23% of this group);
- '*I plan to be in a better paid career*' (12 respondents, 21%); and
- '*I plan to move into another career (unrelated to education) by that time*' (12 respondents, 21%).

Table 7.10: Why do you not expect to be teaching in three years' time?

	Frequencies	Valid per cent (%)
I plan to be in a career with a better work-life balance	13	23
I plan to be in a better paid career	12	21
I plan to move into another career (unrelated to education) by that time	12	21
I plan to take a career break for family reasons	8	14
I plan to use teaching as a stepping stone into another education-related career (not classroom-based)	7	12
Lack of support in dealing with children with challenging behaviour	3	5
Too much paperwork	3	5
Lack of training/professional development/opportunities of career development	2	4
Lack of continued support from school	2	4
Lack of support with PPA/planning, preparation and assessment	1	2
Other	5	9

Includes all who were teaching or were planning to teach but did not expect to be teaching in three years' time (number of cases, 57).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Factors influencing beginner teacher retention

Additional analysis was undertaken to examine the possible existence of bi-variate associations between the definitive (*Yes* or *No*) responses to the survey question '*Do you expect to be working in teaching in three years' time?*', and to other characteristics or attitudes of the second year teachers 'currently' teaching or planning to teach.[65] The following statistically significant results were found:

- Second year teachers from the BA/BSc QTS route were *more* likely than those who had trained via other ITT routes to expect to be teaching in three years' time.[66] Ninety-eight per cent of those who had followed BA/BSc QTS programmes, compared to a mean of 96 per cent for those respondents who

[65] As the responses to this question were highly skewed (i.e. the vast majority of respondents, 92%, stated that they did expect to be in teaching in three years' time) it was deemed inappropriate to conduct sophisticated modelling analysis, such as binary logistic regression.
[66] This analysis was based on *all* respondents who had followed these particular training routes since the numbers were too small to analyse the data separately according to whether respondents were working in primary or secondary schools.

had followed the other training routes, stated that they expected to be in teaching in three years' time (chi-square=4.73, df=1, p=0.030).

- Teachers who had followed university-administered PGCE programmes were more likely than those from other ITT routes to state that they did *not* expect to be teaching in three' years time. Five per cent of those who had trained on such PGCE programmes, compared to a mean of three per cent for those respondents who had followed other training routes, said that they did not expect to be in teaching in three years' time (chi-square=6.46, df=1, p=0.011).
- Those teachers who reported receiving additional training in their second year of teaching were *more* likely, than those who stated that they did not receive any additional training, to report that they expected to be teaching in three years' time. Amongst those who received additional training, 97 per cent expected to still be working as a teacher in three years' time compared to 94 per cent of those who did not receive any additional training (chi-square=7.60, df=1, p=0.006).
- Teachers who reported that they were enjoying their teaching were *more* likely to expect to still be teaching in three years' time than those who indicated otherwise. Ninety-nine per cent of those who said that they '*strongly agreed*' that they enjoyed teaching, compared to only 89 per cent of those who did not state this, reported that they expected to be teaching in three years' time (chi-square=113.54, df=1, p<0.001).
- Teachers who rated the support they received during their second year of teaching as '*very good*' were *more* likely than those who rated it less highly to report that they expected to be in teaching in three years' time. Ninety-nine per cent of those who indicated that they felt well supported during their second year of teaching, compared to 96 per cent of those who did not rate their support as '*very good*', reported expecting to be in teaching in three years' time (chi-square=10.47, df=1, p=0.001).
- Finally, teachers who at 'Wave 1' (at the beginning of their final or only year of ITT) said they expected to be in teaching in *five* years' time were *more* likely to report, at Wave 4 (at the end of their second year of teaching), that they expected to be teaching in *three* years' time. Ninety-eight per cent of those who had stated at Wave 1 that they expected to be in teaching in five years' time, compared to 83 per cent of those who at Wave 1 had not expected to still be teaching in five years' time, said at Wave 4 that they expected to be in teaching in three years' time (chi-square=42.62, df=1, p<0.001).

No statistically significant differences were found in responses to this question (on whether or not survey respondents expected to be in teaching in three years' time) according to participants' age, gender or ethnicity; their perceptions of the effectiveness of the school they worked in;[67] the extent to which they rated themselves as effective teachers; or, finally, whether or not they had had experience in schools prior to undertaking their ITT.

Case study data on the career plans of those intending to remain in teaching

Those case study teachers who stated in their end of year interview that they intended to remain in teaching the following year were asked about their future

[67] Namely, whether or not respondents reported that their school was (i) '*in difficulties*' and/or (ii) '*high in the league tables*'.

career plans. Twenty-two participants talked about taking on additional responsibilities and seeking further promotion in the longer-term. These plans included becoming an Advanced Skills Teacher (AST), joining the senior management team and becoming a head teacher at some point in the future. Five of these teachers had also considered roles within education but outside of teaching, such as retraining as an educational psychologist, or undertaking educational research. Younger teachers, in particular, appeared to be more aware of the opportunities open to them in what could potentially be a long career.

> *Eventually, I maybe see myself going more, well I definitely would see myself going more an advanced skills or advisor route rather than the head teacher route, but I think it's so early in my career I just don't know.* (Female, 23-27, BA QTS, primary)

> [A]*t the minute I have a medium term goal of like three years down the line I'd like to be deputy head. I'd like to be thinking that, I'm just finishing my second year, I'd like to be thinking that I don't spend more than five years as a* [classroom] *teacher.* (Male, 38-42, BEd, primary)

However, some older teachers did suggest that they had limited their ambitions (because, for example, they had already held senior posts in previous employment, or felt that any past achievements would not be recognised within their school, or lacked the time or opportunity to develop their career).

> *I don't want to be department head, I've come to teaching too late for that. Well I didn't, I did management roles in my previous job* [but] *that's not what I particularly want to do.* (Female, 43-47, GTP, secondary, MFL)

> *I'm 50 in August so it's not like I'm a young sort of person on the brink of a career. I have got to be realistic, so I think two or three points is probably all I'd want.* (Female, 48 or over, BA QTS, secondary, ICT)

Ten case study teachers also indicated that they had considered teaching overseas, either permanently or for a few years.

> *To go to teach in Australia or New Zealand or somewhere for a year and you know try something a bit different and see a bit of the world.* (Female, 23-37, BA QTS, primary)

In contrast, eight teachers said that they were happy as they were and currently had no plans to seek promotion or to move outside the classroom.

> *I'm quite happy being in the classroom. I haven't got any intentions in becoming a head teacher or anything like that, I like being in the classroom with the children.* (Female, 28-32, BEd, primary)

> [A]*s a teacher I am probably not that ambitious in terms of moving on and taking on a lot more responsibility. I am happy to be in the class and to do exciting things with the children and to share my interests with them and with the school. I don't have any burning ambitions to be anything… I want to stay here in the class with my children.* (Female, 43-47, GTP, primary)

7.5 Conclusion

This chapter has reported findings relating to teachers' career plans and beginner teacher retention. We now turn to the final chapter where we summarise some of the main findings presented in Chapters 3-7, and discuss some of their implications.

8 Discussion

8.1 Introduction

In this final chapter of the report we present a summary of the main findings from Phase IV of the *Becoming a Teacher* (BaT) study, and their potential significance for individuals and agencies concerned with the early professional and career development of beginner teachers. We begin by providing a brief overview of participants' experiences during their second year as teachers and go on to discuss in more detail the evidence offered in the main findings chapters (3-7), including a range of factors which appear linked to differentiation in second year teachers' experiences. Finally, we summarise possible implications of our findings for policy makers and those who work with early career phase teachers.

8.2 The overall experience of the second year of teaching

The majority of teachers who took part in Phase IV of the BaT study were positive about their work and experiences during their second year in post: 94 per cent of those survey respondents who had worked as teachers in the current year agreed with the statement '*I enjoy working as a teacher*'. In addition, 92 per cent of those respondents who planned to be teaching at the start of the term following the survey also expected to be working as teachers in three years' time.

With 85 per cent of survey respondents remaining in the same school for a second year, for many this can be seen as a time of consolidation, with beginner teachers becoming more confident and more trusted, both in and outside the classroom. A number of sources of evidence support this view, including those listed below:

- Respondents were working, on average, fewer additional hours (outside of school time) per week than they did during their first year of teaching.
- Behaviour management, while still an issue for many, featured less prominently among teachers' concerns.
- A higher proportion of secondary phase respondents were teaching Year 11 and post-16 students than had been the case during their first year in teaching.
- A higher proportion of teachers working in secondary schools were now acting as a form tutor, and more primary school teachers had been given the role of subject co-ordinator.
- Many second year teachers were also taking on additional roles outside the classroom.

However, while the reports of many participants suggest that they were now settling into their roles, for others the experience of the second year proved more challenging. For example, many survey and case study participants reported continued heavy workloads (see below); some (e.g. 12% of survey respondents) said they had received no additional training or professional development activities during the year; and seven per cent of survey participants rated the support they had received during the year as '*poor*' or '*very poor*'.

8.3 The nature of teachers' employment during their second year in post

Employment status and type of post

The vast majority of respondents (95%) who took part in the Wave 4 telephone survey were working as teachers, either in a permanent post (78% of the total sample), in a fixed-term post (13%) or as a supply teacher (4%). This marks an increase from the proportion who reporting working in permanent posts (as opposed to fixed-term or supply posts) at the end of their first year of teaching. Although the attrition of those in more insecure employment (i.e. in supply or fixed-term posts) may account for some of their reduction in number during the second year of teaching, there is also evidence that many had now secured permanent work. Overall, of those in the Wave 4 survey:

- 65 per cent of those who at Wave 3 were in fixed-term posts now had permanent contracts, with 23 per cent remaining in fixed-term posts;[68]
- 32 per cent of those working as supply teachers in their first year of teaching had found permanent posts in their second year, and another 31 cent had found fixed-term posts; while 27 per cent were still supply teachers.[69]

Some of the 15 per cent of respondents who had moved to a new post since the end of their first year of teaching had previously been in insecure employment (26 per cent of all 'fixed-term' respondents and 26 per cent of those working as supply teachers reported moving to a new post, and may well have moved in order to find more permanent work). The evidence also suggests that some moves may have been made by teachers seeking to improve other aspects of their employment conditions. For example:

(i) teachers who had worked during their first year in schools they categorised as being '*in difficulties*' were more likely to have moved to a post in a different school than those who had not worked in such schools; and

(ii) teachers who reported receiving no additional training or professional development activities during their first year of teaching were more likely to have moved to a post in a different school than those who did report having had such opportunities.

However, it should be noted that variations in the type of contract held do appear to be linked to wider trends in teacher employment. For example, teachers who worked in primary schools were more likely than those working in secondary schools to hold fixed-term and supply posts. In addition, there were regional variations in the type of contract held by survey participants, with teachers working in areas with teacher shortages being more likely to report holding permanent posts than those not working in such areas (DCFS, 2006).

[68] The remainder were working as supply teachers (5%), on a break before taking up a teaching post (1%), working outside of teaching (2%) or unemployed (3%).

[69] The remainder were on a break before taking up a teaching post (2%), on a break before taking up a non-teaching post (1%), working outside of teaching (3%) or unemployed (5%).

Additional responsibilities

As we have already indicated above, more of our second year teachers were now being entrusted with examination classes. More were also reporting taking on additional roles (for example form teacher, head of department or subject co-ordinator) and extra duties (such as taking pupils on school outings and covering classes for others). Case study teachers indicated that they generally welcomed such additional responsibilities and in some cases actively (and even proactively) sought new challenges during their second year of teaching. Taking on additional roles and responsibilities allows recent entrants to the profession to develop their individual identities as teachers, as well as offering opportunities to develop their careers. However, while the case of Jack (discussed in Chapter 3) illustrates this point, it also underlines the importance of continuing to provide sufficient support for beginner teachers, however competent they may appear, as they begin to take on wider roles within the school community.

Workload issues

As stated above, the number of out of school hours that survey respondents reported working was, on average, lower than during the first year of teaching. In addition, evidence from the case study interviews suggests that often teachers were learning to manage their workload more effectively, and in particular were able to reuse resources developed during the previous year. Nevertheless, the number of additional hours worked remained high for many second year teachers (for example, 37% of survey respondents reported working 16 or more hours per week outside of the timetabled school day), and many case study teachers indicated that the additional roles and responsibilities they had taken on added to their workload and, in some cases, may have had negative implications for their classroom practice.

8.4 Teachers' experiences in school during their second year of teaching

Individual strengths and teacher efficacy

When survey respondents were asked what they felt were their main strengths as a teacher during their second year of teaching, the response most often given was the '*ability to develop productive relationships with pupils*'. This was also the strength identified most frequently at the end of the first year of teaching, and reflects the concern which has been a constant for teachers throughout their ITT and early years of teaching: i.e. the pupils. However, in contrast to Wave 3, '*organisational skills*' were now reported as a strength more often that the '*ability to maintain discipline in the classroom*'. Such a listing of supposed strengths may tell us as much about teachers' current concerns and the areas in which they feel they have developed, as about their actual 'strengths' as teachers. For example, while both case study and survey data indicate that behaviour management remains an issue for participants in the study and so would be valued as an important strength, it may well be somewhat less at the forefront of teachers' minds as they become more established within their schools and have developed more effective strategies for coping with pupil behaviour. Conversely, the rise in the reporting of '*organisational skills*' may reflect not only the greater ability of second year teachers to manage their workload (as reported above), but also their growing awareness of the greater need for such skills as they take on new responsibilities.

Ninety-nine per cent of those who participated in the telephone survey regarded themselves as effective teachers and the majority of case study teachers (39 out of 64) judged themselves to be more effective than they had been at the end of their first year as teachers. Within the case study data there is considerable evidence that interviewees based their estimation of their efficacy on the judgements of others, including their school-based colleagues. In addition, though, and given the finding by Day *et al*. (2006) that positive relations with pupils were central to teachers' self-efficacy, participants' perceptions of their efficacy may also reflect their personal awareness of relationships with pupils as well as with colleagues.

Work-based relationships

As we have indicated above, the vast majority of serving second year teachers in our study (94% of survey respondents) reported enjoying their work as teachers. While many other factors contribute to participants' enjoyment of their work (for example, case study data suggest that as our teachers' careers develop, the autonomy offered by the profession becomes increasingly valued), the importance of relationships at work has been a key theme throughout the course of this research project,[70] and such findings echo those of Eraut (2007) regarding the early professional learning of nurses, engineers and chartered accountants. The two beginner teachers' stories presented in Chapter 3 strongly illustrate the point: both Elizabeth's warning that 'it is too easy to be made to feel incompetent and useless' and Jack's self-reported reaction to the perceived patronising attitude of some senior colleagues underline the importance to individuals of feeling (and being made to feel) a valued professional.

Further evidence of the importance of work-based relationships can be seen in our finding that teachers who reported positive relationships with pupils, heads and other staff were significantly more likely than those who rated these relationships less highly to report that they '*strongly enjoyed*' teaching. Encouragingly, the overall findings relating to relationships during the second year of teaching continue to be very positive. For example:

- 98 per cent rated their relationships with '*pupils*' as '*good*' or '*very good*';
- 97 per cent of survey respondents rated their relationships with teaching colleagues as '*good*' or '*very good*'; and
- 97 per cent rated their relationships with '*non-teaching staff*' in their school as '*good*' or '*very good*'.

Evidence also suggests that as recently qualified teachers become more established, some relationships tend to be rated more highly. For example, 89 per cent of teachers reported having '*good*' or '*very good*' relationships with their pupils' parents at the end of their first year of teaching compared to 92 per cent at the end of their second year of teaching.

However, the quality of some other relationships appears to show a slight decline. For example, there was a slight drop in positive ratings of relationships with head teachers from 82 per cent in Wave 3 to 80 per cent in Wave 4. This may reflect a

[70] See Hobson and Malderez (2005), Hobson *et al.* (2006), Hobson *et al.* (2007), Malderez *et al*. (2007) and Hobson *et al.* (2008).

somewhat more critical approach to school leadership on the part of our second year teachers, who with their increasing status and responsibilities are beginning to show a wider awareness of whole-school issues.

The relationship given a positive rating by the lowest proportion of our second year teachers was that with the school's CPD co-ordinator, and this may reflect second year teachers' experiences of professional development and support during the year. That said, it should be noted that over a third of respondents to the survey question regarding relations with their CPD coordinator replied with a '*don't know*' or '*not applicable*'. This may suggest that the term, though not necessarily the function, may have been unfamiliar to some second year teachers (that is, the person responsible for coordinating formal CPD opportunities may not have had this title or, if they did, our participants were not aware of it). However, there are some indications in the case study data that a minority of teachers were not actually aware of who in the school held this role / responsibility, which tells a somewhat different story.

8.5 Professional development and support

Factors promoting or hindering second year teachers' development

Three-quarters of respondents to the telephone survey indicated that they felt well supported during their second year of teaching, and there are positive correlations between those who rated such support as '*very good*' and teachers who '*strongly enjoyed*' teaching or rated themselves as '*very effective*' teachers. That said, our second year teachers who had completed their Induction during their first year of teaching rated the support they had received less favourably than they had during their NQT year. This may be understandable given that as NQTs they had benefited from the provision of Induction programmes, and many of these second year teachers no longer experienced the support of a mentor provided by the school.

Where little formal provision is in place, both the personal and professional support of colleagues will be all the more valued, and may have a significant impact on the development of beginning teachers (as may the failure to provide it). Indeed, Day *et al*. (2006) identified a correlation between teachers with positive, stable identities and supportive colleagues. When our second year teachers were asked who or what had helped their development during the past school year, overwhelmingly their replies referred to people, and in particular to their colleagues in school. Yet in terms of the factor most frequently mentioned as hindering development, the aggregated references to lack of support from various specified colleagues exceeded the highest single factor of workload. In addition, some case study teachers made specific mention of poor communication with colleagues as a hindrance, which supports similar findings in earlier phases of this project (Hobson *et al.*, 2006; Hobson *et al.*, 2007). Nevertheless, it should be remembered that 60 per cent of survey respondents said that '*nothing*' had hindered their development.

Both survey and case study participants made frequent references to helpful interactions with colleagues (either in general terms or in response to a specific situation) which included advice and/or practical support. In contrast, only 10 per cent of beginner teachers who took part in the survey mentioned '*additional training*' as

aiding their development (alongside contact with their second year teacher peers). This may reflect not only the nature of the more formal CPD received but also teachers' access to it. Both a lack of opportunity to attend external courses and financial constraints on accessing such training were mentioned by case study teachers in their ejournal exchanges or end-of-year interviews.

Planning professional development activities

Ninety per cent of those survey respondents who had completed their Induction indicated that during their second year of teaching they had had some opportunity to review and plan their professional development. Almost two-thirds reported that this review process was linked to formal appraisal procedures, and a similar proportion had planned to attend courses in order to meet identified needs. Only half of participants in the telephone survey reported that they were still using their career entry and development profile (which was specifically developed for this purpose), but this is hardly surprising given that at the end of the first year of teaching the proportions reporting various aspects of its active use had reached no more than 57 per cent. However, we should also note that 57 per cent of our second year novices said they had been given the opportunity to follow up issues identified during their NQT year, and it is possible that this may partially reflect the influence of the CEDP, if not its formal or conscious use.

Survey respondents who did continue to use their CEDP were more likely than those who did not to have reported a positive experience of its use during their first year. In addition, while just over half of all those who used the CEDP for a second year agreed that it had been effective in planning their development as a teacher, those teachers who reported having a post-Induction mentor were significantly more appreciative of its use than those who did not. The literature (for example, Johnson, 2004; Kennedy, 2005; Day *et al*., 2006) suggests that the culture of the host school may well be a contributory factor here, alongside the attitude of the individual teacher. It also suggests that for beginner teachers the context and ethos of their school may play an important part in creating 'an environment in which they were expected to take responsibility for their learning and felt supported and encouraged to do so' (Moor *et al*., 2005: 94). In such an environment, both the mentoring relationship and the ongoing use of the CEDP are likely to be part of a wider and ongoing dynamic process.

Mentoring support

During Induction all newly qualified teachers are entitled to an Induction tutor/mentor, but this statutory relationship comes to an end on the completion of Induction. However, as many as a third of those Wave 4 survey respondents who successfully completed their NQT Induction at the end of their first year of teaching indicated that they still had a mentor in their second year. More often than not (62%) this was the person who had acted as their Induction tutor; and in over three-quarters of cases respondents said that this second year mentor had been allocated to them by the school. In contrast, the more detailed conversations with case study teachers revealed that whilst very few still had a formally assigned mentor, many reporting a supportive relationship with a teacher who effectively took the role of an 'informal' mentor (usually someone who had previously acted officially in that capacity). This finding prompts us to believe that some of the formally initiated mentoring

relationships established during Induction may have remained active without further formal involvement of the school, and this would explain the apparent discrepancy between our survey and case study findings. By way of potential further support for this point, those teachers who reported having a post-Induction mentor in their second year of teaching were more likely than their peers to agree that their CEDP had been used effectively to assist their development as teachers during the school year. Perhaps, then, some of these individuals were voluntarily continuing a relationship that had already proved supportive.

There are a number of sources of evidence in our findings which suggest that the provision of (post-Induction) mentoring for second year teachers is largely advantageous; this supports and extends previous findings on the subject (e.g. Moor *et al*., 2005). First, those survey respondents who reported that they had a mentor during their second year of teaching were more likely than those who did not to report that they '*strongly agreed*' with the statement '*I enjoy teaching*'. Secondly, those second year teachers who reported that they had mentors were significantly more likely to give a high rating to the support they received than those who did not, and this is important in a context in which:

(a) the factor cited by the largest number of second year teachers as hindering their development (after '*nothing*') was lack of support from colleagues;
(b) those who gave higher ratings of the support they received were statistically more likely to perceive themselves to be effective teachers; and
(c) those who rated the support they received during their second year of teaching as '*very good*' were more likely than those who rated it less highly to report that they expected to be in teaching in three years' time.

None of this should be taken to mean, however, that there is total or unqualified support, in our data, for the existence or provision of mentors for second year teachers. First, we should be wary of assuming a directly causal relationship between the incidence of second year mentoring and the various positive outcomes, listed above, which are statistically associated with this. As we have already suggested above, it is possible that while these are related, both may have their origin in a proactive whole-school culture such as the 'environment of inclusion and support' described by Johnson (2004: 159). Secondly, we should recognise that some case study teachers indicated that they no longer felt the need for the same kind of mentoring support they received during their Induction year. While this may reflect their developing autonomy as teachers and/or the importance for their identity of losing the 'NQT tag', in some cases it could simply indicate a more narrow or in other ways unsatisfactory relationship with the Induction mentor.

Indeed, as our earlier work and the wider literature shows, the quality of mentoring – and indeed the success of the mentor-mentee 'match' – can vary widely (Hobson *et al*., 2007; Tomlinson *et al*., in press). In particular, the 'gatekeeper' role assigned to the Induction Tutor is often regarded by authors as potentially destructive to the more affective aspects of the mentoring relationship (Barrington, 2000; Colley, 2002; Smethem and Adey, 2005). Nevertheless, it should be noted that the majority of participants in this study gave a consistently high rating to relations with their mentors in both their first and second year of teaching.

Formal opportunities for professional development

Although only 10 per cent of survey respondents cited additional training as a factor helping their development during their second year of teaching, the majority (88%) reported receiving some form of formal training or professional development opportunity during the school year. However, 12 per cent reported receiving no such training, which is somewhat troubling, and would be more so were it not that 'additional training' seems to have been valued considerably less by our respondents than other forms of professional development such as collaborative work with colleagues. In particular, a question mark hangs over the value of many of the formal CPD activities reported by participants, and notably the perceived relevance of courses attended. The literature (for example Moor *et al.*, 2005) suggests that autonomy in choosing CPD has an important bearing on its effectiveness; yet although the evidence reported above suggests that processes were in place to enable our beginner teachers to review and plan their own professional development, some (8) case study interviewees said that their attendance at formal CPD events in the past year (typically attending external courses) had been instigated by others. In addition, few case study teachers reported taking part in the kind of 'sustained interaction' CPD which other research has suggested provides 'more breadth and depth than short or one-off courses' (Cordingley, 2008).

However, formal CPD events may hold benefits over and above the value of the specific course content, and this might be reflected in our finding that 72 per cent of second year teachers who reported that they had received additional training or participated in professional development activities during their second year of teaching '*strongly agreed*' that they enjoyed teaching, compared to 61 per cent of those who reported that they had not. This finding may reflect the wider advantages to be derived from CPD, especially by beginner teachers: the opportunity to stand back and see one's own teaching in perspective, for example, or to meet teachers from other schools. The potential value of a social element in EPD is endorsed by the findings of (among others) Day *et al*. (2006), who link the benefits of 'time and opportunity for self-reflection' and a sharing of practice with colleagues, and Mitchell *et al*. (2007).

Lesson observations

On average, respondents to the telephone survey (both those working full-time and part-time) were observed between three and four times during their second year of teaching. As might be expected, this was less than during the first year of teaching, when on average observations took place on between five and six occasions. Also in contrast to the previous year, the mentor was no longer the main 'observer' of the second year teachers' lessons. Now the head teacher was the most frequently reported observer (in 46% of cases), suggesting perhaps a change in the function of lesson observation, and in particular its links with performance management review, as well as a change in the status of the recently qualified teacher.

Collaborative professional development activities

When asked about CPD activities, case study participants tended to talk about specific formal events rather than informal and ongoing activities. Yet we know that such activities have taken place: when the wider body of participants were asked to indicate their involvement in a range of possible opportunities for collaborative

learning (including team teaching and sharing resources), fewer than one per cent said that they had engaged in none of those listed. Such findings suggest that our beginner teachers may have been conditioned to view their professional development (and especially 'CPD') solely in terms of formal input. Yet the literature suggests that collaboration between teachers is an effective way to spread new and good practice and to sustain innovation (Cordingley *et al.*, 2005). Some at least of the support received from colleagues by participants, and so greatly appreciated, may have been reactive. Even so, the extent of the collaboration taking place, and the appreciative comments made by some case study participants, show how some of our second year teachers are becoming more integrated into their school's culture, and beginning to experience support as a proactive two-way process.

8.6 Factors differentiating teachers' experiences of their second year in post

Phase

A number of significant differences were found between the reported experiences of second year teachers who worked in primary schools and those in secondary schools. Primary phase teachers were more likely to have held fixed-term and supply posts than those in secondary schools, but also more likely to report receiving additional training and professional development opportunities, including '*formal/timetabled meetings to review their progress*'. Secondary school teachers received more non-contact time, but this was more likely to be disrupted by the need to cover classes. They were also more likely than those working in primary schools to be involved in informal teacher networks.

In many cases such differences reflect the different employment conditions of teachers working in the separate phases. For example, given the current over-supply of primary school teachers (and shortages of secondary school teachers, especially in some subject specialisms) it is perhaps not surprising that beginner teachers in primary schools are more likely to have held fixed-term and supply posts during the year than their secondary peers.

ITT route

By the second year of teaching the differences between teachers who had followed different ITT pathways have decreased from those reported in earlier stages of the *Becoming a Teacher* project (Hobson *et al*., 2006; Hobson *et al*., 2007). For example, second year teachers' success in securing promotions to (for example) subject coordinator or head of department positions was not statistically differentiated by the ITT route they had followed, and nor were survey respondents' ratings of their effectiveness as teachers. Yet some differences do remain. For example:

- those who had trained via primary SCITT programmes were more likely than those who had followed other ITT routes to have full-time posts;
- those who had followed primary Flexible PGCE programmes were more likely to be in fixed-term and supply posts than those who had followed other routes; and
- those who had followed BA/BSc QTS programmes were *more likely* (and those from university-administered PGCE programmes *less likely*) than those

who had followed other routes to report that they expected to still be teachers in three years' time.

Overall, those teachers who had followed Flexible PGCE routes continued (Hobson *et al.*, 2007) to report slightly different (and generally less positive) experiences than those who had followed other ITT routes. For example:

- second year teachers who had trained via the Flexible PGCE route were about half as likely to report '*strongly enjoying*' teaching as those who had followed university-based PGCE programmes; and
- respondents who had followed primary Flexible PGCE programmes were more likely to report that they had received no opportunities to plan or review their development during the year than primary teachers who had followed other ITT routes.

It is possible that some of these differences are interrelated. For example, primary respondents in fixed-term or supply posts might be less likely to be given the opportunity to review their development. In addition, the factors that led some individuals to choose the Flexible route may also impact on their experience of (and thus their enjoyment of) teaching, especially in terms of their work-life balance.

Age

The two teachers' stories presented at the beginning of this report in some ways typify the opportunities presented to beginner teachers of different age groups. The wider evidence suggests that younger teachers were:

- more likely to have been given additional roles and responsibilities during their second year than teachers from older age groups;
- more likely to have taken on extra-curricular activities; and
- more likely to have been given help in planning and reviewing their professional development.

Conversely, case study and survey data suggest that older teachers were receiving less support; and some older case study participants felt that their prior experiences and skills were not given sufficient consideration by schools when considering promotion opportunities.

Why are older teachers less likely than their younger counterparts to become subject co-ordinators or form tutors, but more likely to report '*covering classes*'? One possible explanation is that younger teachers tend to be more energetic and/or more ambitious, and do not yet have the family responsibilities of older respondents, who may have turned to teaching in search of a better work-life balance. Alternatively, mature teachers may tend to *appear* more confident (and so receive less support because their need is less obvious), but in some cases and in some respects may lack the skills necessary to secure, or indeed to succeed in, new responsibilities. Case study data suggest that some second-career teachers may have considerable experience in training adults, but have difficulty in transferring their skills to the very different environment of a school. For such beginner teachers, with prior experience

of work but not of working with children or adolescents, specific training needs may need to be identified if schools are fully to enable their success.

Participants' characterisation of their school's effectiveness

The individual circumstances of schools (as reported by participants) also condition their experiences of their second year of teaching. In particular:

- those teachers who at the end of their first year of teaching reported that they had worked in a school '*in difficulties*' were *more likely* than those who did not to have moved to a post in a different school by the end of their second year of teaching (cf. Smithers and Robinson, 2005: 29);
- teachers working in schools they categorised as being '*in difficulties*' were more likely than those working in other schools to have taken on the role of head of department since September 2005; and
- teachers in schools perceived to be '*in difficulties*' were also more likely to report taking on subject co-ordinator roles, compared to those working in schools which were not referred to as being *'in difficulties*'.

The above have some implications for beginner teacher development. The data show teachers working in '*schools in difficulties*' as more likely than others to seek to change school. In addition, however, these findings suggest that schools experiencing teacher shortages (resulting in part from the related staff turnover) may attempt to retain existing staff by offering them positions of responsibility in-house or feel that they have no choice but to promote relatively inexperienced staff to positions of responsibility. In such situations it may seem preferable to nurture 'tried and tested' recruits (who already know the school) through internal promotion, than to recruit others who may not stay the course (compare a discussion by Smithers and Robinson, 2005, of similarly contrasting approaches to recruiting NQTs).

Ethnicity

It also appears that some respondents' ethnicity has had a significant influence on their experiences of their second year of teaching. In comparison with beginner teachers belonging to the majority ethnic group, black and minority ethnic (BME) teachers were:

- less likely to rate their relationships with pupils as '*very good*';
- less likely to rate their relationships with their teaching colleagues as '*very good*';
- less likely to expect to be working on a permanent contract; and
- more likely to expect to be working as supply teachers.

In their study of minority ethnic trainees' withdrawal from ITT, Basit *et al*. (2006) identified a disproportionate number of references to racism, including what was perceived by respondents as deliberate racial harassment (by pupils, teachers and fellow trainees) in placement schools. It is possible that submerged racism, either actual or perceived, lies at the root of some of the findings reported above. It is also possible, however, that the less secure employment circumstances of BME respondents are related to the somewhat different needs of this constituent group as identified by Carrington and Tomlin (2000), including the heightened importance of geographical location, especially to mature entrants to the profession.

8.7 Future plans

Professional development needs for the following year

In common with expectations at the end of the previous year (Hobson *et al.*, 2007: 95), '*knowledge about my teaching subject*' is the area most frequently mentioned as in need of further professional development by survey respondents who planned to be in teaching in the following 12 months. This perception may well reflect teachers' day-to-day concerns; yet overall, the balance between different aspects of these concerns appears to be changing. This may be as much because some concerns tend to recede as beginner teachers grow in competence (and, indeed, in confidence), as because others are beginning to loom larger. Thus, the second most frequently mentioned need was for training in '*staff supervision/management skills*', followed by '*subject coordination*' (presumably reflecting participants' newly acquired or expected status and responsibilities), while the need for support in maintaining discipline in the classroom was mentioned by just four per cent of respondents.

Expected employment status in the following term

The vast majority of survey respondents (94%) stated that they expected to be in teaching the following term, and most of these (81%) expected to remain in their current (fixed-term or permanent) post. Only ten per cent of second year teachers reported that they expected to have moved to a (permanent or fixed-term) post at a new school. The most common motivation, given by a third of these movers or expected movers, was to develop their careers or gain promotion. While some (17 per cent) planned a geographical relocation, over a fifth of responses indicated a move dictated by negative reasons associated with their current school, in which unsatisfactory relationships with colleagues and lack of support featured more prominently than discipline issues and pupil behaviour. The experiences of Jack exemplify the complex interplay of different factors that can lie behind such decisions.

Most teachers expected to be in full-time permanent posts in their third year of teaching, including some whose decision to change post had been motivated by this aim.

Issues relating to beginner teacher retention

In contrast to the largely positive reasons given by our teachers for moving to a new post at the end of their second year of teaching, those who left teaching during or at the end of their second year of teaching gave explanations relating to difficulties with pupil behaviour, school management styles, workload and (possibly related) '*family reasons/commitments*'. Such motives correlate with findings from wider studies on teacher retention (e.g. Smithers and Robinson, 2005).

The majority of those respondents who planned to be teaching in their third year since completing ITT also said they expected to be in the profession in three years' time; only three per cent definitely expected to have left the profession by then. Not all the reasons cited by this latter group were negative, but work-life balance and salary featured at the forefront of those that were. In the light of such findings relating to attrition from the profession, respondents' comments on the importance of support from colleagues and school leaders and of additional training, and their emphasis on

relationships with pupils as a source of their enjoyment of teaching, appear all the more important. As the literature suggests (Nieto, 2003; Huberman, 1993), those teachers who remain closest to this initial intrinsic motivation are often the most satisfied and longest-serving members of the profession.

8.8 Implications

For policy-makers:

- Our findings suggest that it is would be useful to continue some form of individually tailored CPD provision for beginner teachers beyond the first year of teaching, and in particular to ensure that no beginner teachers are left unsupported during their first few years.
- Our findings also suggest that the CEDP was being used (at least nominally) by no more than half of beginner teachers as they became established within the overall profession, and that only 52 per cent of these felt that the CEDP had been used effectively in assisting their development as a teacher. It seems likely that the use of such a document will decline unless it is introduced throughout the teaching profession, perhaps alongside or as part of performance management review.
- Given the large number of teachers leaving the profession after working in only one school on completion of their ITT, there could be benefits in introducing an initiative to encourage those who have left teaching with such limited experience to consider re-entering the profession.

For heads of schools and providers of formal CPD

- Our findings support those of other studies suggesting that beginner teachers need to have more autonomy over their choice of, and access to, formal CPD.
- Both survey and case study participants placed a high value on informal opportunities for professional development. This underlines the importance to schools of actively fostering the kind of collaborative ethos which research suggests can nurture and sustain the less formal aspects of CPD.
- Whilst most second year teachers appear to be managing their workload more effectively during their second year of teaching, the extra responsibilities that many are taking on make it particularly important to ensure that their ten per cent PPA time is protected.
- It is also important that training and support continue to be provided to second year teachers, not only in relation to workload and behaviour management, but also in respect of any additional roles and responsibilities.
- School leaders need to balance a focus on the extrinsic rewards of teaching (such as career progression) with a continued attention to its intrinsic rewards.
- There needs to be a re-consideration of how teachers of different ages are treated and, in particular, a conscious attempt to counter any negative or stereotypical assumptions relating to the abilities and career aspirations of older entrants to the profession.
- We are concerned to note that some second year participants in our survey did not perceive themselves as recipients of mentoring, either formal or informal. Our findings suggest that mentoring continues to be important for beginner teachers, and we would encourage its more general provision,

alongside more flexibility in the mentoring system to take account of individual teachers' needs and requirements. We also recommend that active recognition should be accorded to informal mentoring relationships in response to the considerable effort put in by unofficial mentors in supporting and encouraging the professional and career development of recently qualified teachers.

For all school staff:

- We would like to emphasise the importance to beginner teachers of positive of relationships with their colleagues, and to encourage the active fostering of supportive collaborative relationships within all schools.

For ITT programme personnel and Induction tutors:

- Our second year teachers have tended to interpret professional development as something which is associated with formal activities as opposed to both formal and informal (and planned and unplanned) activities and interactions. We would urge ITT providers (as well as school-based staff) to encourage a widening of such interpretations of CPD to encompass such aspects as discussions with colleagues and the sharing of resources.
- Second year teachers also seemed more concerned with others' opinions of their teaching than their own informed judgements. We would like to emphasise how important it is that ITT staff (and Induction tutors) should continually expose trainees and NQTs to the concept and practice of critical reflection, and support them in developing the skills needed to manage reflective practice and their own ongoing learning and development.

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Appendix A: An outline of the main ITT routes

- ***Post-graduate Higher Education Institution (HEI)-administered programmes (PGCE; Flexible PGCE)***

These routes include both a HEI input and a period of training in schools. Those successfully completing the courses achieve an academic qualification (a Post-graduate Certificate in Education [PGCE]), in addition to Qualified Teacher Status (QTS). Programmes typically last for one academic year (full time), or five or more academic terms (Flexible route), and applicants must hold a relevant first degree (or equivalent).

- ***Undergraduate HEI-administered programmes (BA/BSc QTS; BEd)***

BEd and BA/BSc QTS courses allow trainees to achieve both a Bachelors' degree – either in education or in a specific curriculum subject, and QTS. There are variations in the length of time required to complete BA/BSc QTS and BEd programmes. Traditionally these programmes last for three and four years respectively, though the length of programmes is becoming more variable, with institutions offering two-, three- and four-year programmes. Shorter two-year programmes appear to have been designed for entrants with professional qualifications equivalent to degree level study.

- ***School-centred Initial Teacher Training programmes (SCITT)***

In SCITT programmes single schools or consortia of schools are responsible for the programme of initial teacher training. Depending on the specific programme provided, trainees may achieve solely QTS, or may also have the opportunity to gain an academic qualification, namely a PGCE. Programmes typically last for one academic year.

- ***Employment-based programmes: Graduate Teacher Programme (GTP) and Registered Teacher Programme (RTP)***

In the GTP trainees take-up a salaried teaching post and (if successful) achieve QTS whilst in-post. Generally, employment-based routes offer QTS only, and typically last for one academic year. As with other postgraduate programmes, applicants to GTP programmes must hold a first degree in a relevant subject. By contrast, the RTP is open to those who do not yet hold a degree but have qualifications equivalent to the first two years of Bachelor's degree study. Typically, the RTP is a two-year programme during which trainees will be employed in a teaching post, whilst also completing a further year of degree-level study on a part time basis.

Appendix B: Details of regression analysis

In this appendix we present details of the binary logistic regression analysis reported in Chapter 5 (Section 5.4) which was conducted to determine which variables might be important in influencing teachers' reported rating of their enjoyment of their jobs. Of 16 variables included in the regression model, five were found to have a statistically significant effect on teachers' stated enjoyment of working as a teacher.[71] The statistically significant results are presented in Table B1 and the full list of explanatory variables that were included in this analysis are given underneath this table (including phase, ITT route, age, gender and ethnicity).

Table B1: Binary logistic regression results on factors influencing teachers' reported levels of enjoyment of working as a teacher

I enjoy working as a teacher - 0: Strongly disagree/Tend to disagree/Neither agree nor disagree/Tend to agree, 1: Strongly agree		
EXPLANATORY VARIABLES	***B***	***Odds ratios***
Flexible PGCE route[1]	-0.718	0.488
Relationships with pupils[2]	0.662	1.938
Support received[2]	0.428	1.534
Relationships with head/principal[2]	0.301	1.351
Relationships with other teachers[2]	0.283	1.328
Nagelkerke R^2	0.166	
Model fit	Chi-square=198.059, df=5, p<0.001	
Goodness of fit (Pearson)	Chi-square=7.002 df=7, p=0.429	
No. of cases	**1,973**	

Explanatory variables entered: (1) phase; (2) ITT route followed; (3) gender; (4) age; (5) ethnicity; (6) whether school is reported to be high in the league tables; (7-9) whether school is in special measures, with serious weaknesses or challenging circumstances; (10) number of additional hours worked outside the normal timetabled week; (11) whether working part-time or full-time; (12-15) relationships with mentors, pupils, the head and other teaching staff; (16) whether or not support mechanisms have been put in place.

[1] The reference group for phase is university-based PGCE.

[2] 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.

.

The odds ratio column in Table B1 indicates that, for example, those respondents who had followed a Flexible PGCE programme were approximately half as likely to report strongly enjoying working as a teacher compared to those who had followed a university-based PGCE programme. Similarly, those respondents who ranked their relationships with pupils a point higher (on the scale from *very poor* to *very good*) were approximately twice as likely to report strongly enjoying teaching compared to those ranking their relationships with pupils a point lower.

[71] The statistical model appears to be a satisfactory one, having appropriate goodness-of-fit statistics and accounting for approximately 17 per cent of the variation in the outcome variable.

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