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Key Messages

Introduction

A large-scale survey of a representative sample of 10,000 registered teachers was conducted for the General Teaching Council (GTC) by the National Foundation for Educational Research (NFER) in spring 2004 to obtain teachers' views on specific aspects of their professional work, the key challenges and their aspirations for the future. This was achieved by means of a questionnaire which was also available 'on-line'. A 44 per cent response rate to the survey was achieved.

Data held in the GTC Register of teachers and the NFER's national database of schools were linked to the questionnaire responses and a range of statistical techniques was used to add explanatory power to the findings which are summarised below.

Professional development

Teachers' main experiences of professional development activities are working with colleagues within their own school as part of collaborative learning experiences or by taking part in school self-evaluation processes. Fewer than one-third of teachers experience such development activities frequently and such activities are more likely to take place in primary schools than in secondary schools.

The majority of teachers (80 per cent) do not feel that their professional development needs are met in full and 17 per cent of teachers have contributed financially to their own professional development in the last year.

There is a high level of sharing of expertise and knowledge between teachers within schools but sharing between schools is limited.

Teachers are, in general, enthusiastic about sharing their knowledge and expertise with trainee or new teachers although teachers in their 50s are more likely to show some reluctance. Teachers feel that the support they give could be enhanced by mentor training, a more co-ordinated school approach and ethos to encourage such support, and guidance regarding the

needs of trainee and new teachers. The largest single need, however, is the provision of ring-fenced or dedicated time.

Curriculum, assessment and motivation

The majority of teachers feel that the following learning opportunities provided for pupils are sufficient in their schools: pupils' emotional development; their spiritual development; their individual needs; the breadth and depth of subjects studied; citizenship; essential literacy and numeracy skills; and information and communication technology (ICT) skills. There are four areas where most teachers indicate that more emphasis is needed: pupils' creativity; their interpersonal skills; developing their thinking and problem-solving skills; and helping them to understand the best way to learn.

In relation to the question of how the curriculum should be determined the findings suggest that the principle of shared responsibility for the curriculum seems to have been generally accepted and that teachers are willing to consider different levels at which this shared responsibility could operate.

With regard to national curriculum assessment, the outcomes of the survey show that opinions vary on the appropriateness of the balance between using assessment to support learning and using it to measure learning.

The most widely-used strategies to foster motivation in pupils at risk of disengagement are individual education plans; home-school dialogue; a reward system; and contributions from support staff. Each of these strategies was considered to be effective in fostering motivation.

The main sources of teachers' ideas for their most effective and inspirational lessons are through interactions with pupils, reflection on their own practice, talking with colleagues, and subject specific events or activities. A smaller but nevertheless sizeable number of teachers gain ideas through interactions or events in their personal life and through observing the practice of colleagues.

Teaching as a career

Teachers are most likely to advise someone who is considering entering the profession that it is a rewarding, exciting and fulfilling career and one which is very demanding. Anyone

thinking about entering the profession should therefore make a positive choice to do so. Not all teachers would recommend the profession to others.

Teachers stay in teaching because of their commitment to the education of young people, in terms of both being involved in pupils' development and in increasing pupil achievement and raising standards.

The overwhelming majority of teachers wish to develop and strengthen their practice as a classroom teacher. Although many wish to develop their careers by becoming a mentor/coach, or to develop it in a managerial role, the majority do not see themselves as future headteachers.

Most teachers have recent experience of formal training to develop their careers, and want to receive more; in general, they also want more career guidance, mentoring, and written advice. Although the majority of teachers would like the choice of receiving greater support in developing their careers, some would not wish to make use of it.

Only the National Strategies (e.g. National Primary or Key Stage 3 Strategy), and the government's initiatives in information and communication technologies in schools receive any substantial support from teachers as a way of helping them to make a difference in improving education.

Teaching and learning in the future

Most teachers want a future for teaching which puts more emphasis on developing learners' initiative, analytical and thinking powers and more emphasis on teachers' professional creativity and informed judgement. This latter development is, however, considered to be particularly unlikely.

Regarding the future of learning, most teachers want a future in which learners will be increasingly encouraged to apply their knowledge in new ways and in which learners will expect to be helped to develop the skills of learning to learn. The futures that teachers think most **likely** to happen are where they guide learners to know how and where they can access information, where they involve learners more in their education, and where on-line and ICT-

based techniques of learning are increased. This latter development, however, would be a **desirable** change for only 55 per cent of teachers, the least-attractive outcome of those listed for the future of learning.

Chapter 1: Introduction

1.1 Background

Set up by the 1998 Teaching and Higher Education Act, the General Teaching Council (GTC) is an independent professional body for the teaching profession in England. It advises the Secretary of State for Education on such matters as standards of teaching and conduct in the profession, teacher recruitment and the role of the teaching profession generally. In its regulatory role, the GTC maintains a Register of qualified teachers.

In January 2004, the GTC commissioned the National Foundation for Educational Research (NFER) to conduct a large-scale, independent survey of a representative sample of teachers selected from the GTC Registration database in order to obtain their views on specific aspects of their professional work in teaching, the key challenges and their aspirations for the future.

The GTC also used the opportunity to acquire organisational and project management knowledge and experience in the use of the Registration database for sample surveys and to establish a procedural baseline for future annual surveys. This report presents the findings of the survey of teachers conducted by the NFER in spring 2004. A report on the operational aspects of the survey will be submitted to GTC by NFER as a separate document for internal use.

1.2 Aims of the research

The specific aims of the survey were as follows:

- to conduct a large-scale survey of a representative sample of the population of some 540,000 registered teachers, in order to obtain their views on specific aspects of their professional work in teaching, the key challenges and their aspirations for the future;
- to model, through close partnership with GTC, the necessary stages in conducting a high-quality survey;
- to create a sound baseline of teachers' attitudes and perceptions in anticipation of future GTC annual surveys of teachers.

A subsidiary aim was to undertake a small-scale study to investigate the potential efficacy of conducting such a survey via telephone interviews. A separate report of that study will be provided to the GTC for internal reference.

1.3 Methodology

1.3.1 Sampling Strategy

A stratified sample of 10,000 teachers was drawn from a sample pool of 407,426 registered teachers on the GTC database.

The sample was drawn using the following stratifying variables:

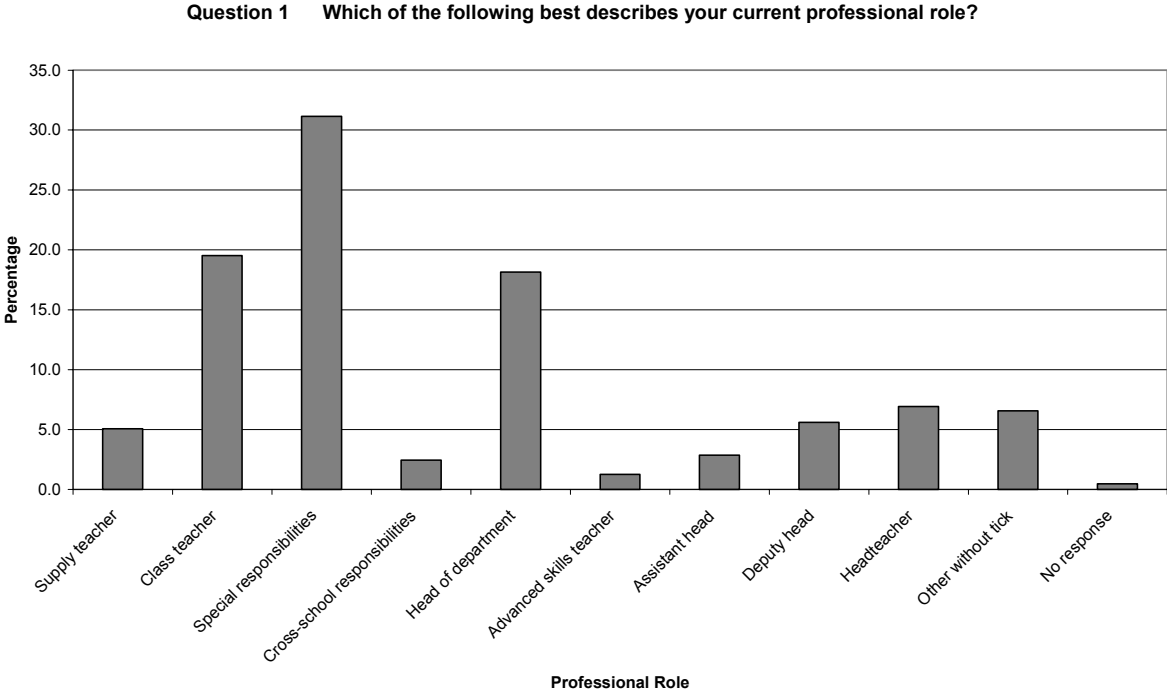
1. gender with phase (e.g. male teachers in primary schools, female teachers in primary schools etc.);
2. school type (e.g. community, voluntary aided);
3. age (in bands 20-24; 25-29; 30-39; 40-49; 50-59; 60-66);
4. government office regions (by Local Education Authority);
5. full-time; part-time; supply.

A 12 page questionnaire of 20 questions, a copy of which can be found in Appendix A, was sent to the sample of 10,000 teachers at their home addresses in March 2004. An ‘on-line’ version of the questionnaire was also made available for those in the sample who preferred to respond in this way. Further details of the sampling strategy can be found in Appendix C, along with details of the questionnaire, questionnaire management and the statistical analysis.

1.3.2 Achieved sample

A total of 4380 completed questionnaires were returned to the NFER. Once duplicated questionnaires were removed, 4370 questionnaires remained, representing a response rate of 44 per cent of the original sample. Details of the sample are given in Appendix C. Figure 1.1 below shows the achieved sample by professional role, using data taken from Question 1 of the questionnaire.

Figure 1.1



The achieved sample was compared with the population in terms of the key stratifying variables. The resulting analysis (see Appendix C) shows that the sample and the population from which it was drawn are broadly comparable, thus allowing conclusions from the survey to be drawn in relation to the population as a whole.

Analysis could, therefore, be carried out with confidence. The chapters that follow outline the results of this analysis, which took place on different levels: analysis of frequencies, followed by analysis of underlying trends, using cross-tabulations, factor analysis and regression modelling as appropriate. This was done by linking questionnaire responses with background information available from the GTC’s Registration Database and with the NFER’s Register of Schools. This enabled a more sophisticated analysis of outcomes than would otherwise have been possible.

1.3.3 Report Structure

The analysis of findings from the survey follows in Chapters 2 to 5. Each chapter covers one of four themes, each based on a sub-set of questions in the questionnaire. The chapter headings are as follows:

- Professional development

- Curriculum, assessment and pupil motivation
- Teaching as a career
- Teaching and learning in the future.

An appendix of tables can be found at Appendix B, showing frequencies for each question and cross-tabulations where appropriate. Further tables, showing details of factor analysis and regression outcomes are bound in a separate technical appendix, available from the GTC on request. Where tables or figures are included in the report, the labels used will, in many cases, have been abbreviated for convenience. Please refer to the questionnaire in Appendix A for full details of the questions.

Where findings from cross-tabulations, factor analysis or regression analysis are reported, these findings will generally be statistically significant to at least the 0.05 level. However, it is not possible to run tests of significance on all items (multiple-response items, for example) and so statistical significance levels cannot be reported in all cases.

Chapter 2: Professional development

2.1 Introduction

The questionnaire includes questions to find out about teachers' professional development. Question 3 asks what professional development activities they have experienced in the last 12 months; Questions 4 and 5 ask whether they feel that their professional development needs have been met during that period and whether they have personally funded any of their own professional development activities. The questionnaire continues by asking how teachers share their knowledge and expertise with other colleagues (Question 6), whether they provide formal support for trainee teachers or new teachers with three years' or less teaching experience (Question 7), and what would enhance that support (Question 8).

Unless otherwise indicated, percentages in the text refer to the proportion of the 4370 questionnaires analysed. The labels used on the tables included with the text are abbreviated for convenience. Please refer to the questionnaire given in Appendix A for full details.

2.2 Findings

2.2.1 Professional development activities

Question 3 asks teachers to identify the professional development activities in which they are most often involved by indicating against a list given on the questionnaire which they experience 'frequently', 'occasionally' or have not experienced in the last 12 months. Figure 2.1 below shows their responses.

Collaborative learning with teachers in the same school is the most common professional development activity which 83 per cent of teachers have experienced in the last 12 months (31 per cent frequently and 52 per cent occasionally). Taking an active part in school self-evaluation processes is a form of professional development activity experienced by 76 per cent of teachers in the last 12 months (33 per cent frequently and 43 per cent occasionally). The next most common professional development activity for teachers is the analysis and use of pupil data with 66 per cent doing this (24 per cent frequently and 42 per cent occasionally) in the last twelve months. Just over three quarters of teachers (77 per cent) participate in professional development courses external to their school either frequently (20 per cent) or occasionally (56 per cent). Using data from the GTC Register to compare the experiences of

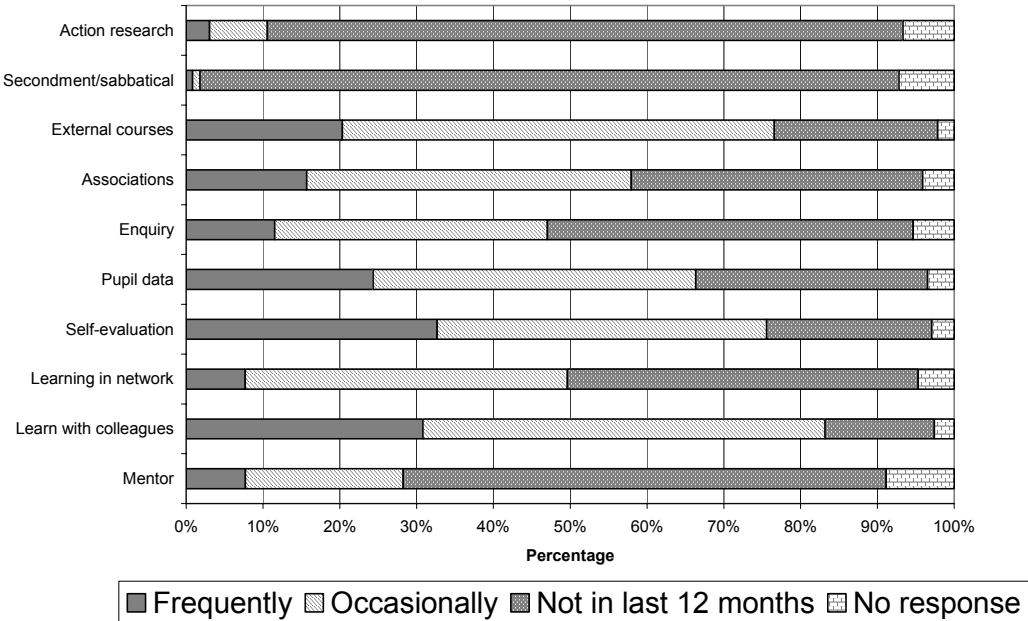
primary and secondary teachers, it is clear that there is a more frequent level of activity in each of these areas of professional development in primary schools than in secondary schools.

Professional development activities connected with subject or specialist associations are a frequent source of professional development activity for 16 per cent of all teachers in the survey and a further 42 per cent use this source occasionally.

Less common is support by a mentor or coach, participating in collaborative enquiry and problem solving, and involvement within a network of schools. Only a small proportion of teachers engage in action research and a still smaller proportion have taken a secondment or sabbatical in the last twelve months.

Figure 2.1

Question 3 Which of the following professional development activities have you experienced in the last 12 months?



It is possible to cross reference responses to questions by age and length of service, by using data from the GTC’s database. For each, ‘bands’ are created. For example, eight ‘length of service’ bands were created. The first seven cover service lengths of five years’ duration, starting with ‘under 5 years’, ‘5 to 9 years’ and so on. The eighth band includes all teachers with 35 years’ service or more. Comparing responses to Question 3 by age and length of

service of respondents shows no indication of major differences of response according to either of those two variables.

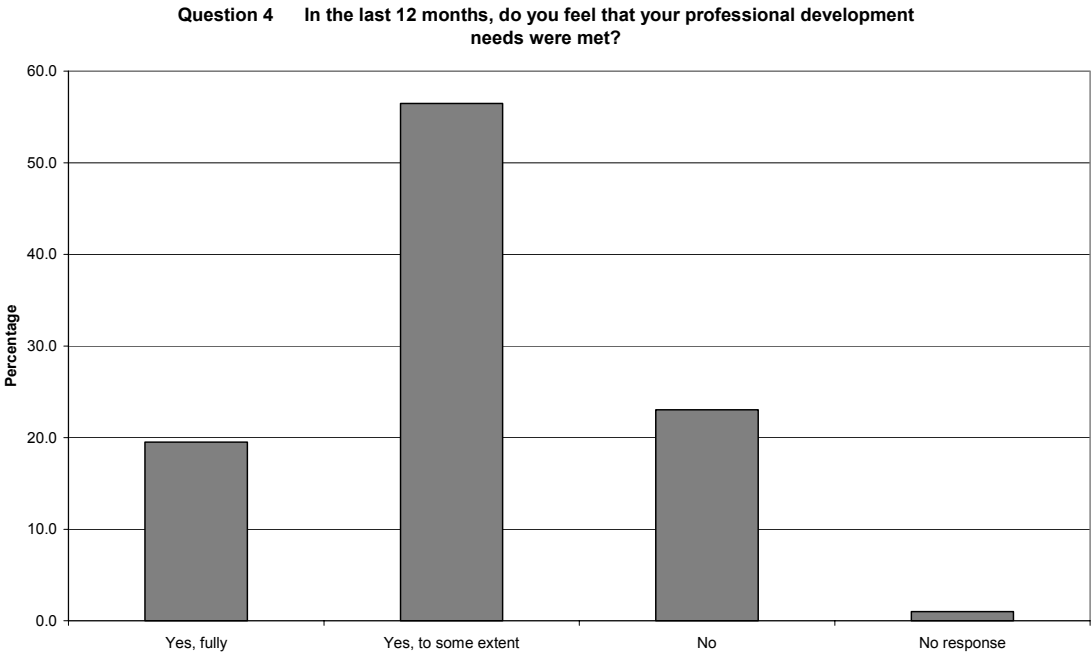
Using data held by NFER on school characteristics it is possible to analyse the responses to this question in terms of the school context in which the respondent is working. A 'school context' variable was created by linking information from the sampling database (which shows the school in which each respondent is based) with background information from the NFER's Register of Schools. A numerical measure for each school was then derived, based on the percentage of pupils claiming free school meals (FSM), the percentage with English as an additional language (EAL), the percentage with special educational needs (SEN) and the school's achievement level based on performance at either GCSE (in the case of secondary schools) or key stage national test results (in the case of primary schools). This produced a scale, which was set to have a mean of 100. A score was then calculated for each school from which a teacher had responded. A score of 100 indicates that a school is an 'average' school in terms of its context. A score on the scale above 100 indicates more challenging circumstances (such as a lower achievement score plus more pupils with EAL, SEN or FSM), while a score below 100 indicates less challenging circumstances. These scores were then used to analyse outcomes in terms of school context.

The outcomes of the analysis for Question 3 indicate that teachers working in schools in challenging circumstances are more likely to participate in external courses, more likely to take a secondment and/or a sabbatical and more likely to undertake action research than colleagues in less challenging schools. These findings are statistically significant to at least the 0.05 level.

2.2.2 Development needs

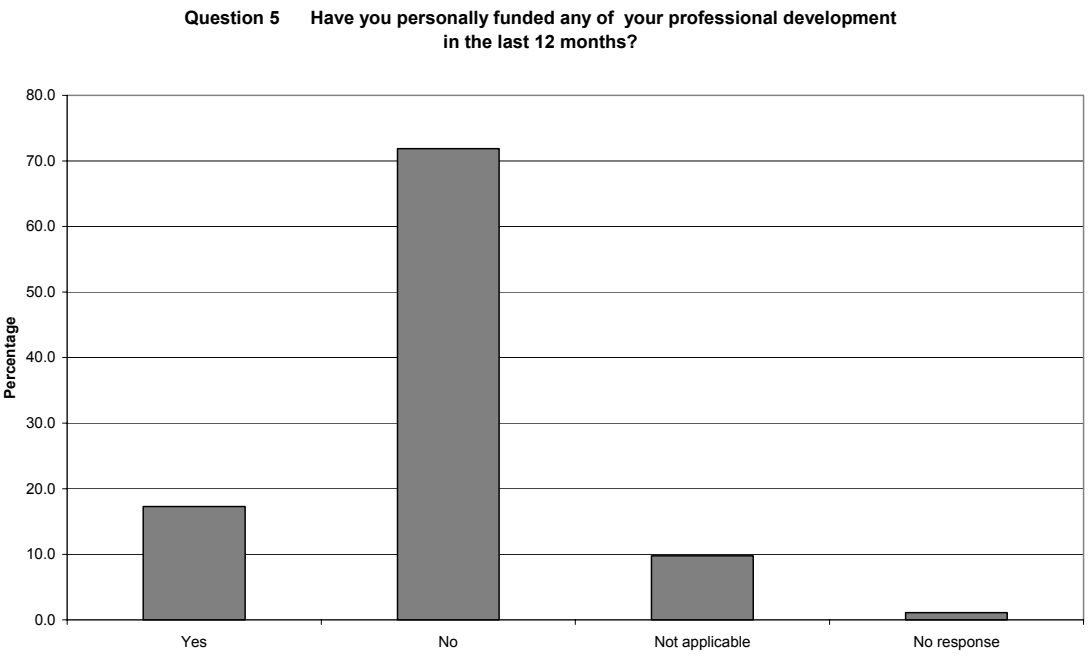
Having asked about teachers' professional development activities the survey went on to ask whether teachers feel their recent professional development needs have been met. In response, 76 per cent feel that their needs have been met in full (20 per cent) or to some extent (57 per cent). However, approximately 23 per cent of teachers feel that their needs have not been met. Responses are shown in Figure 2.2 below.

Figure 2.2



When asked whether they have personally funded any of their own recent professional development in the last 12 months, 17 per cent of teachers (see Figure 2.3) respond that they have done so.

Figure 2.3

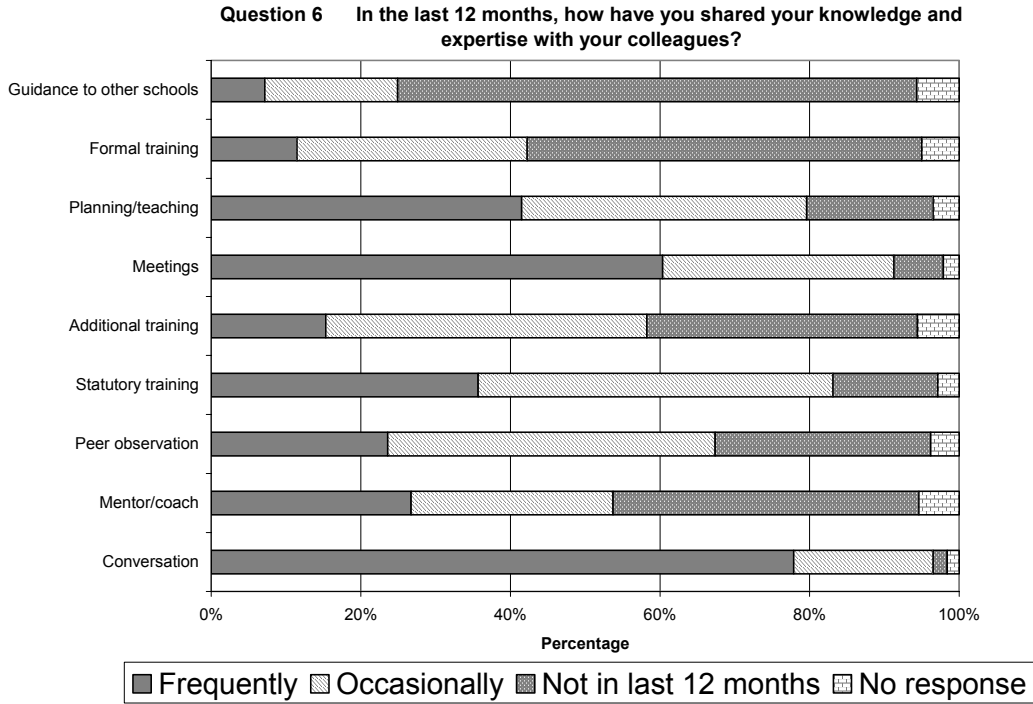


It would appear, therefore, that teachers’ main experience of professional development activities is from working with colleagues within their own school. The majority of teachers do not feel that their professional development needs are met in full and, just under one fifth of teachers contribute to the funding of their own professional development.

2.2.3 Sharing knowledge and expertise

Unsurprisingly, the most frequent way in which teachers share their knowledge with their colleagues is by means of professional conversations, which 78 per cent of teachers do frequently and a further 19 per cent do occasionally (see Figure 2.4). Again unsurprisingly, staff or department meetings are the most usual context in which teachers share their knowledge and expertise; statutory in-service training days are also commonly used for that purpose.

Figure 2.4



Other common ways in which teachers share their knowledge and expertise are through collaborative planning or teaching, peer observation/ feedback and by additional in-service training provision. Less common, but still used frequently or occasionally by over half of the teachers in the survey, is by acting as a mentor or coach to colleagues.

Using the data held on the GTC Register of teachers to investigate differences between the replies of respondents in primary and secondary schools, it emerges that collaborative planning and teaching is more likely to take place in the primary school than in the secondary school: 54 per cent of primary teachers engage in this frequently, as opposed to 32 per cent of secondary teachers, while totals sharing in this way either frequently or occasionally are 88 per cent of primary teachers and 80 per cent of secondary teachers. In respect of the other ways of sharing knowledge and expertise with colleagues, the experiences of primary and secondary teachers are very similar.

Only 7 per cent of teachers frequently offer guidance to colleagues from other schools.

The additional ‘open response’ comments made by teachers reinforce the importance for teachers of informal discussions between colleagues, both within their own school and across school networks or clusters, as a means of sharing professional knowledge and expertise. They also illustrate teachers’ willingness to share their expertise with newly qualified teachers and colleagues new to their school.

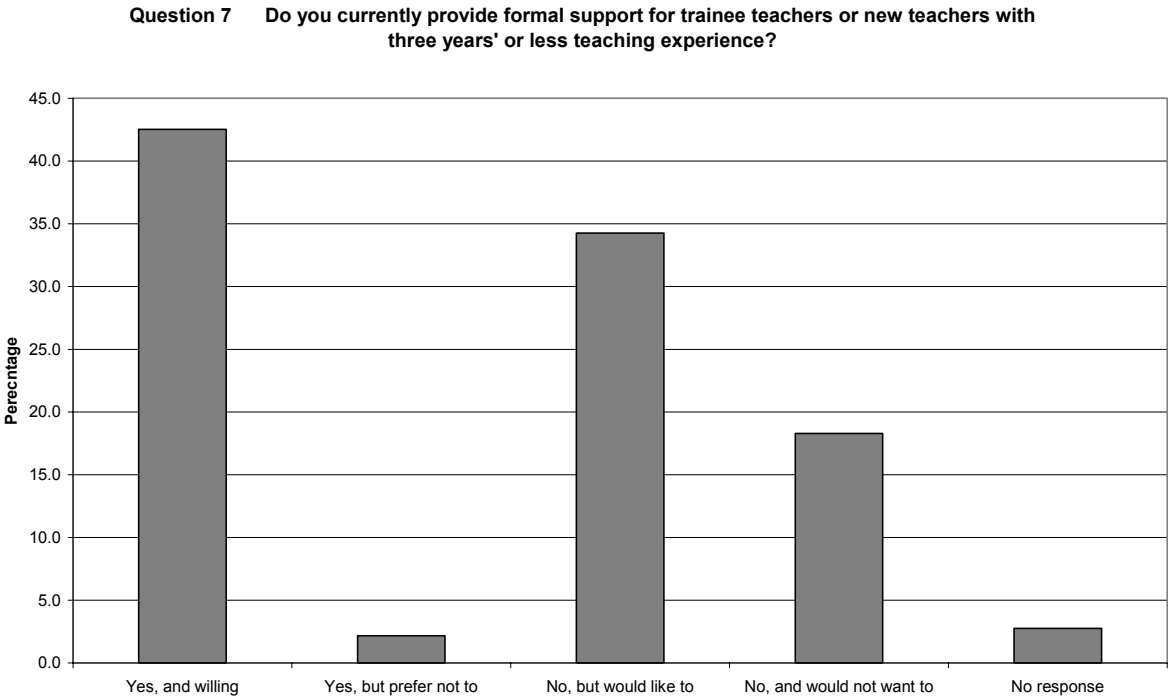
Using data held by NFER on school characteristics it is also possible to analyse the responses to this question in terms of the school context in which the respondent is working. Teachers in schools in more challenging circumstances are more likely to share their knowledge and expertise through additional in-service training provision and by offering guidance to other schools. These outcomes are statistically significant to at least the 0.05 level.

The findings demonstrate a high level of sharing of expertise and knowledge between teachers within the formal and informal professional structures of the school. It would appear that the sharing of expertise between schools is more limited. A cross-tabulation of the ways in which teachers share their knowledge and expertise against their age and length of service, variables drawn from the GTC Register of teachers, reveals that there are no major differences of profile except that, as might be expected, teachers in the 20-24 age band and those with fewer than five years’ service are less likely to be mentors and less likely frequently to share their knowledge in staff or department meetings.

2.2.4 Supporting trainee teachers

To find out more about the support provided to trainee teachers and to new teachers with three years' or less teaching experience, the questionnaire asks respondents whether they currently provide such formal support: 45 per cent confirm that they do this, while 52 per cent indicate that they do not. Consistent with the earlier findings regarding teachers' willingness to share their knowledge and expertise with others, most of those who provide such support are happy to do so; only two per cent indicate that they would prefer not to. Similarly, 34 per cent of the teachers do not provide such support at the moment but would like to in the future. Only 18 per cent of the respondents say they would prefer not to provide such support; the majority of this group are teachers with cross-school responsibilities without a teaching role, supply teachers, and class teachers. Of the latter category (i.e. those class teachers not providing formal support), almost twice as many say they would like to provide such support as say they are unwilling to do so. Responses to this question are shown in Figure 2.5 below.

Figure 2.5



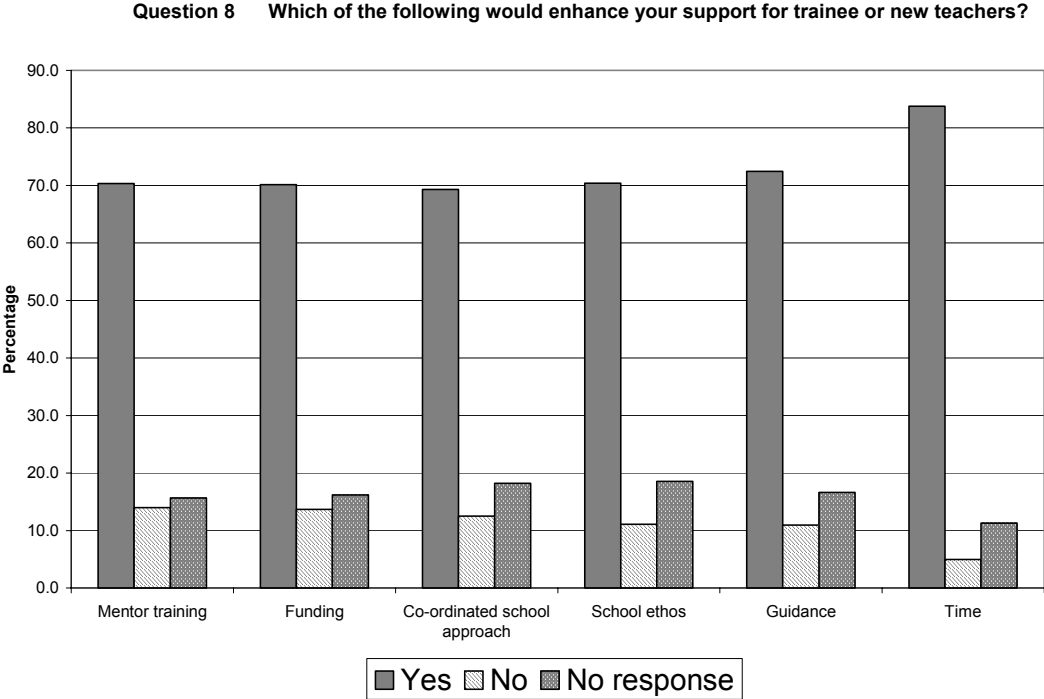
Further analysis of this question was undertaken using data on the GTC Register relating to the age of teachers and their length of service. Among those two per cent of respondents currently providing support, but preferring not to, teachers aged between 50 and 59 are over represented (39 per cent). The same age group is also over represented (45 per cent) in the 18 per cent of teachers who currently do not provide support and would not want to. Conversely, within the 50 to 59 age band, 37 per cent provide support and do so willingly and 28 per cent do not provide support but would like to.

Similar findings emerge when responses to this question are compared with length of service; the largest group of the two per cent who provide support, but would prefer not to, are of those teachers with between 25 and 29 years' service. The largest group of the 18 per cent who do not provide support and do not wish to are teachers with between 30 and 34 years' service.

Teachers were also asked how their support for trainee or new teachers could be enhanced. The responses (summarised in Figure 2.6) demonstrate a high level of enthusiasm for access to mentor training as a way in which more experienced teachers could enhance their support to trainee or new teachers (70 per cent) and a belief that more funding to support mentor training courses would be beneficial (70 per cent). Teachers also think that a more co-ordinated school approach to the provision of support would be helpful (69 per cent) as would a school ethos that encourages such support (70 per cent) and guidance regarding the needs of trainees and new teachers (72 per cent). The factor that most teachers say would enhance their support for trainee or new teachers, however, is the provision of ring-fenced or dedicated time (84 per cent).

Further analysis shows some statistically significant differences in patterns of response. The three areas where the difference is strongest are as follows. Female teachers are more likely than males to say that the listed forms of support would enhance their support for trainees or new teachers. This is true of all forms of support listed except one: funding to support mentor training courses. On this matter, only one group of teachers shows a differential response: those in the East of England. The third finding is that teachers with cross-school responsibilities but without a class teaching role are, perhaps not surprisingly, more likely than others to want a co-ordinated school approach to the provision of support.

Figure 2.6



Other significant findings that occur across three or four of the areas listed relate to secondary teachers and deputy heads. Secondary teachers are less likely to want four of the six areas listed: access to and funding for mentor training, a school ethos that encourages such support, and guidance regarding needs. No such finding obtains for a co-ordinated approach to provision or ring-fenced time. Deputy heads are less likely to want access to mentor training, a school ethos that encourages such support or guidance regarding needs. They show no differences from other respondents in terms of the other areas.

Comparing responses to Question 7 (Figure 2.5) with those to Question 8 shows that there are similar patterns across all six forms of support listed in Question 8 (Figure 2.6). In the case of each form of support, approximately 44 per cent of those who would like that form of support indicate that they currently provide formal support to trainee or new teachers and are willing to do so. A further 39 per cent, approximately, do not provide such support but would like to do so.

Conversely, of those saying that they would not like a particular form of support, approximately 25 per cent in each case say that they do not provide such support but would like to, while approximately 50 per cent in each case currently provide support to trainee or

new teachers and do so willingly. There are two exceptions: of those who do not want funding for mentor training or ring-fenced time for support, fewer than 50 per cent are presently providing support formally.

2.3 Professional development: summary

Teachers' main experience of professional development activities is working with colleagues within their own school. The majority of teachers do not feel that their professional development needs are met in full and almost a fifth have contributed financially to their own professional development in the last year.

There is a high level of sharing of expertise and knowledge between teachers within schools but sharing between schools is more limited.

On the whole, teachers are enthusiastic about sharing their knowledge and expertise with trainee or new teachers. Such support could be enhanced by mentor training, a more co-ordinated school approach and ethos to encourage such support, and guidance regarding the needs of trainees and new teachers. The factor that most teachers say would enhance their support for trainee or new teachers, however, is the provision of ring-fenced or dedicated time.

Chapter 3: Curriculum, assessment and pupil motivation

3.1 Introduction

Of the 20 questions in the questionnaire, three touch on curriculum and assessment issues, while a further two relate to motivating and inspiring pupils. On the first theme, the questions address the content of the curriculum (Question 10), the manner in which the curriculum is determined (Question 18) and the balance between supporting learning and measuring learning (Question 12). Regarding motivation and inspiration, teachers are asked which of a list of twelve strategies are currently used in their schools to foster motivation in pupils at risk of disengagement (Question 11). The final question (Question 13) in this area asks teachers to reflect on the most effective and inspirational lessons they have ever taught and to identify the main sources of their ideas for these lessons.

3.2 Findings

3.2.1 Curriculum and assessment

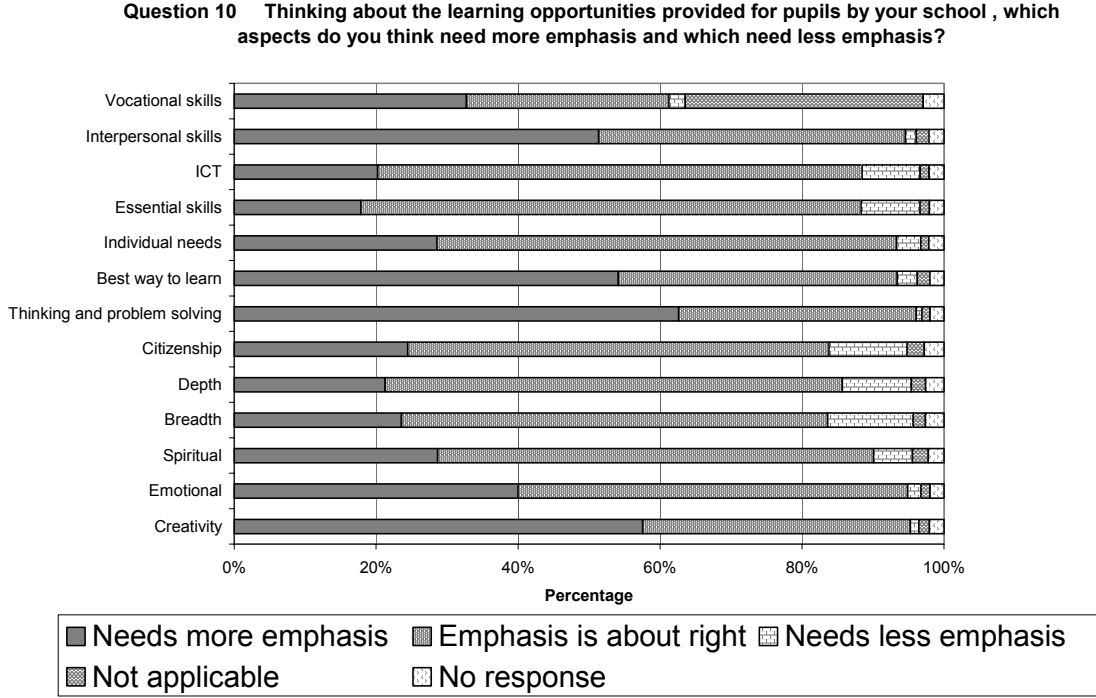
In Question 10, teachers are presented with a list of 13 different learning opportunities which might be experienced by pupils. They are asked to indicate which aspects need more emphasis in their school, which need less and which are not applicable. The response rate to this question was high (all but one per cent answered at least some part of the question), and Figure 3.1 below shows the spread of responses.

This shows that the majority of respondents feel that the learning opportunities identified are either sufficient in their schools, or need more emphasis. There are eight areas where most respondents indicate that the emphasis in their schools is about right. These are pupils' emotional development, their spiritual development, their individual needs, the breadth and depth of subjects studied, citizenship, essential literacy and numeracy skills, and information and communication technology (ICT) skills. In each of these cases, the second largest group of respondents indicates that these areas need more emphasis.

Conversely, there are four areas where most respondents indicate that more emphasis is needed. These are pupils' creativity, their interpersonal skills, developing their thinking and problem-solving skills, and helping them to understand the best way for them to learn. In

each of these cases, the second largest group of respondents indicates that the emphasis on these areas is about right.

Figure 3.1



One area shows a slightly different pattern: vocational education and employability skills. This area is rated by just over one third of respondents as being ‘not applicable’ to their school. Among those who indicate that this item is applicable, just under one third say that it needs more emphasis whilst slightly fewer feel that its emphasis is about right.

We see, therefore, broad agreement about the place of these 13 learning opportunities in the curriculum. In most cases, only a small proportion of respondents report that less emphasis is required. Exceptions are the breadth of subjects studied and citizenship, where 12 per cent and 11 per cent respectively feel that these areas could be given less emphasis. Similarly, almost 10 per cent feel that the depth of subjects studied needs less emphasis, while eight percent feel this of ICT and essential skills. Although the numbers wishing to see these areas receive less emphasis is smaller than the numbers wishing to give them greater emphasis, the minority in each case is sizeable.

With the exception of vocational skills, as referred to earlier, no more than 2.4 per cent of respondents indicate that the learning opportunities listed are not applicable to them. The reasons for teachers rating a learning opportunity as ‘not applicable’ are not discernible from the responses. However, it is possible that some will be due to an area not having a high profile in a respondent’s school; others may relate to a respondent’s terms of employment whereby, for example, a supply teacher might work in several schools which differ in the emphasis they place on the areas listed.

Further analysis of responses to Question 10 was carried out, according to teachers’ phase (secondary or primary), their length of service, their professional role and the school context in which they are working. The first of these areas shows significant differences between those considering that learning opportunities offer an appropriate emphasis and those who consider that they do not. In the case of eight of the 13 learning opportunities listed, the largest proportion of respondents in the ‘needs less emphasis’ category are secondary teachers. The areas where they form the largest proportion of respondents saying that less emphasis is necessary are: emotional development, spiritual development, citizenship, thinking skills, individual needs, helping pupils understand the best way for them to learn, and essential literacy and numeracy skills. It is important to note that this finding does **not** indicate that this was the most common response from secondary teachers; simply that, of those who did say that less emphasis was required for these areas, more were secondary teachers than were primary teachers.

Conversely, for many of the listed options, those who give a ‘needs more emphasis’ response are more likely to be primary than secondary teachers. This is true for the following areas: creativity, spiritual development, breadth of subjects studied, citizenship, and essential literacy and numeracy skills.

There are two main exceptions to these general trends. Firstly, among those teachers who consider breadth of subjects studied to be in need of less emphasis, more are primary teachers than secondary. Secondly, of those who consider that vocational skills have an appropriate emphasis or that they need more emphasis, more are secondary teachers than primary. This may not seem surprising considering that secondary pupils are more likely to engage in vocational education, but it is worth noting that, among those who answered that the area needs less emphasis, the proportions of primary and secondary teachers were equal.

Finally, it is also worth noting the areas that are represented in both of the trends identified above: spiritual development, citizenship, and essential literacy and numeracy skills. Among those who want more emphasis on all three of these areas, more are primary than secondary teachers; of those who want less emphasis, the converse is true. For citizenship, this may reflect the fact that it is a statutory subject at secondary level, but non-statutory at primary level.

As noted above, additional analysis was also carried out in relation to length of service bands. It was not possible, in most cases, to identify any significant trends, as the number of bands under consideration meant that several cells had smaller numbers of cases than required for reliable analysis. The main trend observed, both where it was possible to establish significance (three items only: pupils' spiritual development, citizenship and vocational skills) and where it was not, is that teachers who have served for 10 to 24 years or for more than 35 years were less likely than others to answer this question.

Factor analysis was conducted on Question 10 to identify statements that were being answered in similar ways. This identified three 'factors' as follows: creativity, thinking and the individual (encompassing the first, seventh, eighth, ninth and twelfth options on the list of learning opportunities supplied); emotional, spiritual and citizenship (encompassing the second, third and sixth options); and breadth and depth (encompassing the fourth and fifth options). Three options listed in the question did not correlate with the other variables and were modelled separately, giving six scales which were considered during this analysis. For each scale, a mean score was derived, based on a numerical value assigned to each response ('needs less emphasis' was assigned 1, 'emphasis is about right' was assigned 2 and 'needs more emphasis' was assigned 3). The mean scores were then used to compare the sample in terms of teachers' professional role.

The analysis showed that there were significant differences in the ways in which teachers at different levels in the career structure answered Question 10. In terms of creativity, thinking and the individual, the mean scores show that teachers feel the emphasis on these areas is somewhere between 'about right' and 'needing more emphasis'. Supply teachers are most satisfied with the status quo, while class teachers with special curricular or cross-curricular responsibilities want more emphasis on these areas.

For the second factor, emotional, spiritual and citizenship, those showing most satisfaction with the status quo are: advanced skills teachers, heads of department, assistant heads, class teachers, and class teachers with special responsibilities.

These teachers also band together on a second measure: vocational education and employability skills. In this case, they form an intermediate band, with only headteachers showing more satisfaction with the status quo. Those with cross-school responsibilities and those who gave an 'other' response were more likely to want more emphasis on this area.

No significant differences emerged for the breadth and depth factor, but the remaining two factors did show statistically significant differences. Once again, headteachers showed most satisfaction on one of these measures: essential literacy and numeracy skills, indicating that the balance is 'about right'. Heads of department, those with cross-school responsibilities and those who gave an 'other' response were more likely than others to want more emphasis on these skills.

Finally, ICT skills drew varied responses from different teachers. Advanced skills teachers feel that the emphasis on ICT is 'about right', while headteachers are more likely to want more emphasis on it.

Clearly, the emphasis that teachers place on different aspects of the curriculum and learning opportunities varies according to role, yet not in any discernibly consistent manner in terms of the opportunities identified here.

The final analysis on Question 10 concerns school context. Six of the 13 learning opportunities listed show no significant differences in the responses obtained. Of the remaining seven opportunities listed, six show a clear trend towards teachers from the more challenging schools being more likely to report that the opportunity is not applicable to their school. This applies to: creativity, emotional development, spiritual development, the breadth and depth of subjects studied, and helping pupils understand the best way for them to learn. For the seventh opportunity, citizenship, teachers from the more challenging schools report that they **either** consider it not applicable **or** that they feel it needs more emphasis.

Teachers from the less challenging schools tend to consider that the balance in creativity, emotional development and spiritual development is about right, while citizenship needs less emphasis.

In relation to the question of how the curriculum should be determined (Question 18), broad agreement emerges. Four options are given, stating that teachers should determine the curriculum: at classroom level; at school level in partnership with governors and parents; at the local level with the LEA and the wider community; and at the national level with government and its agencies. A broad pattern of agreement with each of the four options listed was given, with a minority in each case disagreeing with the proposition. All but 80 teachers (2 per cent) responded to at least some part of this question and their responses are detailed in Table 3.1.

Table 3.1

Question 18 Please indicate the extent to which you agree or disagree with each of the following statements.

Teachers should determine the curriculum at	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	No response	Total
	%	%	%	%	%	%	%
Classroom level	36.9	27.8	8.4	18.5	5.1	3.2	100.0
School level	28.9	42.1	11.3	11.2	3.0	3.4	100.0
Local level	16.2	43.7	21.4	12.0	2.8	3.8	100.0
National level	18.7	36.7	20.0	15.1	5.8	3.7	100.0

N = 4370

*A series of single response items
 Due to rounding errors, percentages may not sum to 100
 A total of 4290 respondents gave a valid response to at least one of these items*

The second proposal is the most popular of the four options. It proposes that teachers should determine the curriculum at school level in partnership with governors and parents, and this idea gains approval from 71 per cent of teachers. The least popular proposal is that teachers should determine the curriculum at national level in partnership with government and its agencies. Even so, 55 per cent of teachers agree with this statement, indicating that there is widespread support for teacher involvement in determining the curriculum, regardless of which other agencies are involved. It is worth noting, however, that approximately one fifth of teachers are undecided about whether teachers should be involved in determining the

curriculum at local or national level, whilst a similar proportion disagrees that teachers should determine the curriculum at national level. A slightly higher proportion (24 per cent) disagrees that teachers should determine the curriculum at their own classroom level, although 65 per cent believe that they should. It is worth noting that teachers do not seem to regard the four options listed as mutually exclusive: the response figures indicate that teachers are willing to indicate agreement with more than one of the options presented and presumably, therefore, willing to consider that the curriculum might be determined at a number of interlocking levels. Taken overall, these findings suggest that the principle of shared responsibility for the curriculum seems to have been generally accepted and that teachers are willing to consider different levels at which they might offer their views.

This question was also subject to additional analysis by professional role, to establish whether views regarding the determination of the curriculum varied by role. Once again, factor analysis was employed. Analysis of variance (ANOVA) shows that there are significant differences in the pattern of responses on two of the four statements (concerning determination of the curriculum at classroom level and local level) but not on the others (school level and national level). However, Duncan tests show one significant difference at the national level: advanced skills teachers are more likely than supply teachers to feel that the curriculum should be determined at the national level.

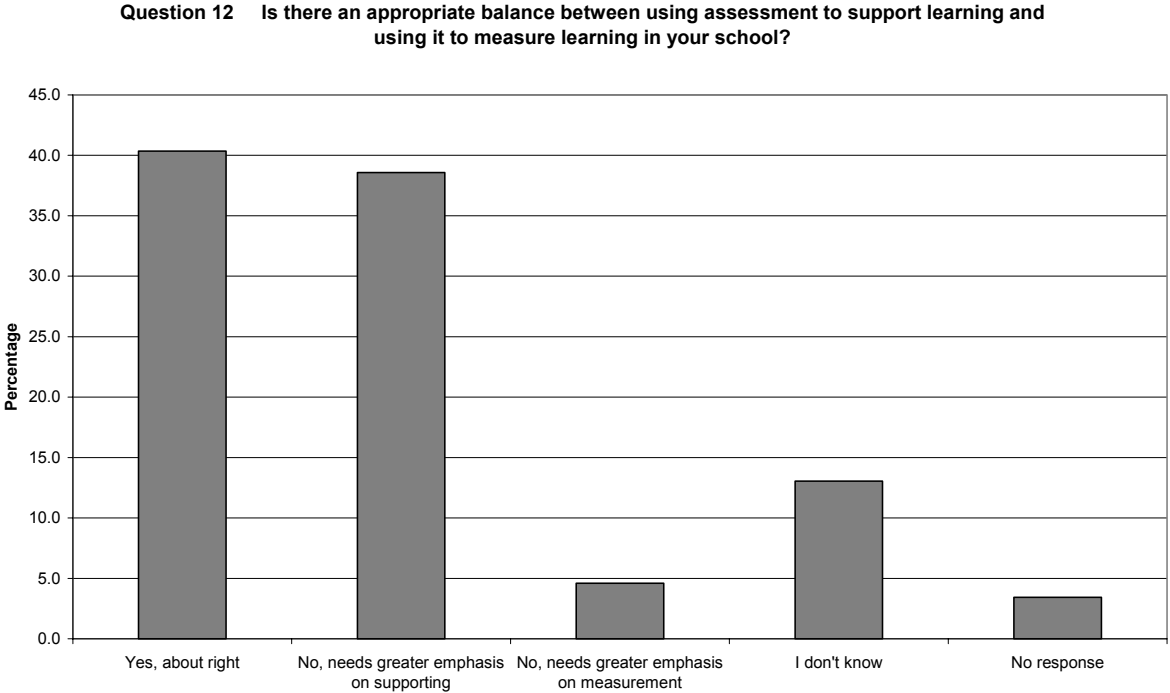
Regarding the determination of the curriculum at the classroom level, class teachers, supply teachers and advanced skills teachers indicate agreement with the proposition that the curriculum should be determined at the classroom level, while headteachers tend towards being 'not sure'.

The lowest mean score for curriculum determination at the local level comes from supply teachers, midway between 'not sure' and 'agree'. The highest score in this case comes from those who did not tick a box, but gave a professional role other than those listed. These teachers are more likely to agree with the proposition.

Although teachers are in broad agreement over curriculum determination, there is less agreement regarding national curriculum assessment. This has two branches: externally-set national tests at the end of the first three key stages, and internal teacher assessment. Although these branches were designed to complement each other, previous research suggests

that many teachers perceive a tension between the two forms of assessment. Question 12 asks teachers to say whether, in their school, there is an appropriate balance between using assessment to **support** learning and using it to **measure** learning. Forty per cent of respondents report that the balance is about right, narrowly ahead of those (39 per cent) who feel that there needs to be a greater emphasis on supporting learning. Several teachers (78, or 2 per cent of the sample as a whole) chose to comment on this latter aspect of external testing in Question 20, which invited respondents to ‘use this space for any other comments you wish to make’. These teachers’ comments relate to their wish to see external testing and/or performance tables either abolished or reduced. In contrast, however, there are those who report, in response to Question 12, that the measurement of learning needs more emphasis in their school (5 per cent). A further 13 per cent are unsure. Responses to Question 12 are summarised in Figure 3.2 below.

Figure 3.2



Further analysis of Question 12 was conducted to establish whether there were any different patterns of response between teachers in primary and secondary schools, between those working in different school contexts, or between those with different lengths of service. This produced findings significant to the 0.001 level. The analysis shows that primary teachers are

more likely than secondary teachers to report that the balance between using assessment to support learning and to measure it is about right. A larger percentage of secondary teachers (47 per cent against 37 per cent of primary teachers) report that there needs to be a greater emphasis on supporting learning. The proportions of primary and secondary teachers feeling that there should be more emphasis on measuring learning are similar, while secondary teachers are more likely than primary teachers to say that they ‘don’t know’ whether the balance is appropriate.

In relation to length of service, significant differences also occur. The findings show that, amongst teachers with up to 14 years of service, the largest proportion in each band states that the balance of assessment is about right. This is also true of teachers with 25 years’ service or more, whilst teachers with between 15 and 24 years’ service are more likely to say that assessment to support learning needs greater emphasis. In some cases, the difference in the percentage of teachers stating each of these opinions is quite small and in all bands a minority states either that there should be more measurement or that they don’t know. Nevertheless, the relative proportions of each age group answering in each category clearly fit the trend described above.

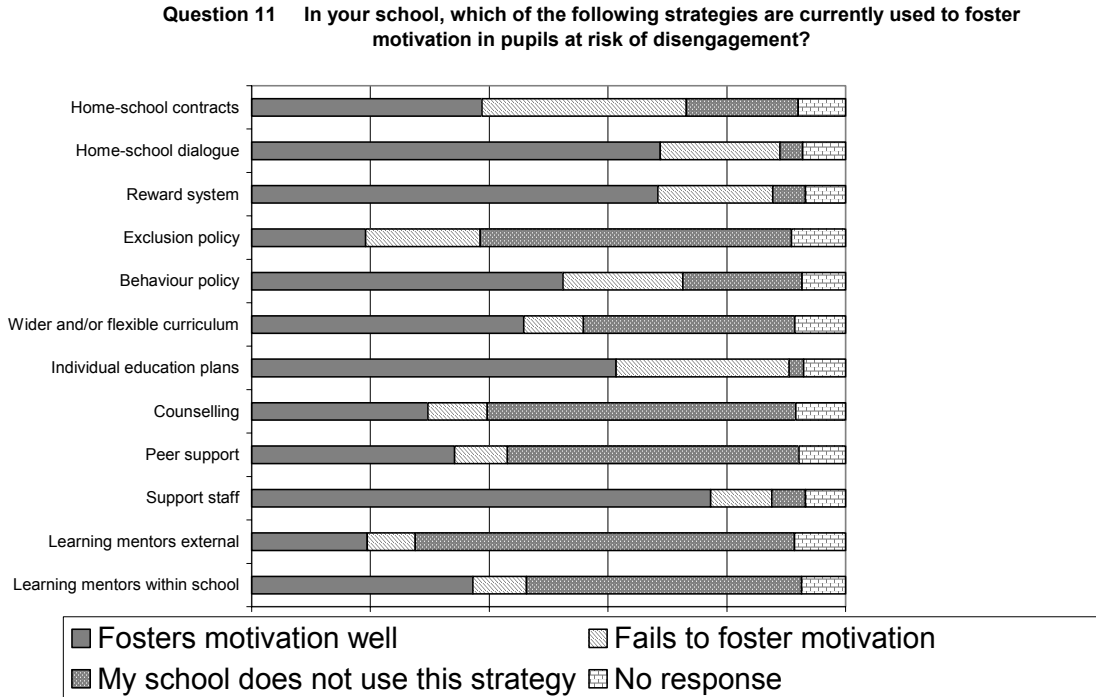
Statistically significant differences also emerge in terms of the varied school contexts in which teachers work. Teachers who reply that the balance of assessment to support and measure learning is about right or that they don’t know tend to work in less challenging schools, while those who feel that there should be a greater emphasis on the measurement of learning tend to work in more challenging circumstances. This is perhaps a counter-intuitive finding, as the expectation might be that those in more challenging circumstances might want less measurement of learning. Nevertheless, this is a statistically significant finding, showing a clear difference between the two groups.

3.2.2 Motivation and inspiration

In Question 11, teachers are asked which of 12 given strategies are used in their school to foster motivation in pupils at risk of disengagement. Two types of information are obtained from their responses: an insight into which strategies are most prevalent, and a measure of the extent to which teachers feel that the strategies used are effective. All but 193 teachers (4.4

per cent) responded to at least some part of this question and the findings are summarised in Figure 3.3 below.

Figure 3.3



Among those who responded, the most widely-used strategies are, in order of popularity, individual education plans, home-school dialogue, a reward system and contributions from support staff. These are used by between 88 and 91 per cent of the sample as a whole (and by between 94 and 97 per cent of those who answered this question). The popularity of these strategies is closely followed by that of home-school contracts (73 per cent of the sample as a whole) and a high-profile behaviour policy (72 per cent of the sample).

In the case of all six of these strategies, the largest group of respondents to each item feels that the given strategy is effective in fostering motivation. For five of these six strategies, the percentage of the sample using the strategy and considering that it fosters motivation well ranges from 52 per cent (a high-profile behaviour strategy) to 77 per cent (contributions from support staff). This is in contrast to the smaller number of respondents who use the strategy yet consider that it fails to foster motivation (from 10 per cent for contributions from support

staff to 29 per cent for individual education plans). In the case of the sixth strategy (home-school contracts), a more ambivalent response was obtained: 39 per cent of the sample uses the strategy and considers that it fosters motivation well, whilst 34 per cent use the strategy yet consider that it fails to foster motivation.

In the case of five strategies, the largest group of respondents to each indicates that the given strategy is not used in their school. The use of learning mentors is limited, with 64 per cent not using mentors from external sources and 46 per cent not using mentors from within the school. Similarly, 52 per cent of teachers do not use counselling services and 52 per cent do not use a high-profile exclusion policy. Finally, 49 per cent do not use a peer support system.

In four of these five cases, however, the second largest group of respondents indicates that their school uses the strategy and that it fosters motivation well. For mentoring, 37 per cent of the sample report that their school uses internal mentors and that this fosters motivation well, while 20 per cent report similar satisfaction with the use of external mentors. Peer support systems and a counselling service are considered effective by 34 per cent and 30 per cent respectively. In each case, this is greater than the proportion who use the strategy but consider that it fails to foster motivation. This suggests that there might be some benefit in expanding the range of support strategies currently in use in some schools.

There is one exception to this pattern. Whilst the largest percentage responding to the item about a high-profile exclusion policy do not use such a policy, those who use it are evenly split regarding its effectiveness: 19 per cent consider that it fosters motivation well, while a further 19 per cent consider that it does not.

Further analysis was conducted on the findings from this question to establish whether primary teachers and secondary teachers differ in their responses. The main finding is that, where a strategy is used by more teachers in one phase than another, it is generally used more by teachers in secondary schools. This is true for seven of the 12 strategies listed: learning mentors from within and beyond the school, peer support systems, counselling services, a wider and/or more flexible curriculum, and high-profile behaviour and exclusions policies. This is not to say that primary schools do not use these strategies; simply that they are more commonly used in secondary schools. In the case of the other strategies, levels of usage are similar.

Interestingly, although primary schools use these strategies less than secondary schools, primary teachers are more likely to feel that the strategies they use are effective. In the case of all but two of the 12 strategies, the majority of teachers in both sectors feel that the strategy fosters motivation well. However, for many strategies, the percentage of primary teachers thinking that the strategy works well is higher than the percentage of secondary teachers thinking thus.

Differences are noticeable for the following strategies: contributions from support staff, individual education plans, a high-profile behaviour policy, reward systems, home-school dialogue and home-school contracts. In all of these cases, primary teachers who use the strategy are more likely to say that it works well than are secondary teachers who use it.

Two exceptions to this trend are peer support systems and offering a wider and/or more flexible curriculum. In each of these cases, similar proportions of primary and secondary teachers using the strategy think it works well at fostering motivation, but more secondary than primary teachers believe that it fails to do so.

The remaining two strategies fit neither pattern of response. These are counselling services, and a high-profile exclusion policy. In each of these cases, usage in secondary schools is much higher than in primary schools. In the case of counselling services, more teachers using the strategy in both phases think that the service fosters motivation well, compared with those who think it fails to do so. In the case of the high-profile exclusion policy, teachers in both phases who use the strategy are fairly evenly divided between those who think it works well and those who feel it does not.

The final analysis conducted on Question 11 was regression analysis of responses in relation to the school contexts in which the respondents work. For eight of the strategies listed in Question 11, responses are polarised: in most cases, the strategies are used by schools in more challenging circumstances, while those in less challenging circumstances are more likely to not use them. Among those who use the strategies, there is generally no difference in terms of challenging circumstances between those who find them motivating and those who do not.

There are three clear exceptions to these general trends. For peer support systems and home-school dialogue, those who answer **either** that they do not use the strategy **or** that they use it and it fosters motivation well are drawn from schools in less challenging circumstances, while only those who use the strategy but feel that it does not foster motivation tend to work in schools in more challenging circumstances. For home-school contracts, those who report using the strategy and finding that it fosters motivation well tend to be drawn from the schools in less challenging circumstances, while those who feel that the strategy fails to foster motivation or who do not use it, tend to come from the schools in more challenging circumstances. These findings are all significant to the 0.01 level.

Three of the four strategies show no differential pattern in responses on the school context measure. These are: counselling services, individual education plans and offering a wider and/or more flexible curriculum.

The remaining strategy, use of learning mentors from sources external to the school, shows responses in three groups, whereby teachers whose schools do not use this strategy tend to come from less challenging schools, those who use the strategy but feel that it fails to foster motivation tend to come from slightly more challenging schools (just above the mean), and those who feel that the strategy fosters motivation well come from more challenging schools again.

Clearly, motivation is important not just for those at risk of disengagement (the subject of question 11) but for all pupils. Question 13, therefore, asks teachers about the main sources of their ideas for their most effective and inspirational lessons. Twelve possible sources are listed, and teachers are asked to tick as many as apply to them. The responses are shown in Table 3.2 below. Teachers are also given the opportunity to add other ideas not included in the list and these are summarised below.

This question gained a high response rate, with only 44 teachers (1 per cent) not answering any part of it. Table 3.4 shows that more teachers (79 per cent of the sample) gain their 'good ideas' through interactions with pupils than by any other means. This finding illustrates the importance of the teacher-pupil relationship. The second most common source of inspiration is reflection (78 per cent), followed by talking with colleagues (61 per cent) and subject specific events or activities (60 per cent). A smaller but nevertheless sizeable number of

teachers gain ideas for their most effective and inspirational lessons through interactions or events in their personal life and through observing the practice of colleagues (49 per cent respectively). Reading and broadcast media play their part, as do formal training opportunities, with these inspiring ideas for 36 per cent and 30 per cent of teachers respectively, while the internet is a main source for almost a quarter of respondents. Even the least-chosen options, higher degree courses and feedback from parents, attract 11 per cent of responses, showing that they are useful sources for a minority. Taken as a whole, these findings show that teachers' lessons are influenced by many different stimuli, and this conclusion is reinforced by the fact that six per cent of teachers identify sources other than those listed. In some cases, these extend the listed options; in other cases, they add to them. Many are directly related to school-life, though many are not. The additional responses given include: an intuitive understanding of pupils and their needs, personal hobbies and interests, personal experience outside the profession, and knowledge about what works, gained through trial and error or experience.

Table 3.2

Question 13 Thinking about the most effective and inspirational lessons you have ever taught, what were the main sources for your ideas?

	Count	Percentage
		%
Interactions with pupils	3436	78.6
Reflecting	3419	78.2
Talking with colleagues	2655	60.8
Subject specific events	2619	59.9
Observing colleagues	2132	48.8
Personal life	2132	48.8
Reading or broadcast media	1554	35.6
Formal training opportunities	1305	29.9
Internet	1013	23.2
Professional conversations	694	15.9
Higher degree course	499	11.4
Feedback from parents	484	11.1
Other	247	5.7
No response	44	1.0
N=4370		

*More than one answer could be put forward so percentages do not sum to 100
4326 respondents answered this question*

Responses to Question 13 vary somewhat according to age and length of teaching service. Inevitably, there is some overlap between these two variables, but the distribution of responses is not identical, reflecting the fact that many teachers join the profession as mature entrants.

The age band analysis shows four areas in which teachers vary in their responses, while the length of service variable shows these four plus a fifth area. The four common areas are: a higher degree course or equivalent, feedback from parents, the internet and 'other' responses. The fifth area, which only varies on the length of service variable, is professional conversations with LEA consultants or academics. This draws slightly more responses than might have been expected from teachers with 5 to 9 years' experience.

The data for higher degree courses or equivalent show one difference only according to length of service: those with 25 to 29 years' service are less likely to list this aspect than might have been expected given their pattern of responses on other questions. Interestingly, teachers aged 25-29 give this response more often than might have been expected, which may broadly correspond with those who have 5 to 9 years' experience (i.e. those who are more likely to use ideas from conversations with consultants or academics), but there is no difference for teachers aged over 40 (i.e. those most likely to have 25 to 29 years of service behind them).

Feedback from parents is listed as a source for effective and inspirational lessons by more teachers in the higher age and service bands than might have been expected and by fewer of those in the lower bands. Thus, more than expected 50 to 66 year olds and more of those with 25 to 29 years' service give feedback from parents as a source of ideas, while fewer than expected 25 to 39 year olds and fewer with less than 10 years' experience do so.

The picture for the internet is almost the converse. In statistical terms, more than expected 25 to 29 year olds and more of those with less than 10 years' service list the internet as a source of ideas, while fewer than expected teachers aged 50 to 59 and fewer of those with 20 to 24 years' service do so. However, use of the internet for accessing ideas is not the exclusive preserve of the younger teachers. The number of those aged 60 or over giving the internet as a response, though small, is in proportion with their answers on other parts of this question.

Finally, those who give answers other than those listed show some differences in their patterns of response. Fewer of these answers than expected came from teachers with less than 10 years' service, while more than expected came from those with 25 to 29 years' service. Similar findings emerged in the age analysis, though the differences were less well defined. These findings suggest that greater experience as a teacher broadens the range of sources on which teachers can draw in making their lessons effective and inspirational.

Further analysis was also conducted according to the phase in which respondents teach (primary or secondary). This shows similar results to those obtained for age and length of service. More than expected primary teachers list a higher degree course or equivalent as a source for ideas, or list ideas other than those given. The same is true for professional conversations with LEA consultants or academics and for feedback from parents. Conversely, fewer than expected secondary teachers list these latter two as sources of ideas for effective or inspirational lessons.

3.3 Curriculum, assessment and pupil motivation: summary

The majority of respondents feel that the following learning opportunities provided for pupils are sufficient in their schools: pupils' emotional development, spiritual development, their individual needs, the breadth and depth of subjects studied, citizenship, essential literacy and numeracy skills, and information and communication technology (ICT) skills. There are four areas where most respondents indicate that more emphasis is needed: creativity, their interpersonal skills, developing their thinking and problem-solving skills, and helping them to understand the best way for them to learn.

In relation to the question of how the curriculum should be determined (that teachers should determine the curriculum: at classroom level; at school level in partnership with governors and parents; at the local level with the LEA and the wider community; and at the national level with government and its agencies) there was a broad pattern of agreement with each. Taken overall, these findings suggest that the principle of shared responsibility for the curriculum seems to have been generally accepted and that teachers are willing to consider different levels at which this shared responsibility could operate.

With regard to national curriculum assessment, the outcomes of the survey show that opinions vary on the appropriateness of the balance between using assessment to support learning and using it to measure learning.

Teachers were asked which strategies were used in their schools to foster motivation in pupils at risk of disengagement and whether they were successful. The most widely-used strategies are individual education plans, home-school dialogue, a reward system and contributions from support staff, home-school contracts, and a high-profile behaviour policy. All six of these strategies were considered, by a majority, to be effective in fostering motivation.

The main sources of teachers' ideas for their most effective and inspirational lessons are through interactions with pupils, reflection on their own practice, talking with colleagues, and subject specific events or activities. A smaller but nevertheless sizeable number of teachers gain ideas for their most effective and inspirational lessons through interactions or events in their personal life and through observing the practice of colleagues.

Chapter 4: Teaching as a career

4.1 Introduction

A number of questions are included in the survey to find out about teaching as a career. Respondents are asked what advice they would give to someone who was considering entering the profession (Question 19), what encourages them to stay in teaching (Question 9), how they would like to see their teaching career developing in the future (Question 15) and the level of support they experience in helping them to develop their career (Question 2). They are also asked which government initiatives are helping them to make a difference in improving education (Question 14). Percentages in the text are of the 4370 questionnaires unless described otherwise.

4.2 Findings

4.2.1 Advice to prospective teachers

In Question 19, the penultimate question, respondents are asked what advice they would give to someone who was considering entering the profession. This is an ‘open response’ question which enables teachers to give whatever advice they think is appropriate and to make whatever comment they wish. The coding frame allows for up to five different comments to be recorded from each teacher returning a questionnaire and most (87 per cent of the total of 4370 questionnaires returned) took the opportunity to record their advice. In total, 7392 comments were coded from 3795 questionnaires. This is a high response rate for an open response question, giving some indication of teachers’ strength of feeling about the comments made.

The most common advice is that teaching is a rewarding, exciting and fulfilling career (20 per cent of the total of those questionnaires returned). It is, however, a demanding career which requires hard work (20 per cent) and, as a consequence, anyone thinking about entering the profession should make a positive choice to do so rather than enter it because they can’t think of anything else to do (17 per cent). These are the three pieces of advice most commonly given in response to this question. Other advice is that anyone considering teaching as a career should think carefully and choose the right age group and/or subject area for them to teach before making a decision (8 per cent); should research their decision and make sure they choose the right school and that they should, if possible, spend time in a school first (8 per cent). Other advice to a prospective teacher is that they should ‘keep a life’ outside school

and learn how to maintain an appropriate work-life balance (8 per cent). Many teachers suggest someone considering entering the profession should be prepared to try it for a period (5 per cent) or consider going into it as a second career (2 per cent).

The responses also create a profile of the qualities needed for a career in teaching. Unsurprisingly, respondents note that a teacher needs to be interested in children and young people (10 per cent) and, in addition, needs to be flexible, ready for anything and able to handle change (7 per cent). A teacher needs a sense of humour to remain positive and maintain their energy and enthusiasm (6 per cent); needs to be resilient (4 per cent); and able to handle stress (3 per cent). Being a teacher involves mastering the professional skills of the job, including being organised (3 per cent); being able to handle challenging children (3 per cent); and involves working as part of a team (2 per cent). Additional qualities identified by the respondents to the questionnaire include the need to be able to persevere and handle both successes and failures (2 per cent); and the need to be self-controlled and in control of one's own emotions (1 per cent).

Not all teachers are positive about recommending the profession to others. In response to what advice they would give to someone thinking about entering the profession, a number simply say 'don't' or make a similar negative comment (10 per cent). For many, a consequence of the profession is that it puts pressures on home relationships and takes over their life (11 per cent). Many complain that there is too much paperwork and bureaucracy (8 per cent) and that as a teacher there will be very little or no free time during the working day (2 per cent). Others think that teachers are unsupported, undervalued, unappreciated and blamed for problems outside their control (6 per cent).

Many of these negative comments are replicated by responses to Question 20, an open-response question inviting any other comments. A total of 4011 comments were coded from 1885 separate responses to Question 20. The following are relatively common responses, similar to responses given in Question 19. Six per cent of the respondents think that there is too much bureaucracy and paperwork in the profession, three per cent say they are tired and worn out and a similar percentage say that work/life balance is difficult. Four per cent feel that more attention is needed to strategies for dealing with disaffected young people and three per cent think that teachers need more support in the classroom. Five per cent think that more money, a better pay structure and conditions of service are needed to attract new entrants into

the profession and three per cent think the morale of the profession is low and needs to be improved.

Cross tabulating professional role (Question 1) with those responses from Question 19 that are discouraging to new entrants to the profession ('code 23' responses) and with those responses that are encouraging to new entrants ('code 1' responses), no clear pattern emerges. Within each professional group, similar percentages of teachers make discouraging comments as make encouraging ones. Three groups appear to differ slightly from this pattern, but it is not possible to say whether these differences are statistically significant. The apparent differences are that class teachers with special responsibilities and heads of department seem more likely to make discouraging than encouraging comments, while class teachers seem more likely to make encouraging than discouraging comments. In each case, however, the differences are small.

4.2.2 Staying in teaching

Teachers were asked (Question 9) what encourages them to stay in teaching. They were asked to indicate their level of agreement, on a five-point scale ranging from 'strongly agree' to 'strongly disagree', to a series of statements; they were also invited to add other things that encourage them to stay in teaching by means of an open-response question. Their responses are summarised in Table 4.1 below. Percentages in the text refer to the proportion of the 4370 questionnaires received.

The reasons that encourage teachers to stay in teaching are unquestionably centred on the children and young people themselves. A resounding 96 per cent either strongly agree (73 per cent) or agree (23 per cent) that they enjoy working with the pupils and being involved in their development and 91 per cent either strongly agree (50 per cent) or agree (42 per cent) that they are committed to increasing pupil achievement and raising standards.

Enthusiasm for their subject or specialist area encourages 88 per cent of the teachers (49 per cent strongly agree), enjoyment of the variety of the work encourages 89 per cent (43 per cent strongly agree), and the rewarding nature of the work encourages 83 per cent of teachers (45 per cent strongly agree) to stay in teaching. Teachers are also encouraged to stay in teaching because they value the working arrangements (76 per cent agree or strongly agree), because

they feel they are making a contribution to the profession (76 per cent agree or strongly agree), because they work in a supportive school environment (70 per cent agree or strongly agree), and because they feel they can make a difference to society (70 per cent agree or strongly agree).

The least motivating factor appears to be career development opportunities, with only 38 per cent saying that this is what encourages them to stay in teaching.

Table 4.1
Question 9 What encourages you to stay in teaching?

	Strongly agree %	Agree %	Not sure %	Disagree %	Strongly disagree %	No response %	Total %
Working with the pupils	73.0	23.2	1.3	0.4	0.1	1.9	100.0
Career development	5.2	33.0	22.9	25.4	9.3	4.2	100.0
Variety	42.7	46.0	4.6	3.6	0.8	2.4	100.0
Make a difference	26.6	43.0	19.5	6.4	1.8	2.7	100.0
Supportive school	29.1	40.6	14.2	9.2	4.0	2.9	100.0
Make a contribution	27.3	48.4	16.0	4.5	1.2	2.7	100.0
Subject/specialist area	49.0	38.5	6.4	2.4	0.5	3.2	100.0
Job security	22.3	44.5	15.8	9.4	4.8	3.1	100.0
Achievement and standards	49.6	41.5	4.9	1.1	0.5	2.6	100.0
Rewarding	45.0	38.4	9.7	3.4	1.1	2.4	100.0
Working arrangements	32.4	43.8	10.5	7.6	2.7	3.1	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4315 respondents gave a valid response to at least one of these items

There were 467 questionnaires with additional comments in the open-response part of this question. The largest group of these record negative features of teaching: 23 per cent of the 467 comments (just over 2 per cent of the 4370 questionnaires) refer to the stress of teaching, the long hours and the very demanding nature of the profession. In contrast, the second largest group of responses (15 per cent, or just under 2 per cent of the total 4370

questionnaires) specifically refer to a personal commitment and sense of vocation to the education of young people.

By assigning a numeric score to each category of the Question 9 agreement scale from strongly agree (5) to strongly disagree (1), and by the application of factor analysis techniques, it was possible to identify two underlying factors that encourage respondents to stay in teaching. The first is concerned with job security, career, and working arrangements; the second with the nature of the work itself, a commitment to young people and the educative process. These two factors account for 46 per cent of the observed variance, with the first accounting for 31 per cent and the second for a further 16 per cent. The mean scores for these factors for all respondents is 3.6 and 4.3 respectively confirming that the nature of the work itself, a commitment to young people and the educative process encourages teachers to stay in teaching more than job security, career, and working arrangements. Both factors, however, are exerting a positive influence on teachers' decisions to remain in teaching.

Using these factors, and cross-tabulating outcomes with Question 1 (teaching role), it is possible to detect a pattern which suggests that the senior staff in schools are more strongly encouraged by both factors than are less senior staff. Regression analysis supports this finding and also shows that females are more strongly encouraged by these factors than are males and that the trend for females strengthens slightly with age. However, the reverse is true of age in isolation; as teachers in general become older, they become slightly less motivated by these factors. Secondary teachers are also less encouraged by these factors than are primary teachers.

4.2.3 Career development

Question 15 asked teachers how they would wish to see their career developing in the future. They were asked to indicate, on a five-point scale ranging from 'strongly agree' to 'strongly disagree', the extent to which they saw themselves in each of a number of roles. Table 4.2 summarises their responses.

The overwhelming majority of teachers (73 per cent) either agree (32 per cent) or strongly agree (41 per cent) with the proposition that they see themselves developing and strengthening their practice as a classroom teacher. Almost 48 per cent see themselves developing their career by mentoring/coaching colleagues and 41 per cent see themselves in a

subject or year group leadership role in the future. A senior management role is a scenario for career development for 31 per cent with 18 per cent strongly agreeing that this is how they see themselves. It is of note, however, that 51 per cent either disagree (18 per cent) or strongly disagree (33 per cent) with the proposition that they see themselves as a headteacher. Calculating mean scores to indicate the level of agreement of teachers in different professional roles shows that only two groups, assistant headteachers and deputy headteachers, state a positive agreement to the proposition that they wish their teaching career to develop in this way.

Table 4.2

Question 15 How would you wish to see your teaching career develop in the future?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	No response	Total
	%	%	%	%	%	%	%	%
Developing practice	41.1	32.1	4.3	2.7	1.2	11.0	7.6	100.0
Subject leadership	22.0	18.8	11.2	8.9	5.3	22.9	10.9	100.0
Cross-curricular leadership	8.6	9.1	18.0	18.8	10.9	21.9	12.6	100.0
Pastoral support	8.1	13.5	18.4	16.7	9.7	20.4	13.2	100.0
Mentoring / coaching	17.1	31.2	17.6	8.5	4.3	10.0	11.4	100.0
AST	6.1	7.8	22.5	17.4	11.9	19.5	14.9	100.0
Senior management	18.2	12.8	13.2	15.8	13.2	14.7	12.2	100.0
Headteacher	7.3	2.5	9.9	18.2	33.2	14.9	14.0	100.0
Advisory / support	7.2	10.9	20.7	16.2	19.9	11.9	13.2	100.0
Training educators	11.1	18.0	21.7	13.3	13.1	10.3	12.5	100.0
Transition	18.1	14.8	12.6	13.7	13.4	15.8	11.6	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4249 respondents gave a valid response to at least one of these items

For 32 per cent of the teachers, planning for transition, for example into retirement, is of significance; it is a finding supported by the two most commonly-made types of comment in the open-ended part of this question where 21 per cent of the 525 teachers making a comment (3 per cent of the 4370 teacher responses) are considering changing career and leaving the profession and a further 17 per cent of the 525 teachers making a comment (2 per cent of the 4370 questionnaires) have retired, or are about to do so.

The technique of factor analysis was applied to aid the further interpretation of this question, as described above, by assigning a numeric score to the agreement scale. Four underlying factors were identified, accounting for 69 per cent of the variance, of how respondents saw their careers developing in the future. These four factors are: training and supporting other teachers (comprising the fifth, sixth, ninth and tenth statements from the question); pastoral or cross-curricular role (third and fourth statements); developing present position (first two statements); and managerial role (seventh and eighth statements). The final statement, about planning for transition, was treated as a separate variable.

These four factors along with the fifth variable were cross tabulated with professional role (Question 1). The distinct trend was for respondents in all roles to rate developing and strengthening their professional skills as their highest priority. The only exceptions were headteachers and deputy headteachers who wish to develop further their management role, while assistant heads wish to develop both roles.

These cross-tabulation findings are reinforced by the results of factor analysis, which was carried out on the four factors and the fifth variable. This shows that all groups are, on average, positive about developing their current role, with heads of department most strongly agreeing that they want to develop in this way, followed by advanced skills teachers and class-teachers with special responsibilities. Among those who wish to develop in a managerial capacity, deputy heads are prominent, followed by headteachers and assistant headteachers.

Advanced skills teachers are more likely than others to agree that they want to develop their career in terms of training or supporting other teachers. The pastoral role scenario is most highly rated by those with cross-school responsibilities, followed by those in senior roles

(heads, deputy heads and assistant heads; those who define their role in 'other' terms were also included in this group).

Mean scores for 'planning for transition' are lower than those for other statements, ranging from 2.68 (class teachers) to 3.93 (head teachers), indicating that headteachers are significantly more likely than class teachers to want to plan for transition.

All reported findings from the regression analysis are significant to the 0.05 level.

Findings from Question 15 were cross-tabulated with responses to Questions 4 and 5, which ask whether teachers feel that their professional development needs have been met in the last 12 months and whether they have personally funded any of their professional development. It was not possible to run Chi-square tests of significance for these analyses. Nevertheless, a trend is apparent, whereby those who consider their needs have been met fully are likely to give a higher 'agreement' rating to each proposal regarding potential future career directions than are those whose needs have been met to some extent. In general, both of these groups score more highly than do those who consider their needs have not been met.

A similar trend emerges in relation to personal funding of professional development. Teachers who have funded their own development give a higher agreement rating, on average, to each of the possible future directions listed, than do those who have not funded their own development. The exception to this trend is developing and strengthening practice, where agreement scores are similar regardless of funding.

4.2.4 Support for career development

Teachers are asked in Question 2 about the support they have received in the last twelve months in developing their teaching career and what support they would like to experience in the future. Although 75 per cent of teachers have experienced formal training opportunities in the last year, many teachers (45 per cent) would like more training to develop their teaching career in the future. Table 4.3 shows their responses.

Formal career guidance interviews have been experienced by 12 per cent of respondents although 40 per cent would welcome it. Similarly 24 per cent have received formal mentoring/coaching but 34 per cent would welcome it or would like more of it.

When asked whether they have access to written or on-line advice and guidance, 32 per cent of teachers report that they have and 31 per cent would like access or more access.

For all four types of support listed, of those teachers who say that they have experienced that type of support in the last twelve months, most (67 to 87 per cent) say that they would like more of it.

Table 4.3

Question 2 What support have you experienced in the last 12 months in developing your teaching career? What support would you like to experience in the future?

	I have experienced this				I would like to experience this or have more of it			
	Yes %	No %	No Response %	Total %	Yes %	No %	No Response %	Total %
Opportunities for formal training	75.4	20.0	4.5	100.0	44.6	7.3	48.1	100.0
Career guidance interviews	11.9	65.6	22.5	100.0	40.0	19.2	40.7	100.0
Access to formal mentoring/coaching	24.1	56.1	19.8	100.0	34.4	20.0	45.6	100.0
Access to written or on-line advice and guidance	32.4	48.0	19.6	100.0	30.8	19.2	50.0	100.0
N = 4370								

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4322 respondents gave a valid response to at least one of these items

Using data held on the GTC Register of teachers it is possible to compare responses to this question by primary and secondary teachers. What emerges is that in each of the four types of support investigated on the questionnaire, teachers in primary schools report higher levels of help in developing their careers than do their colleagues in secondary schools: the proportions reporting that they have experienced each type of support are higher among primary teachers than among secondary teachers. The wish to experience such support, or to have more of it, is broadly the same between primary and secondary phases, however, apart from access to formal mentoring and for career guidance interviews where the wish to experience these is

higher in secondary teachers than in primary teachers. For mentoring, 61 per cent of primary teachers and 67 per cent of secondary teachers would like to experience it, and this finding is significant at the 0.05 level. For career guidance interviews, the figures are 66 per cent and 71 per cent respectively for primary and secondary teachers. This is significant to the 0.001 level.

Using data held by NFER on school characteristics it is also possible to analyse the responses to this question in terms of the school context in which the respondent is working. There is no statistically significant difference in the responses from teachers from schools in more or less challenging circumstances regarding the support they have experienced to date in developing their teaching career. However, teachers working in schools in challenging circumstances are more likely to want, in future, more formal training, more career guidance, and greater access to mentoring and written advice than colleagues working in schools in less challenging circumstances. The differences recorded are all statistically significant to at least the 0.05 level.

Cross-tabulating this question with respondents' professional role (Question 1), it is clear that the group that experiences least training is supply teachers. They are also the group that experience the least career guidance, mentoring and access to written or on-line advice.

Cross tabulating teachers' responses to Question 2 with their age it would appear that opportunities for formal training are greatest for the 20–24 age band (93 per cent having experienced it in the last twelve months) and decline thereafter; the proportion in the 60-66 age band that has experienced formal training opportunities is 73 per cent. The wish to experience such training does not decline, however, until the 50-59 age band and after. A similar pattern exists across teachers' experience of career guidance and their access to formal mentoring in that it is the 20-24 age band that receives most of this even though the wish to receive it remains at a high level until teachers enter the 50-59 age band. There are no differences according to length of service.

The overall picture is that although most teachers, particularly in the 20-24 age band, have recent experience of formal training to develop their careers, they want to receive more; in general, they also want more career guidance, formal mentoring, and written advice. Of note, however, are the relatively high percentages who either do not want to receive such support or

feel that they do not need more of it. This is particularly the case in the 50+ age bands, where respondents are more likely than younger respondents to say that they do not want the support mechanism listed, or do not want more of it. It may be deduced from these findings that the majority of teachers would like the choice of receiving greater support in developing their careers even though some older teachers would not wish to make use of the option.

Respondents were given the opportunity to give details, by means of an open ended question, of other forms of support they would like to experience. A total of 425 teachers made 482 comments in response to this invitation. Percentages in the text refer to the 425 responses.

The largest proportion of comments (17 per cent, or two per cent of the sample as a whole) relates to the need for more time to develop their career. Related to this, 11 per cent (or one per cent of the sample as a whole) think that the opportunity for secondments and visits to other settings will be supportive of their career and the same proportion (11 per cent) want to experience the chance to observe colleagues and share ideas with them. These three types of answer were the most commonly given, followed by three responses given by six per cent each (fewer than one per cent of the sample as a whole). These responses were that teachers want financial support for further training and qualifications to help develop their career; access to more courses; and *informal* mentoring or coaching.

4.2.5 Government Initiatives

Teachers are asked in Question 14 about a number of specific government initiatives and policies and are invited to identify those helping them to make a difference in improving education. Percentages given refer to the 4370 questionnaires returned. Only the National Strategies (e.g. National Primary or Key Stage 3 strategies) and the government's initiatives in information and communication technologies in schools received any substantial support from teachers (53 per cent and 48 per cent respectively). Table 4.4 lists their responses to this question.

A cross tabulation of this question with teachers' professional role (Question 1) indicates that there is a tendency for more senior staff (i.e. headteacher, deputy and assistant headteacher) to be more positive in their responses to the government initiatives listed than other staff in the school.

Table 4.4**Question 14 Which of the following government initiatives/policies are helping teachers make a difference in improving education in England?**

	Count	Percentage of Responses %	Percentage of Cases %
National strategies	2302	25.2	52.7
Information and communication technologies in schools	2089	22.8	47.8
Targeted initiatives	960	10.5	22.0
Workforce reforms	881	9.6	20.2
Statutory teacher assessment	844	9.2	19.3
Other	614	6.7	14.1
Inspections	581	6.3	13.3
National tests	326	3.6	7.5
Performance tables	118	1.3	2.7
No response	437	4.8	10.0

N=4370

*More than one answer could be put forward so percentages do not sum to 100**3933 respondents answered this question*

By means of an ‘open-ended’ question teachers were also invited to identify any other initiatives or policies that they thought were making a difference. A total of 614 teachers made comments in response to this open ended question and 719 comments were recorded. Percentages refer to the 614 teachers that responded, unless otherwise indicated.

The majority of those making comments (40 per cent of those who responded; six per cent of the sample as a whole) think that none of the initiatives listed (i.e. workforce reforms, school inspections, ICT, National Strategies, targeted initiatives such as Excellence in Cities, National tests, performance tables and statutory teacher assessment) are helping teachers to make a difference in improving education. Others (14.3 per cent or two per cent of the sample as a whole) think that some or most of the initiatives are not making a difference.

Other relatively common comments (albeit being made, in each case, by just under one per cent of the sample as a whole) were as follows. Ten per cent of those making a comment are

positive about government initiatives and identify initiatives that they think are making a difference. Despite this, six per cent think that there are too many initiatives and that the profession is overburdened by them, and six per cent again make the point that it is teachers rather than initiatives that make a difference. Just under five per cent of those who responded to this question are negative specifically about school inspections and four per cent say that teachers need greater professional autonomy. Many of these negative comments are replicated by responses to Question 20 in that seven per cent of the respondents to Question 20 think that there are too many changes or initiatives within the profession and that consolidation is needed. Three per cent think that teachers need more support rather than inspection.

4.3 Teaching as a career: summary

The over-riding message that emerges from these findings is that teachers stay in teaching because of their commitment to the education of young people and their desire to increase pupil achievement and raise standards. Although not all teachers would recommend the profession to others, for many it is a rewarding, exciting and fulfilling career but one which is very demanding. Anyone thinking about entering the profession should therefore make a positive choice to do so.

The overwhelming majority of teachers wish to develop and strengthen their practice as a classroom teacher. Although many wish to develop their career by becoming a mentor/coach or to develop it in a managerial role, the majority do not see themselves as future headteachers.

Most teachers have recent experience of formal training to develop their careers, and want to receive more; in general, they also want more career guidance, mentoring, and written advice. Although the majority of teachers would like the choice of receiving greater support in developing their careers, some would not wish to make use of it.

Only the National Strategies (e.g. National Primary or Key Stage 3 Strategy), and the government's initiatives in information and communication technologies in schools receive any substantial support from teachers as a way of helping them to make a difference in improving education.

Chapter 5: Teaching and learning in the future

5.1 Introduction

In Questions 16 and 17, teachers are asked how they think teaching and learning will change in the next 10 years in relation to key areas. The high interest in this part of the questionnaire was shown in the relatively small range of consistently high responses to all parts of each question, from 82 per cent to 96 per cent of the 4370 respondents.

In relation to **teaching**, teachers are asked for their opinions about a future state of affairs in which there is ‘a greater emphasis upon teachers diagnosing and responding to how individuals learn’, ‘increased reliance on teachers’ professional creativity and informed judgement’ and a greater role for teachers in ‘developing learners’ initiative, analytical and thinking powers.’ In this scenario, teachers ‘will involve learners more in their education’, ‘will more frequently be leaders of a learning team encompassing the range of skills and roles needed’ and will ‘make teaching more relevant to learners participating in a global community.’ In addition, ‘guiding learners to know how and where they can access information will become more important.’

In relation to **learning**, teachers are asked for their opinions about a future state of affairs in which learners will ‘expect learning to fit them rather than for them to fit the learning provided’, ‘will be increasingly encouraged to apply their knowledge in new ways’ and ‘will expect to be helped to develop the skills of learning to learn.’ In this scenario, ‘on-line and ICT-based techniques of learning will increase’, learning ‘will be less restricted to the years of formal education’ and ‘learners will spend more time learning outside the formal school or college environment’. They will ‘encounter increased collaboration between schools and other agencies, both national and international’.

Teachers are asked to say to what extent these developments are considered both **desirable** and **likely**. Their responses are summarised in Tables 5.1 and 5.2 below.

5.2 Findings

All but one of these potential developments are rated as desirable by more than half of the sample, and the same is true for likelihood, although not all developments are considered to

be equally desirable and likely. On the one hand, of the 3553 teachers who give ratings for both the likelihood and desirability of learners being encouraged to apply their knowledge in new ways, the vast majority (2850, or 80% of those giving both ratings) think that this is both likely and desirable. On the other hand, in response to the prediction that ‘there will be increased reliance on teachers’ professional creativity and informed judgement’, a more mixed picture is found. Of 3614 teachers giving both a likelihood and a desirability rating, 1533 (42 per cent of those giving both ratings) consider the prediction both likely and desirable, while a larger number (1845, or 51 per cent of those giving both ratings) consider the prediction unlikely yet desirable.

Table 5.1

Question 16 How do you think learning will change in the next 10 years?

	I think this is likely:				I think this is desirable:			
	Yes %	No %	No Response %	Total %	Yes %	No %	No Response %	Total %
Learners will be increasing encouraged to apply their knowledge in new ways	76.9	15.8	7.3	100.0	83.9	1.9	14.2	100.0
Learners will expect learning to fit them rather than for them to fit the learning provided	64.7	25.8	9.5	100.0	57.7	26.7	15.6	100.0
Learners will be less restricted to the years of formal education	63.1	27.2	9.7	100.0	76.1	10.8	13.1	100.0
Learners will spend more time learning outside the formal school or college environment	52.7	37.5	9.8	100.0	67.4	18.5	14.1	100.0
Learners will encounter increased collaboration between schools and other agencies, both national and international	64.3	25.9	9.8	100.0	77.0	8.0	14.9	100.0
Learners will expect to be helped to develop the skills of learning to learn	74.8	16.1	9.1	100.0	81.0	4.9	14.2	100.0
On-line and ICT-based techniques of learning will increase	93.0	2.9	4.1	100.0	55.3	27.0	17.7	100.0
N = 4370								

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4318 respondents gave a valid response to at least one of these items

Teachers’ responses to Question 20 reinforce this message in that the largest single category of comment is from those who feel that greater professional autonomy is needed for teachers.

Furthermore, in response to the prediction that ‘on-line and ICT-based techniques of learning will increase’, a very high number of teachers (93 per cent) think that this is likely whilst, in contrast, just over half (55 per cent) think that this development would be desirable. More specifically, out of the 3392 teachers who feel that it is likely that these techniques of learning will increase, 68 per cent think it is desirable.

Table 5.2

Question 17 How do you think teaching will change in the next 10 years?

	I think this is likely:				I think this is desirable:			
	Yes %	No %	No Response %	Total %	Yes %	No %	No Response %	Total %
Teachers will involve learners more in their education	79.6	12.4	7.9	100.0	82.5	3.8	13.7	100.0
Teachers will more frequently be leaders of a learning team encompassing the range of skills and roles needed	64.6	25.0	10.4	100.0	54.7	28.4	16.9	100.0
It will become increasingly important to make teaching more relevant to learners participating in a global community	70.7	18.9	10.4	100.0	78.1	8.8	13.2	100.0
Guiding learners to know how and where they can access information will become more important	86.3	6.6	7.1	100.0	82.7	3.7	13.6	100.0
Teachers will have a greater role in developing learners' initiative, analytical and thinking powers	71.6	19.2	9.2	100.0	83.8	3.2	13.0	100.0
There will be a greater emphasis upon teachers diagnosing and responding to how individuals learn	75.5	16.2	8.3	100.0	77.4	9.4	13.3	100.0
There will be increased reliance on teachers' professional creativity and informed judgement	43.2	47.3	9.5	100.0	83.4	5.5	11.1	100.0
N = 4370								

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4290 respondents gave a valid response to at least one of these items

The development that the greatest number of teachers consider **desirable** is that ‘learners will be increasingly encouraged to apply their knowledge in new ways’ (84 per cent) and that ‘teachers will have a greater role in developing learners’ initiative, analytical and thinking

powers' (84 per cent). They also think it particularly desirable that 'there will be increased reliance on teachers' professional creativity and informed judgement' (83 per cent).

Statements which teachers find least attractive suggest that 'teachers will more frequently be leaders of a learning team encompassing the range of skills and roles needed' (55 per cent) and that 'on-line and ICT-based techniques of learning will increase' (55 per cent).

A large majority of teachers think it **likely** that 'on-line and ICT-based techniques of learning will increase' (93 per cent). Teachers also think it is particularly likely that 'teachers will involve learners more in their education' (80 per cent) and that 'guiding learners to know how and where they can access information will become more important' (86 per cent).

Fewer think it likely that 'learners will spend more time learning outside the formal school or college environment' (53 per cent) or that 'there will be increased reliance on teachers' professional creativity and informed judgement' (43 per cent).

Some variation in response patterns to the 'desirability' ratings is observed, although not across all statements included in the questions. For some statements, differences exist by phase, with secondary teachers considering several potential developments to be somewhat less desirable than do primary teachers. From Question 16, this is true for the statements that 'learners will expect learning to fit them rather than for them to fit the learning provided' and 'learners will encounter increased collaboration between schools and other agencies, both national and international'. From Question 17, the same effect obtains for three areas: learners being involved more in their education; a greater emphasis upon diagnosis and responding to how learners learn; and an increased reliance on teachers' professional creativity and informed judgement. In each case, secondary teachers consider these potential developments to be less desirable than do their primary colleagues. All but one of these findings is statistically significant to the 0.01 level; the exception is the finding regarding increased collaboration, which is significant to 0.05.

No significant differences are obtained regarding teachers' length of service. However, some differences exist for Question 16 in relation to professional role, whereby senior staff (assistant heads, deputy heads and headteachers) show a tendency to be more positive than others about three areas: learners expecting learning to fit them, developments in the use of

ICT, and learning being less restricted to the years of formal education. Advanced skills teachers also rate the last of these three areas more highly than do other teachers, while those with cross-school responsibilities without a class teaching role rate the first two areas highly. Those with cross-school responsibilities also differ on a separate statement: that of increased collaboration between schools and other agencies.

Finally, some significant differences arise for both questions in relation to school context. The same trend is observed in all cases, however: that those in more challenging school contexts are more likely to rate a potential development as desirable, than are those in less challenging circumstances. This holds true for several areas. From Question 16, it is true of learners expecting learning to fit them; learners spending more time outside the formal school or college environment; and ICT-based techniques of learning increasing in use. For Question 17, it is true of the idea that there will be greater emphasis on teachers diagnosing and responding to how individuals learn. Two significant findings also emerge for the area of teachers more frequently being leaders of a learning team encompassing the range of skills and roles needed. In this case, respondents from more challenging schools are more likely not only to consider this desirable, but also to consider it likely.

5.3 Summary

Regarding the future of **learning**, most teachers want a future in which learners will be increasingly encouraged to apply their knowledge in new ways and will expect to be helped to develop the skills of learning to learn. The future they see as most likely to come about is one where guiding learners to know how and where they can access information will become more important and where on-line and ICT-based techniques of learning will increase. This latter development, however, is almost the least desirable possibility considered, second only to the prospect of teachers as ‘leaders of a learning team.’

Regarding the future of **teaching**, most teachers want a future which puts more emphasis on developing learners’ initiative, analytical and thinking powers and on teachers’ professional creativity and informed judgement. This latter development is, however, considered to be particularly unlikely. The most likely characteristics of teaching in the future, in addition to a predicted increase in on-line and ICT-based learning, are considered to be the tasks of guiding learners in accessing information and involving them more in their education.

Appendix A: the survey questionnaire

A copy of the questionnaire used in the survey is attached. The on-line survey used the same questions presented in the same order.



Survey of teachers

Your profession: present and future

The National Foundation for Educational Research (NFER) has been commissioned by the General Teaching Council (GTC) to carry out an independent survey of teachers to identify challenges and aspirations for the future of the teaching profession.

The NFER has used the GTC Register of Teachers to draw a sample of teachers who are representative of the whole teaching population. You are part of that sample.

To ensure that the GTC's advice to policy-makers is based on the reality of teachers' experience, you are invited to offer your perspective through this GTC annual survey. As well as being asked about your own experience, you have the opportunity to use your professional judgement to consider the future of teaching and learning. All information you provide to the NFER will be treated in the strictest confidence and the anonymity of individuals will be preserved.

Outcomes from the survey will be reported in the national media, and will be a strong feature in the GTC magazine, which all teachers receive.

As the professional body for teaching, the GTC is required to give advice to the government about a wide range of issues affecting teachers and teaching. The survey outcomes will be of significant interest to the Department of Education and Skills (DfES) and other national agencies which influence the direction of national education policy - indeed, the DfES has already made it clear that it is very interested in the results.

We hope that you will complete this questionnaire, and we will very much appreciate hearing from you. Please return your completed questionnaire to the **NFER (not to the GTC)**, using the prepaid envelope supplied, **by Friday 16 April**.

If you prefer to complete this questionnaire on-line, go to www.nfer.ac.uk/stp. Your login ID is on the top right hand corner of this questionnaire and the password is STP.

Section A: Your profession now

In this section, we would like to know about your professional life as a teacher now.

- 1.** Which of the following **best** describes your current professional role?
Tick one box.

- | | | |
|--|--------------------------|---|
| Supply teacher | <input type="checkbox"/> | 1 |
| Class teacher | <input type="checkbox"/> | 2 |
| Class teacher with special curricular or non-curricular responsibilities | <input type="checkbox"/> | 3 |
| Cross-school responsibilities without a class teaching role | <input type="checkbox"/> | 4 |
| Head of department, year or key stage | <input type="checkbox"/> | 5 |
| Advanced skills teacher | <input type="checkbox"/> | 6 |
| Assistant head | <input type="checkbox"/> | 7 |
| Deputy head | <input type="checkbox"/> | 8 |
| Headteacher | <input type="checkbox"/> | 9 |

Other (*please specify*)

- 2.** What support have you experienced in the last 12 months in developing your teaching career? What support would you like to experience in the future?
Tick all that apply.

	I have experienced this:		I would like to experience this or have more of it:	
	Yes	No	Yes	No
Opportunities for formal training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career guidance interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to formal mentoring/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to written or on-line advice and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other forms of support I **would like** to experience (*please specify*)

3. Which of the following professional development activities have you experienced in the last 12 months?

Tick one box in each row.

I have experienced:	Frequently	Occasionally	Not in the last 12 months
Being supported by a mentor or coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative learning with other colleagues in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative learning within a network of schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking an active part in school self-evaluation processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of my skills in analysing and using pupil data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in collaborative enquiry and problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging with subject or specialist associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in external courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking a secondment and/or a sabbatical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking action research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In the last 12 months, do you feel that your professional development needs were met?

Tick one box.

Yes, fully

Yes, to some extent

No

5. Have you personally funded any of your professional development in the last 12 months?

Tick one box.

Yes

No

Not applicable

6. In the last 12 months, how have you shared your knowledge and expertise with your colleagues?

Tick one box in each row.

I have shared my knowledge and expertise through:	Frequently	Occasionally	Not in the last 12 months
Professional conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acting as a mentor/coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer observation/feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statutory in-service training days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional in-service training provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff/departmental meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative planning/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery of formal training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offering guidance to other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other ways in which I have shared my knowledge and expertise (*please specify*)

7. Do you currently provide **formal** support for trainee teachers or new teachers with three years' or less teaching experience?

Tick one box.

Yes, and I am willing to do this	<input type="checkbox"/>
Yes, but I would prefer not to	<input type="checkbox"/>
No, but I would like to	<input type="checkbox"/>
No, and I would not want to	<input type="checkbox"/>

8. Which of the following would enhance your support for trainee or new teachers?

Tick one box in each row.

	Yes	No
Access to mentor training courses	<input type="checkbox"/>	<input type="checkbox"/>
Funding to support mentor training courses	<input type="checkbox"/>	<input type="checkbox"/>
A co-ordinated school approach to the provision of support	<input type="checkbox"/>	<input type="checkbox"/>
A school ethos that encourages this kind of support	<input type="checkbox"/>	<input type="checkbox"/>
Guidance regarding the needs of trainees and new teachers	<input type="checkbox"/>	<input type="checkbox"/>
Ring-fenced/dedicated time	<input type="checkbox"/>	<input type="checkbox"/>

9. What encourages you to stay in teaching?
Tick one box in each row.

	Strongly agree 1	Agree 2	Not sure 3	Disagree 4	Strongly disagree 5
I enjoy working with the pupils and being involved in their development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are career development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy the variety of the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I make a difference to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work in a supportive school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I can make a contribution to the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am enthusiastic about my subject/specialist area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am committed to increasing pupil achievement and raising standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find the nature of the work rewarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I value the working arrangements e.g. school holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)					

10. Thinking about the learning opportunities provided for pupils by your school, which aspects do you think need more emphasis and which need less emphasis?
Tick one box in each row.

	Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable
Pupils's creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils' emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils' spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The breadth of subject areas studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The depth of subjects studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing pupils' thinking and problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping pupils understand the best way for them to learn e.g. their learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils' individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential literacy and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills in information and communication technology (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal skills, e.g. social or team-working skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational education and employability skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. In your school, which of the following strategies are **currently** used to foster motivation in pupils at risk of disengagement?
Tick one box in each row.

	My school use this strategy and it...		My school does not use this strategy
	fosters motivation well	fails to foster motivation	
Learning mentors within school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning mentors from external sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributions from support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer support system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual education plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offering a wider and/or more flexible curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High-profile behaviour policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High-profile exclusion policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reward system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home-school dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home-school contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Is there an appropriate balance between using assessment to **support** learning and using it to **measure** learning in your school?
Tick one box.

Yes, the balance is about right	<input type="checkbox"/>
No, there needs to be a greater emphasis on supporting learning	<input type="checkbox"/>
No, there needs to be a greater emphasis on the measurement of learning	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

13. Thinking about the most effective and inspirational lessons you have ever taught, what were the main sources for your ideas?
Tick all that apply.

- Reflecting on my own practice 1
- Interactions or events in my personal life 2
- Talking with colleagues in my school or in other schools 3
- Observing the practice of colleagues in my school or in other schools 4
- Interactions with pupils 5
- Formal training opportunities 6
- Higher degree course or equivalent 7
- Professional conversations with LEA consultants or academics 8
- Feedback from parents 9
- Reading or broadcast media 10
- Subject specific events/activities 11
- Information from and/or dialogue via the internet 12

Other (please specify)

14. Which of the following government initiatives/policies are helping teachers to make a difference in improving education in England?
Tick each that applies.

- Government workforce reforms 1
- School inspections 2
- Information and communication technologies in schools 3
- National Strategies (e.g. National Primary or Key Stage 3 Strategy) 4
- Targeted initiatives (e.g. Excellence in Cities) 5
- National tests 6
- Performance tables 7
- Statutory teacher assessment 8

Other (please specify)

Section B: Your profession in the future

In this section, we would like to know your views, in broad, general and speculative terms, about how teaching and learning will change over the next ten years.

15. How would you wish to see your teaching career developing in the future?
Tick one box in each row.

I see myself...	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable
	1	2	3	4	5	6
developing and strengthening my practice as a classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in a subject or year group leadership role, e.g. head of department or key stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in a cross-curricular leadership role, e.g. SENCO, EMAG, careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
as a leader for pupil pastoral support mentoring/coaching colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
as an advanced skills teacher (AST)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in a senior management role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
as a headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in an advisory or support role within an LEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
training educators (e.g. teachers or assistants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning for transition (e.g. into retirement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

in another role (*please specify - this may include innovative routes in education*)

16. How do you think **learning** will change in the next 10 years?

*Tick to indicate whether you think each change is likely **and** whether it is desirable.*

	I think this is likely:		I think this is desirable:	
	Yes	No	Yes	No
Learners will be increasingly encouraged to apply their knowledge in new ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners will expect learning to fit them rather than for them to fit the learning provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning will be less restricted to the years of formal education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners will spend more time learning outside the formal school or college environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners will encounter increased collaboration between schools and other agencies, both national and international	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners will expect to be helped to develop the skills of learning to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line and ICT-based techniques of learning will increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How do you think **teaching** will change in the next ten years?

*Tick to indicate whether you think each change is likely **and** whether it is desirable.*

	I think this is likely:		I think this is desirable:	
	Yes	No	Yes	No
Teachers will involve learners more in their education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will more frequently be leaders of a learning team encompassing the range of skills and roles needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It will become increasingly important to make teaching more relevant to learners participating in a global community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guiding learners to know how and where they can access information will become more important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will have a greater role in developing learners' initiative, analytical and thinking powers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There will be a greater emphasis upon teachers diagnosing and responding to how individuals learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There will be increased reliance on teachers' professional creativity and informed judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please indicate the extent to which you agree or disagree with each of the following statements.

Tick one box in each row.

Teachers should determine the curriculum at...	Strongly agree 1	Agree 2	Not sure 3	Disagree 4	Strongly disagree 5
their own classroom level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the school level in partnership with governors and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the local level in partnership with the LEA and the wider community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the national level in partnership with government and its agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. What advice would you give to someone who was considering entering the teaching profession?

20. Please use this space for any other comments you wish to make.

Thank you for taking the time to complete this questionnaire.

If you have any questions about this questionnaire, please feel free to contact Alison Marsh on 01753 637360 or Jennie Jupp on 01753 637356.

Please return this questionnaire, using the pre-paid envelope provided, by **Friday 16 April, 2004.**

The address to send your completed questionnaire to is:

Alison Marsh
Research Data Services
National Foundation for Educational Research
The Mere
Upton Park
Slough
SL1 2DQ

The General Teaching Council for England (GTC) is a data controller under the terms of the Data Protection Act 1998. For the purposes of this survey, the NFER is an agent of the GTC. The professional opinions expressed on this form will be used solely for research purposes and the data collected will be processed in accordance with this Act.

Appendix B: Tables showing frequencies and cross-tabulations

The tables in this appendix give the raw frequencies for each question on the questionnaire, as well as the cross-tabulations reported in the text.

In many cases, the labels used on the tables have been abbreviated for convenience. Please refer to the questionnaire in Appendix A for full details of the question.

Further tables, showing details of the factor analysis and regression outcomes are bound in a separate technical appendix, available from the GTC on request.

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Question 1 Which of the following best describes your current professional role?

Professional Role	%
Supply teacher	5.1
Class teacher	19.5
Special responsibilities	31.1
Cross-school responsibilities	2.4
Head of department	18.1
Advanced skills teacher	1.3
Assistant head	2.9
Deputy head	5.6
Headteacher	6.9
Other without tick	6.6
No response	0.5

N=4370

A single response item

Due to rounding errors, percentages may not sum to 100

4350 respondents answered this question

Question 2 What support have you experienced in the last 12 months in developing your teaching career? What support would you like to experience in the future?

	I have experienced this				I would like to experience this			
	Yes %	No %	No Response %	Total %	Yes %	No %	No Response %	Total %
Opportunities for formal training	75.4	20.0	4.5	100.0	44.6	7.3	48.1	100.0
Career guidance interviews	11.9	65.6	22.5	100.0	40.0	19.2	40.7	100.0
Access to formal mentoring/coaching	24.1	56.1	19.8	100.0	34.4	20.0	45.6	100.0
Access to written or on-line advice and guidance	32.4	48.0	19.6	100.0	30.8	19.2	50.0	100.0
N = 4370								

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4322 respondents gave a valid response to at least one of these items

Question 3 Which of the following professional development activities have you experienced in the last 12 months?

	Frequently %	Occasionally %	Not in last 12 months %	No response %	Total %
Mentor	7.7	20.5	62.9	8.9	100.0
Learn with colleagues	30.8	52.4	14.2	2.6	100.0
Learning in network	7.7	41.9	45.7	4.7	100.0
Self-evaluation	32.7	42.9	21.5	2.9	100.0
Pupil data	24.3	42.0	30.2	3.5	100.0
Enquiry	11.5	35.5	47.6	5.3	100.0
Associations	15.7	42.2	38.0	4.1	100.0
External courses	20.3	56.3	21.3	2.1	100.0
Secondment/sabbatical	0.8	1.0	91.0	7.2	100.0
Action research	3.0	7.5	82.7	6.7	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4337 respondents gave a valid response to at least one of these items

Question 4 In the last 12 months, do you feel that your professional development needs were met?

Development needs met	%
Yes, fully	19.5
Yes, to some extent	56.5
No	23.0
no response	1.0

N=4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

4326 respondents answered this question

Question 5 Have you personally funded any of your professional development in the last 12 months?

Funded development needs	%
Yes	17.3
No	71.9
Not applicable	9.8
No response	1.1

N=4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

4322 respondents answered this question

Question 6 In the last 12 months, how have you shared your knowledge and expertise with your colleagues?

Shared knowledge	Frequently %	Occasionally %	Not in last 12 months %	No response %	Total %
Conversation	77.9	18.6	1.9	1.6	100.0
Mentor/coach	26.7	27.0	40.9	5.4	100.0
Peer observation	23.6	43.8	28.8	3.8	100.0
Statutory training	35.7	47.4	14.0	2.9	100.0
Additional training	15.3	42.9	36.2	5.6	100.0
Meetings	60.3	30.9	6.6	2.1	100.0
Planning/teaching	41.5	38.1	16.9	3.5	100.0
Formal training	11.5	30.8	52.8	5.0	100.0
Guidance to other schools	7.2	17.8	69.4	5.7	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4337 respondents gave a valid response to at least one of these items

Question 7 Do you currently provide formal support for trainee teachers or new teachers with three years' or less teaching experience?

Provide formal support	%
Yes, and willing	42.5
Yes, but prefer not to	2.2
No, but would like to	34.3
No, and would not want to	18.3
no response	2.8

N=4370

A single response item

Due to rounding errors, percentages may not sum to 100

4249 respondents answered this question

Question 8 Which of the following would enhance your support for trainee or new teachers?

Enhance your support	Yes %	No %	No response %	Total %
Mentor training	70.3	14.0	15.7	100.0
Funding	70.1	13.7	16.2	100.0
Co-ordinated school approach	69.3	12.5	18.2	100.0
School ethos	70.4	11.1	18.6	100.0
Guidance	72.4	10.9	16.6	100.0
Time	83.8	4.9	11.3	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4045 respondents gave a valid response to at least one of these items

Question 9 **What encourages you to stay in teaching?**

Stay in teaching	Strongly agree %	Agree %	Not sure %	Disagree %	Strongly disagree %	No response %	Total %
Working with the pupils	73.0	23.2	1.3	0.4	0.1	1.9	100.0
Career development	5.2	33.0	22.9	25.4	9.3	4.2	100.0
Variety	42.7	46.0	4.6	3.6	0.8	2.4	100.0
Make a difference	26.6	43.0	19.5	6.4	1.8	2.7	100.0
Supportive school	29.1	40.6	14.2	9.2	4.0	2.9	100.0
Make a contribution	27.3	48.4	16.0	4.5	1.2	2.7	100.0
Subject/specialist area	49.0	38.5	6.4	2.4	0.5	3.2	100.0
Job security	22.3	44.5	15.8	9.4	4.8	3.1	100.0
Achievement and standards	49.6	41.5	4.9	1.1	0.5	2.6	100.0
Rewarding	45.0	38.4	9.7	3.4	1.1	2.4	100.0
Working arrangements	32.4	43.8	10.5	7.6	2.7	3.1	100.0

N = 4370*A series of single response items**Due to rounding errors, percentages may not sum to 100**A total of 4315 respondents gave a valid response to at least one of these items*

Question 10 Thinking about the learning opportunities for pupils by your school , which aspects do you think need more emphasis and which less emphasis?

Learning opportunities	Needs more emphasis %	Emphasis is about right %	Needs less emphasis %	Not applicable %	No response %	Total %
Creativity	57.5	37.7	1.2	1.5	2.0	100.0
Emotional	40.0	54.9	1.9	1.3	1.9	100.0
Spiritual	28.6	61.4	5.5	2.2	2.2	100.0
Breadth	23.6	60.0	12.0	1.7	2.6	100.0
Depth	21.3	64.4	9.7	2.0	2.6	100.0
Citizenship	24.5	59.3	11.0	2.4	2.8	100.0
Thinking and problem solving	62.6	33.5	0.8	1.1	1.9	100.0
Best way to learn	54.1	39.3	2.8	1.8	2.0	100.0
Individual needs	28.5	64.8	3.4	1.1	2.2	100.0
Essential skills	17.8	70.5	8.3	1.4	2.0	100.0
ICT	20.2	68.3	8.2	1.3	2.1	100.0
Interpersonal skills	51.4	43.2	1.5	1.8	2.1	100.0
Vocational skills	32.7	28.5	2.3	33.5	2.9	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4307 respondents gave a valid response to at least one of these items

Question 11 In your school, which of the following strategies are currently used to foster motivation in pupils of disengagement?

	Fosters motivation well %	Fails to foster motivation %	My school does not use this strategy %	No response %	Total %
Learning mentors within school	37.3	9.0	46.3	7.4	100.0
Learning mentors external	19.5	8.1	63.8	8.6	100.0
Support staff	77.3	10.3	5.7	6.8	100.0
Peer support	34.2	8.9	49.1	7.9	100.0
Counselling	29.7	10.0	51.9	8.4	100.0
Individual education plans	61.4	29.1	2.5	7.0	100.0
Wider and/or flexible curriculum	45.8	10.1	35.6	8.6	100.0
Behaviour policy	52.4	20.2	20.1	7.3	100.0
Exclusion policy	19.2	19.3	52.4	9.1	100.0
Reward system	68.4	19.4	5.5	6.8	100.0
Home-school dialogue	68.8	20.1	3.8	7.2	100.0
Home-school contracts	38.8	34.4	18.8	8.0	100.0

N = 4370

A series of single response items Due to rounding errors, percentages may not sum to 100

A total of 4177 respondents gave a valid response to at least one of these items

Question 12 Is there an appropriate balance between using assessment to support learning and using it to measure learning in your school?

Using assessment	%
Yes, about right	40.3
No, needs greater emphasis on supporting	38.6
No, needs greater emphasis on measurement	4.6
I don't know	13.0
no response	3.4

N=4370

A single response item

Due to rounding errors, percentages may not sum to 100

4220 respondents answered this question

Question 13 Thinking about the most effective and inspirational lessons you have ever taught, what were the main sources for your ideas?

Inspiration sources	Count	Percentage of Responses	Percentage of Cases
		%	%
Interactions with pupils	3436	15.5	78.6
Reflecting	3419	15.4	78.2
Talking with colleagues	2655	11.9	60.8
Subject specific events	2619	11.8	59.9
Observing colleagues	2132	9.6	48.8
Personal life	2132	9.6	48.8
Reading or broadcast media	1554	7.0	35.6
Formal training opportunities	1305	5.9	29.9
Internet	1013	4.6	23.2
Professional conversations	694	3.1	15.9
Higher degree course	499	2.2	11.4
Feedback from parents	484	2.2	11.1
Other	247	1.1	5.7
No response	44	0.2	1.0

N=4370

More than one answer could be put forward so percentages do not sum to 100

4326 respondents answered this question

Question 14 Which of the following government initiatives/policies are helping teachers to make a difference in improving education in England?

Inspiration sources	Count	Percentage of Responses		Percentage of Cases
			%	%
National strategies	2302		25.2	52.7
Information and communication technologies in schools	2089		22.8	47.8
Targeted initiatives	960		10.5	22.0
Workforce reforms	881		9.6	20.2
Statutory teacher assessment	844		9.2	19.3
Other	614		6.7	14.1
Inspections	581		6.3	13.3
National tests	326		3.6	7.5
Performance tables	118		1.3	2.7
No response	437		4.8	10.0

N=4370

*More than one answer could be put forward so percentages do not sum to 100
3933 respondents answered this question*

Question 15 How would you wish to see your teaching career develop in the future?

Career development	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Not applicable	No response	Total
	%	%	%	%	%		%	%
Developing practice	41.1	32.1	4.3	2.7	1.2	11.0	7.6	100.0
Subject leadership	22.0	18.8	11.2	8.9	5.3	22.9	10.9	100.0
Cross-curricular leadership	8.6	9.1	18.0	18.8	10.9	21.9	12.6	100.0
Pastoral support	8.1	13.5	18.4	16.7	9.7	20.4	13.2	100.0
Mentoring/coaching	17.1	31.2	17.6	8.5	4.3	10.0	11.4	100.0
AST	6.1	7.8	22.5	17.4	11.9	19.5	14.9	100.0
Senior management	18.2	12.8	13.2	15.8	13.2	14.7	12.2	100.0
Headteacher	7.3	2.5	9.9	18.2	33.2	14.9	14.0	100.0
Advisory/support	7.2	10.9	20.7	16.2	19.9	11.9	13.2	100.0
Training educators	11.1	18.0	21.7	13.3	13.1	10.3	12.5	100.0
Transition	18.1	14.8	12.6	13.7	13.4	15.8	11.6	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4249 respondents gave a valid response to at least one of these items

Question 16 How do you think learning will change in the next 10 years?

	I think this is likely:				I think this is desirable:			
	Yes %	No %	No Response %	Total %	Yes %	No %	No Response %	Total %
Learners will be increasing encouraged to apply their knowledge in new ways	76.9	15.8	7.3	100.0	83.9	1.9	14.2	100.0
Learners will expect learning to fit them rather than for them to fit the learning provided	64.7	25.8	9.5	100.0	57.7	26.7	15.6	100.0
Learners will be less restricted to the years of formal education	63.1	27.2	9.7	100.0	76.1	10.8	13.1	100.0
Learners will spend more time learning outside the formal school or college environment	52.7	37.5	9.8	100.0	67.4	18.5	14.1	100.0
Learners will encounter increased collaboration between schools and other agencies, both national and international	64.3	25.9	9.8	100.0	77.0	8.0	14.9	100.0
Learners will expect to be helped to develop skills of learning to learn	74.8	16.1	9.1	100.0	81.0	4.9	14.2	100.0
On-line and ICT-based techniques of learning will increase	93.0	2.9	4.1	100.0	55.3	27.0	17.7	100.0
N = 4370								

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4318 respondents gave a valid response to at least one of these items

Question 17 How do you think teaching will change in the next 10 years?

	I think this is likely:				I think this is desirable:			
	Yes %	No %	No Response %	Total %	Yes %	No %	No Response %	Total %
Teachers will involve learners more in their education	79.6	12.4	7.9	100.0	82.5	3.8	13.7	100.0
Teachers will more frequently be leaders of a learning team encompassing the range of skills and roles needed	64.6	25.0	10.4	100.0	54.7	28.4	16.9	100.0
It will become increasingly important to make teaching more relevant to learners participating in a global community	70.7	18.9	10.4	100.0	78.1	8.8	13.2	100.0
Guiding learners to know how and where they can access information will become more important	86.3	6.6	7.1	100.0	82.7	3.7	13.6	100.0
Teachers will have a greater role in developing learners' initiative, analytical and thinking powers	71.6	19.2	9.2	100.0	83.8	3.2	13.0	100.0
There will be great emphasis upon teachers diagnosing and responding to how individuals learn	75.5	16.2	8.3	100.0	77.4	9.4	13.3	100.0
There will be increased reliance on teachers' professional creativity and informed judgement	43.2	47.3	9.5	100.0	83.4	5.5	11.1	100.0
N = 4370								

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4290 respondents gave a valid response to at least one of these items

Question 18 Please indicate the extent to which you agree or disagree with each of the following statements.

Teachers should determine the curriculum at	Strongly agree %	Agree %	Not sure %	Disagree %	Strongly disagree %	No response %	Total %
Classroom level	36.9	27.8	8.4	18.5	5.1	3.2	100.0
School level	28.9	42.1	11.3	11.2	3.0	3.4	100.0
Local level	16.2	43.7	21.4	12.0	2.8	3.8	100.0
National level	18.7	36.7	20.0	15.1	5.8	3.7	100.0

N = 4370

A series of single response items

Due to rounding errors, percentages may not sum to 100

A total of 4290 respondents gave a valid response to at least one of these items

Question 19 What advice would you give to someone who was considering entering the teaching profession?

	Count	Percentage of Responses %	Percentage of Cases %
Respondent comments on quality needed: need to be prepared to work hard/teaching is demanding/ tough	866	10.9	19.8
Teaching is great/ wonderful/ rewarding/ fulfilling/ exciting/ challenging(positive use of word)/ wonderful/ fun/ go for it/just do it - positive and encouraging comment	858	10.8	19.6
Go into teaching by making a positive choice not by default/ not because can't think of anything else to do/ don't do it for the holidays/ need to be committed/ go into it for the right reasons/ don't do it just for the money/need real awareness of what teaching is like	744	9.3	17.0
Respondent comments on consequences of the teaching profession; pressure on home relationships/don't have a family/ it takes over your life/ not just 9-3 job (generally negative)	484	6.1	11.1
DON'T - negative and discouraging comment including subject specific e.g. don't teach English and other reasons poor pay	430	5.4	9.8
Respondent comments on quality needed: need to like/ be interested in children/young people, specific mention of children/young people	420	5.3	9.6
Respondent comment gives advice: choose the right school/ LEA / the one that suits you/ spend time in a school first/ research it first	369	4.6	8.4
Respondent comment gives advice on how to manage or need to manage: keep work/life balance/ keep a life outside school – generally positive comment.	339	4.3	7.8
Needs to be able to manage/handle/ deal with paperwork/bureaucracy as well as teach	333	4.2	7.6
Respondent comment gives advice: think carefully, choose the right age group/subject for you/experience it	331	4.2	7.6
Respondent comments on quality needed: need to be flexible/ ready for anything/ able to handle change/	286	3.6	6.5
Respondent comments on quality needed: need a sense of humour/ to remain positive/ positive outlook/ need energy and enthusiasm	257	3.2	5.9
Respondent comments on consequences of the teaching profession: will be blamed, unsupported, feel unappreciated/ education/teaching is undervalued - BUT does not say 'don't'	229	2.9	5.2
Respondent comment gives advice: try it for period of time	212	2.7	4.9
Respondent comments on quality needed: need to be able to handle stress	159	2.0	3.6
Respondent comments on quality needed: need to be resilient	148	1.9	3.4

Respondent comments on quality needed: need to be able to handle challenging children/ to teach children socialisation skills too	127	1.6	2.9
Respondent gives advice: need to develop professional skills as a teacher/ learn classroom management skill/ need to be organised	126	1.6	2.9
Respondent comments on quality needed: need to be able to work as team/ able to ask for help/ give help	106	1.3	2.4
Respondent comments on quality needed: being a teacher is being a lifelong learner/ teaching as a learning experience/ we are all learning/ need to continue developing yourself as a learner (emphasis not on professional skills of teacher)/be reflective	103	1.3	2.4
Respondent comments on consequences of the teaching profession: limited or no free time AT WORK - BUT does not say 'don't'	98	1.2	2.2
Respondent comment gives advice: go into it as a second/ later career/ do something else first/ after/ short term career	89	1.1	2.0
Respondent comments on quality needed: need perseverance and able to handle successes and failures	66	0.8	1.5
Respondent comment gives advice: look at comparable earnings	62	0.8	1.4
Respondent comments on quality needed: need to be self controlled/ in control of emotions	50	0.6	1.1
Respondent comment gives advice: be aware of contract and conditions of employment / ensure you have a good pension	28	0.4	0.6
Respondent offers advice re: professional/career development	9	0.1	0.2
Be aware, there's too much testing	7	0.1	0.2
Respondent gives advice: join a union	6	0.1	0.1
Focus on the teaching and learning	5	0.1	0.1
Respondent gives health advice: physical or emotional	2	0.0	0.0
Be aware teaching is different from own experience of school	2	0.0	0.0
Respondents offers advice re: ITT: do 3-4 year training not 1 year	1	0.0	0.0
Negative comment – not specific	1	0.0	0.0
Ignore (negative) media	1	0.0	0.0
Too few jobs in early learning/KS1	1	0.0	0.0
Join private sector	1	0.0	0.0
Irrelevant/uncodable	36	0.5	0.8
No advice given	575	7.2	13.2

N=4370

*More than one answer could be put forward so percentages do not sum to 100
3795 teachers answered this question*

Question 20 Other comments

	Count	Percentage of Responses %	Percentage of Cases %
Teaching has lost its way/too much interference/ too prescriptive/more professional autonomy needed/ empowerment for teachers	360	5.5	8.2
Too much change in the profession/ too many initiatives/ not thought out enough/consolidation needed	290	4.5	6.6
Respondent offers comment of the questionnaire/survey itself	280	4.3	6.4
Less bureaucracy/paperwork is needed. There is too much of this	239	3.7	5.5
More creativity/flexibility in teaching/learning/curriculum is needed	201	3.1	4.6
More money/better pay structure/conditions of service needed in education/ to encourage new entrants	195	3.0	4.5
Positive comment about teaching/ the profession e.g. I still enjoy it	179	2.8	4.1
More attention is needed on behaviour strategies/ controlling/ dealing with disruptive pupils/ disaffected	172	2.6	3.9
Teachers need more support/ help rather than inspection	148	2.3	3.4
Work / life balance is difficult – hours are too long or similar	143	2.2	3.3
Respondent comments they are tired/worn out/exhausted or similar / too tired to cope with further change	138	2.1	3.2
Schools need more money/ financial support/ funding - may include specific purposes e.g. for training/need autonomy re: spending/reallocation of funding – too much wasted	137	2.1	3.1
Teachers (and teaching TAs) need more support IN THE classroom/ workforce reforms need to deliver better workloads	131	2.0	3.0
The morale of the profession is low/ needs to be improved	117	1.8	2.7
Teachers need more non-contact time	95	1.5	2.2
Status of teaching needs to be improved/ should be higher/ is low status	95	1.5	2.2
More emphasis on retaining teachers is needed	94	1.4	2.2
There is too much stress on pupils / pupils should enjoy learning	84	1.3	1.9
Abolish key stage external testing/league tables/reduce testing – negative comments	78	1.2	1.8
Parents should be more supportive/take responsibility for children	74	1.1	1.7
Teaching is a difficult profession (or similar) e.g. too many subjects at primary/ need to be specialist in several areas	70	1.1	1.6
More equality of opportunity needed/ education for all/ needs to cater for all children/young people	65	1.0	1.5
Senior management needs to be more supportive	49	0.8	1.1
More continuous professional DEVELOPMENT needed	48	0.7	1.1
More continuous professional TRAINING (CDT)/courses needed/ including retraining	38	0.6	0.9
Respondent has left/is about to leave teaching/is considering leaving	37	0.6	0.8
Better Training for teachers (CPD) is needed	35	0.5	0.8
Respondent is looking forward to retirement (i.e. retirement not imminent but longer for/keenly awaited)	35	0.5	0.8

Initial Teacher Training (ITT) needs to be reviewed/ improved/new recruits have gaps in knowledge/ aptitude/ info on ITT needs improving	31	0.5	0.7
Initiatives/changes in the profession are supported/good	26	0.4	0.6
Teachers should have sabbaticals	26	0.4	0.6
Negative comment re: professional bodies	23	0.4	0.5
More career guidance for teachers needed	22	0.3	0.5
More attention is needed on classroom management skills	19	0.3	0.4
More LEA services for schools are needed	17	0.3	0.4
More support for supply teachers needed	16	0.2	0.4
More nationally/ central government provided services for schools are needed	15	0.2	0.3
Too much pastoral work/	14	0.2	0.3
Gov't commitment to education is superficial/only lip service/geared to winning elections/lacks understanding	14	0.2	0.3
Pupils (personal and academic) standards have deteriorated/schools should focus on the development needs of children	12	0.2	0.3
There should be more flexible career opportunity/progression	10	0.2	0.2
Resources for education are improving/more money is making a difference/ classes are smaller	9	0.1	0.2
Negative comment re: Ofsted / inspection	9	0.1	0.2
Concern re: Workforce Reform	7	0.1	0.2
Concern re: Inclusion agenda/not all SEN pupils should be integrated into main stream school	6	0.1	0.1
Need smaller class sizes	4	0.1	0.1
Negative comment re: own school / leadership in own school	4	0.1	0.1
More equality for teachers – re: full-time, part-time, age	4	0.1	0.1
Respondent states importance of leadership/school ethos	3	0.0	0.1
More teachers needed in schools to relieve pressures (i.e. a floating teacher in each school to provide cover)	3	0.0	0.1
Optimistic re: Workforce Reform	2	0.0	0.0
Concern re: monitoring of NQTs	2	0.0	0.0
Teachers need advice on health / identifying/ dealing with stress	2	0.0	0.0
Concern re: redundancy levels and recruitment drive	2	0.0	0.0
Governors need better skills/dedication	1	0.0	0.0
Negative comment re: LEA	1	0.0	0.0
Increase teacher accountability	1	0.0	0.0
Have Ofsted spot check inspections – not prearranged/see what schools really like	1	0.0	0.0
Would not teach if had time again	1	0.0	0.0
Irrelevant	77	1.2	1.8
No other comments	2485	38.3	56.9
<hr/>			
N=4370			

*More than one answer could be put forward so percentages do not sum to 100
1885 teachers answered this question*

Question 1 Describe your professional role (other)

	Count	Percentage of Cases (588) that answered this question %	Percentage of Cases from population (4370) %
Many/other roles in addition	75	12.8	1.7
Part time/job share	70	11.9	1.6
SENCO	62	10.5	1.4
Specialist unit	46	7.8	1.1
Peripatetic	35	6.0	0.8
Learning support	35	6.0	0.8
Advisory	31	5.3	0.7
Senior Management Team (SMT)/senior manager	22	3.7	0.5
maternity/extended leave/career break	18	3.1	0.4
Deputy head of a department	17	2.9	0.4
Acting Head	14	2.4	0.3
occasionally	13	2.2	0.3
contract	13	2.2	0.3
acting capacity	11	1.9	0.3
left profession	10	1.7	0.2
Retired	10	1.7	0.2
in-school supply cover	10	1.7	0.2
Social inclusion	7	1.2	0.2
NQT	5	0.9	0.1
Gifted/talented/Excellence	4	0.7	0.1
Tutor / teacher for SEN pupils (NOT SENCO)	3	0.5	0.1
FE Tutor	2	0.3	0.0
Cross-phase link teacher	1	0.2	0.0
Head of faculty	1	0.2	0.0
Home tutor	1	0.2	0.0
Respondent fills role in pastoral capacity	1	0.2	0.0
Irrelevant / uncodable	71	12.1	1.6
No Response	3782	-	86.5
N=4370			

Question 2 Forms of support I would like to experience (other)

	Count	Percentage of Cases (425) that answered this question %	Percentage of Cases from population (4370) %
more time to develop career	73	17.2	1.7
secondments	47	11.1	1.1
Observing	47	11.1	1.1
more courses	26	6.1	0.6
Informal mentoring/coaching	26	6.1	0.6
financial support	24	5.6	0.5
collegiate approach	20	4.7	0.5
wider range courses	16	3.8	0.4
broadening of professional experiences	16	3.8	0.4
specific curriculum areas	15	3.5	0.3
None	14	3.3	0.3
ICT skills	14	3.3	0.3
Administrative support	14	3.3	0.3
review of their responsibilities	11	2.6	0.3
More specialist resources/equipment need	11	2.6	0.3
new initiatives	8	1.9	0.2
help with career development / CPD oppor	8	1.9	0.2
back into full-time teaching	5	1.2	0.1
Help with transition into retirement	5	1.2	0.1
classteachers with additional responsibi	4	0.9	0.1
redundant/being made redundant	3	0.7	0.1
Dealing with stress	3	0.7	0.1
Effective HT / SMT / LEA	3	0.7	0.1
pay	2	0.5	0.0
Help from experienced line manager / SMT	2	0.5	0.0
In-class support	2	0.5	0.0
Better support from union	1	0.2	0.0
Support with challenging students	1	0.2	0.0
Free courses for schools	1	0.2	0.0
Support from Government	1	0.2	0.0
Parental support	1	0.2	0.0
Irrelevant/uncodable	58	13.6	1.3
No Response	3945	-	90.3
N=4370			

More than one answer could be put forward so percentages do not sum to 100

Question 2 Crosstabulation of support experienced in last 12 months or would like to experience and school context

		I have experience this			I would like to experience this or have more of it		
		Yes	No	Total	Yes	No	Total
Opportunities for formal training	Mean	99.8	99.0	99.6	99.6	97.7	99.4
	N	2992	751	3743	1762	271	2033
Career guidance interviews	Mean	99.5	99.5	99.5	100.4	98.0	99.7
	N	475	2566	3041	1604	736	2340
Access to formal mentoring/coaching	Mean	99.4	99.6	99.6	100.0	98.5	99.5
	N	968	2183	3151	1354	774	2128
Access to written or on-line advice and guidance	Mean	99.6	99.5	99.5	99.9	98.1	99.2
	N	1291	1862	3153	1214	744	1958

Question 3 Crosstabulation of professional development activities and phase of education

		Being supported by a mentor or coach				Total
		Frequently	Occasionally	Not in the last 12 months		
Phase of Education	Primary	N	171	426	1353	1950
		Row %	8.8	21.8	69.4	100.0
		Column %	51.0	47.8	49.7	49.4
Secondary		N	141	391	1096	1628
		Row %	8.7	24.0	67.3	100.0
		Column %	42.1	43.8	40.2	41.2
Not Applicable		N	23	75	275	373
		Row %	6.2	20.1	73.7	100.0
		Column %	6.9	8.4	10.1	9.4
Total		N	335	892	2724	3951
		Row %	8.5	22.6	68.9	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative learning with other colleagues in my school				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	831	1063	215	2109
		Row %	39.4	50.4	10.2	100.0
		Column %	62.1	46.8	35.1	50.0
	Secondary	N	401	1025	292	1718
		Row %	23.3	59.7	17.0	100.0
		Column %	29.9	45.2	47.6	40.7
	Not Applicable	N	107	182	106	395
		Row %	27.1	46.1	26.8	100.0
		Column %	8.0	8.0	17.3	9.4
Total		N	1339	2270	613	4222
		Row %	31.7	53.8	14.5	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative learning within a network of schools				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	227	1057	785	2069
		Row %	11.0	51.1	37.9	100.0
		Column %	67.8	57.9	39.8	50.1
	Secondary	N	82	661	936	1679
		Row %	4.9	39.4	55.7	100.0
		Column %	24.5	36.2	47.5	40.7
	Not Applicable	N	26	107	249	382
		Row %	6.8	28.0	65.2	100.0
		Column %	7.8	5.9	12.6	9.2
Total		N	335	1825	1970	4130
		Row %	8.1	44.2	47.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Taking an active part in school self-evaluation process				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	887	869	351	2107
		Row %	42.1	41.2	16.7	100.0
		Column %	62.5	46.8	37.7	50.1
	Secondary	N	437	867	406	1710
		Row %	25.6	50.7	23.7	100.0
		Column %	30.8	46.7	43.6	40.6
	Not Applicable	N	95	121	174	390
		Row %	24.4	31.0	44.6	100.0
		Column %	6.7	6.5	18.7	9.3
Total		N	1419	1857	931	4207
		Row %	33.7	44.1	22.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Development of my skills in analysing and using pupil data				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	611	911	568	2090
		Row %	29.2	43.6	27.2	100.0
		Column %	57.7	50.0	43.6	50.0
	Secondary	N	395	782	531	1708
		Row %	23.1	45.8	31.1	100.0
		Column %	37.3	42.9	40.7	40.8
	Not Applicable	N	53	128	205	386
		Row %	13.7	33.2	53.1	100.0
		Column %	5.0	7.0	15.7	9.2
Total		N	1059	1821	1304	4184
		Row %	25.3	43.5	31.2	100.0
		Column %	100.0	100.0	100.0	100.0

		Participating in collaborative enquiry and problem solving				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	268	820	954	2042
		Row %	13.1	40.2	46.7	100.0
		Column %	53.7	53.3	46.2	49.8
	Secondary	N	179	600	898	1677
		Row %	10.7	35.8	53.5	100.0
		Column %	35.9	39.0	43.4	40.9
	Not Applicable	N	52	118	215	385
		Row %	13.5	30.6	55.8	100.0
		Column %	10.4	7.7	10.4	9.4
Total		N	499	1538	2067	4104
		Row %	12.2	37.5	50.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Engaging with subject or specialist associations				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	345	980	744	2069
		Row %	16.7	47.4	36.0	100.0
		Column %	50.8	53.4	45.3	49.8
	Secondary	N	262	695	739	1696
		Row %	15.4	41.0	43.6	100.0
		Column %	38.6	37.9	45.0	40.8
	Not Applicable	N	72	160	160	392
		Row %	18.4	40.8	40.8	100.0
		Column %	10.6	8.7	9.7	9.4
Total		N	679	1835	1643	4157
		Row %	16.3	44.1	39.5	100.0
		Column %	100.0	100.0	100.0	100.0

		Participating in external courses				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	545	1263	304	2112
		Row %	25.8	59.8	14.4	100.0
		Column %	61.7	51.8	33.1	49.8
	Secondary	N	262	988	478	1728
		Row %	15.2	57.2	27.7	100.0
		Column %	29.6	40.5	52.1	40.7
	Not Applicable	N	77	189	136	402
		Row %	19.2	47.0	33.8	100.0
		Column %	8.7	7.7	14.8	9.5
Total		N	884	2440	918	4242
		Row %	20.8	57.5	21.6	100.0
		Column %	100.0	100.0	100.0	100.0

		Taking a secondment and/or a sabbatical				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	22	19	1955	1996
		Row %	1.1	1.0	97.9	100.0
		Column %	61.1	45.2	49.6	49.6
	Secondary	N	8	17	1630	1655
		Row %	0.5	1.0	98.5	100.0
		Column %	22.2	40.5	41.3	41.1
	Not Applicable	N	6	6	359	371
		Row %	1.6	1.6	96.8	100.0
		Column %	16.7	14.3	9.1	9.2
Total		N	36	42	3944	4022
		Row %	0.9	1.0	98.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Undertaking action research				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	63	169	1772	2004
		Row %	3.1	8.4	88.4	100.0
		Column %	47.7	51.5	49.4	49.5
	Secondary	N	51	140	1472	1663
		Row %	3.1	8.4	88.5	100.0
		Column %	38.6	42.7	41.1	41.1
	Not Applicable	N	18	19	341	378
		Row %	4.8	5.0	90.2	100.0
		Column %	13.6	5.8	9.5	9.3
Total		N	132	328	3585	4045
		Row %	3.3	8.1	88.6	100.0
		Column %	100.0	100.0	100.0	100.0

Question 3 Crosstabulation of professional development activities and age band

		Being supported by a mentor or coach				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	70	43	33	146
		Row %	47.9	29.5	22.6	100.0
		Column %	20.8	4.8	1.2	3.7
	25 to 29	N	60	145	235	440
		Row %	13.6	33.0	53.4	100.0
		Column %	17.9	16.2	8.6	11.1
	30 to 39	N	71	197	588	856
		Row %	8.3	23.0	68.7	100.0
		Column %	21.1	22.0	21.6	21.6
	40 to 49	N	71	254	808	1133
		Row %	6.3	22.4	71.3	100.0
		Column %	21.1	28.4	29.6	28.6
	50 to 59	N	60	248	1035	1343
		Row %	4.5	18.5	77.1	100.0
		Column %	17.9	27.7	37.9	33.9
	60 to 66	N	4	7	29	40
		Row %	10.0	17.5	72.5	100.0
		Column %	1.2	0.8	1.1	1.0
Total		N	336	894	2728	3958
		Row %	8.5	22.6	68.9	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative learning with other colleagues in my school				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	53	83	10	146
		Row %	36.3	56.8	6.8	100.0
		Column %	4.0	3.6	1.6	3.5
	25 to 29	N	142	249	55	446
		Row %	31.8	55.8	12.3	100.0
		Column %	10.6	10.9	9.0	10.5
	30 to 39	N	258	481	155	894
		Row %	28.9	53.8	17.3	100.0
		Column %	19.3	21.1	25.2	21.1
	40 to 49	N	364	665	185	1214
		Row %	30.0	54.8	15.2	100.0
		Column %	27.2	29.2	30.1	28.7
	50 to 59	N	506	779	199	1484
		Row %	34.1	52.5	13.4	100.0
		Column %	37.8	34.2	32.4	35.1
	60 to 66	N	17	19	10	46
		Row %	37.0	41.3	21.7	100.0
		Column %	1.3	0.8	1.6	1.1
Total		N	1340	2276	614	4230
		Row %	31.7	53.8	14.5	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative learning within a network of schools				
					Not in the	
			Frequently	Occasionally	last 12	Total
Age Bands					months	
20 to 24	N	7	62	72	141	
	Row %	5.0	44.0	51.1	100.0	
	Column %	2.1	3.4	3.6	3.4	
25 to 29	N	31	198	214	443	
	Row %	7.0	44.7	48.3	100.0	
	Column %	9.3	10.8	10.8	10.7	
30 to 39	N	64	402	419	885	
	Row %	7.2	45.4	47.3	100.0	
	Column %	19.1	22.0	21.2	21.4	
40 to 49	N	107	525	559	1191	
	Row %	9.0	44.1	46.9	100.0	
	Column %	31.9	28.8	28.3	28.8	
50 to 59	N	124	622	688	1434	
	Row %	8.6	43.4	48.0	100.0	
	Column %	37.0	34.1	34.8	34.7	
60 to 66	N	2	16	26	44	
	Row %	4.5	36.4	59.1	100.0	
	Column %	0.6	0.9	1.3	1.1	
Total	N	335	1825	1978	4138	
	Row %	8.1	44.1	47.8	100.0	
	Column %	100.0	100.0	100.0	100.0	

		Taking an active part in school self-evaluation process				
				Not in the		
			Frequently	Occasionally	last 12	Total
					months	
Age Bands	20 to 24	N	36	74	32	142
		Row %	25.4	52.1	22.5	100.0
		Column %	2.5	4.0	3.4	3.4
	25 to 29	N	121	223	101	445
		Row %	27.2	50.1	22.7	100.0
		Column %	8.5	12.0	10.8	10.6
	30 to 39	N	281	411	200	892
		Row %	31.5	46.1	22.4	100.0
		Column %	19.8	22.1	21.4	21.2
	40 to 49	N	419	516	278	1213
		Row %	34.5	42.5	22.9	100.0
		Column %	29.5	27.8	29.7	28.8
	50 to 59	N	547	622	307	1476
		Row %	37.1	42.1	20.8	100.0
		Column %	38.5	33.5	32.8	35.0
	60 to 66	N	17	13	17	47
		Row %	36.2	27.7	36.2	100.0
		Column %	1.2	0.7	1.8	1.1
Total		N	1421	1859	935	4215
		Row %	33.7	44.1	22.2	100.0
		Column %	100.0	100.0	100.0	100.0

		Development of my skills in analysing and using pupil data			
				Not in the last 12 months	Total
Age Bands		Frequently	Occasionally		
20 to 24	N	25	80	41	146
	Row %	17.1	54.8	28.1	100.0
	Column %	2.4	4.4	3.1	3.5
25 to 29	N	94	228	120	442
	Row %	21.3	51.6	27.1	100.0
	Column %	8.9	12.5	9.2	10.5
30 to 39	N	239	367	288	894
	Row %	26.7	41.1	32.2	100.0
	Column %	22.6	20.1	22.0	21.3
40 to 49	N	303	503	402	1208
	Row %	25.1	41.6	33.3	100.0
	Column %	28.6	27.5	30.8	28.8
50 to 59	N	381	633	441	1455
	Row %	26.2	43.5	30.3	100.0
	Column %	36.0	34.7	33.7	34.7
60 to 66	N	17	15	15	47
	Row %	36.2	31.9	31.9	100.0
	Column %	1.6	0.8	1.1	1.1
Total	N	1059	1826	1307	4192
	Row %	25.3	43.6	31.2	100.0
	Column %	100.0	100.0	100.0	100.0

		Participating in collaborative enquiry and problem solving				
		Not in the				
		last 12				
		months				
		Frequently	Occasionally		Total	
Age Bands	20 to 24	N	11	67	63	141
		Row %	7.8	47.5	44.7	100.0
		Column %	2.2	4.3	3.0	3.4
	25 to 29	N	43	169	227	439
		Row %	9.8	38.5	51.7	100.0
		Column %	8.6	11.0	11.0	10.7
	30 to 39	N	99	356	432	887
		Row %	11.2	40.1	48.7	100.0
		Column %	19.8	23.1	20.9	21.6
	40 to 49	N	135	410	635	1180
		Row %	11.4	34.7	53.8	100.0
		Column %	27.0	26.6	30.7	28.7
	50 to 59	N	203	522	696	1421
		Row %	14.3	36.7	49.0	100.0
		Column %	40.6	33.8	33.6	34.6
	60 to 66	N	9	19	16	44
		Row %	20.5	43.2	36.4	100.0
		Column %	1.8	1.2	0.8	1.1
Total		N	500	1543	2069	4112
		Row %	12.2	37.5	50.3	100.0
		Column %	100.0	100.0	100.0	100.0

		Engaging with subject or specialist associations				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	26	73	45	144
		Row %	18.1	50.7	31.3	100.0
		Column %	3.8	4.0	2.7	3.5
	25 to 29	N	74	208	163	445
		Row %	16.6	46.7	36.6	100.0
		Column %	10.9	11.3	9.9	10.7
	30 to 39	N	136	391	361	888
		Row %	15.3	44.0	40.7	100.0
		Column %	20.0	21.3	21.9	21.3
	40 to 49	N	198	511	485	1194
		Row %	16.6	42.8	40.6	100.0
		Column %	29.2	27.8	29.4	28.7
	50 to 59	N	237	634	576	1447
		Row %	16.4	43.8	39.8	100.0
		Column %	34.9	34.5	34.9	34.7
	60 to 66	N	8	20	19	47
		Row %	17.0	42.6	40.4	100.0
		Column %	1.2	1.1	1.2	1.1
Total		N	679	1837	1649	4165
		Row %	16.3	44.1	39.6	100.0
		Column %	100.0	100.0	100.0	100.0

		Participating in external courses				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	45	89	13	147
		Row %	30.6	60.5	8.8	100.0
		Column %	5.1	3.6	1.4	3.5
	25 to 29	N	106	265	75	446
		Row %	23.8	59.4	16.8	100.0
		Column %	12.0	10.8	8.1	10.5
	30 to 39	N	198	513	189	900
		Row %	22.0	57.0	21.0	100.0
		Column %	22.4	21.0	20.5	21.2
	40 to 49	N	247	717	263	1227
		Row %	20.1	58.4	21.4	100.0
		Column %	27.9	29.3	28.6	28.9
	50 to 59	N	284	838	360	1482
		Row %	19.2	56.5	24.3	100.0
		Column %	32.1	34.3	39.1	34.9
	60 to 66	N	5	22	21	48
		Row %	10.4	45.8	43.8	100.0
		Column %	0.6	0.9	2.3	1.1
Total		N	885	2444	921	4250
		Row %	20.8	57.5	21.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Taking a secondment and/or a sabbatical Not in the last 12 months				Total
			Frequently	Occasionally		
Age Bands	20 to 24	N	0	2	139	141
		Row %	0.0	1.4	98.6	100.0
		Column %	0.0	4.8	3.5	3.5
	25 to 29	N	4	8	426	438
		Row %	0.9	1.8	97.3	100.0
		Column %	11.1	19.0	10.8	10.9
	30 to 39	N	7	10	858	875
		Row %	0.8	1.1	98.1	100.0
		Column %	19.4	23.8	21.7	21.7
	40 to 49	N	12	7	1136	1155
		Row %	1.0	0.6	98.4	100.0
		Column %	33.3	16.7	28.7	28.7
	50 to 59	N	13	15	1352	1380
		Row %	0.9	1.1	98.0	100.0
		Column %	36.1	35.7	34.2	34.2
	60 to 66	N	0	0	41	41
		Row %	0.0	0.0	100.0	100.0
		Column %	0.0	0.0	1.0	1.0
Total		N	36	42	3952	4030
		Row %	0.9	1.0	98.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Undertaking action research				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	3	12	125	140
		Row %	2.1	8.6	89.3	100.0
		Column %	2.3	3.7	3.5	3.5
	25 to 29	N	18	39	383	440
		Row %	4.1	8.9	87.0	100.0
		Column %	13.6	11.9	10.7	10.9
	30 to 39	N	35	63	781	879
		Row %	4.0	7.2	88.9	100.0
		Column %	26.5	19.2	21.7	21.7
	40 to 49	N	44	101	1017	1162
		Row %	3.8	8.7	87.5	100.0
		Column %	33.3	30.8	28.3	28.7
	50 to 59	N	30	110	1249	1389
		Row %	2.2	7.9	89.9	100.0
		Column %	22.7	33.5	34.8	34.3
	60 to 66	N	2	3	38	43
		Row %	4.7	7.0	88.4	100.0
		Column %	1.5	0.9	1.1	1.1
Total		N	132	328	3593	4053
		Row %	3.3	8.1	88.7	100.0
		Column %	100.0	100.0	100.0	100.0

Question 3 Crosstabulation of professional development activities and years in service

		Being supported by a mentor or coach				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	88	188	316	592
		Row %	14.9	31.8	53.4	100.0
		Column %	37.0	22.5	11.7	15.7
	5 to 9	N	34	145	443	622
		Row %	5.5	23.3	71.2	100.0
		Column %	14.3	17.4	16.4	16.5
	10 to 14	N	17	88	319	424
		Row %	4.0	20.8	75.2	100.0
		Column %	7.1	10.5	11.8	11.2
	15 to 19	N	15	62	238	315
		Row %	4.8	19.7	75.6	100.0
		Column %	6.3	7.4	8.8	8.3
	20 to 24	N	13	66	295	374
		Row %	3.5	17.6	78.9	100.0
		Column %	5.5	7.9	10.9	9.9
	25 to 29	N	31	141	482	654
		Row %	4.7	21.6	73.7	100.0
		Column %	13.0	16.9	17.8	17.3
	30 to 34	N	31	107	455	593
		Row %	5.2	18.0	76.7	100.0
		Column %	13.0	12.8	16.8	15.7
	35 or over	N	9	38	156	203
		Row %	4.4	18.7	76.8	100.0
		Column %	3.8	4.6	5.8	5.4
Total		N	238	835	2704	3777
		Row %	6.3	22.1	71.6	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative learning with other colleagues in my school				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	183	325	102	610
		Row %	30.0	53.3	16.7	100.0
		Column %	14.3	15.0	17.0	15.1
	5 to 9	N	200	359	103	662
		Row %	30.2	54.2	15.6	100.0
		Column %	15.6	16.5	17.2	16.3
	10 to 14	N	116	254	74	444
		Row %	26.1	57.2	16.7	100.0
		Column %	9.1	11.7	12.3	11.0
	15 to 19	N	106	187	49	342
		Row %	31.0	54.7	14.3	100.0
		Column %	8.3	8.6	8.2	8.4
	20 to 24	N	112	217	60	389
		Row %	28.8	55.8	15.4	100.0
		Column %	8.8	10.0	10.0	9.6
	25 to 29	N	245	367	99	711
		Row %	34.5	51.6	13.9	100.0
		Column %	19.1	16.9	16.5	17.6
	30 to 34	N	248	339	77	664
		Row %	37.3	51.1	11.6	100.0
		Column %	19.4	15.6	12.8	16.4
	35 or over	N	70	123	36	229
		Row %	30.6	53.7	15.7	100.0
		Column %	5.5	5.7	6.0	5.7
Total		N	1280	2171	600	4051
		Row %	31.6	53.6	14.8	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative learning within a network of schools				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	31	267	303	601
		Row %	5.2	44.4	50.4	100.0
		Column %	9.5	15.2	16.1	15.2
	5 to 9	N	49	288	312	649
		Row %	7.6	44.4	48.1	100.0
		Column %	15.0	16.4	16.6	16.4
	10 to 14	N	38	183	217	438
		Row %	8.7	41.8	49.5	100.0
		Column %	11.6	10.4	11.6	11.1
	15 to 19	N	31	167	139	337
		Row %	9.2	49.6	41.2	100.0
		Column %	9.5	9.5	7.4	8.5
	20 to 24	N	39	165	180	384
		Row %	10.2	43.0	46.9	100.0
		Column %	11.9	9.4	9.6	9.7
	25 to 29	N	61	299	338	698
		Row %	8.7	42.8	48.4	100.0
		Column %	18.7	17.0	18.0	17.6
	30 to 34	N	63	288	285	636
		Row %	9.9	45.3	44.8	100.0
		Column %	19.3	16.4	15.2	16.1
	35 or over	N	15	100	104	219
		Row %	6.8	45.7	47.5	100.0
		Column %	4.6	5.7	5.5	5.5
Total		N	327	1757	1878	3962
		Row %	8.3	44.3	47.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Taking an active part in school self-evaluation process				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	144	314	149	607
		Row %	23.7	51.7	24.5	100.0
		Column %	10.4	17.7	17.0	15.0
	5 to 9	N	224	310	125	659
		Row %	34.0	47.0	19.0	100.0
		Column %	16.1	17.5	14.3	16.3
	10 to 14	N	146	182	111	439
		Row %	33.3	41.5	25.3	100.0
		Column %	10.5	10.3	12.7	10.9
	15 to 19	N	118	155	66	339
		Row %	34.8	45.7	19.5	100.0
		Column %	8.5	8.7	7.5	8.4
	20 to 24	N	146	165	83	394
		Row %	37.1	41.9	21.1	100.0
		Column %	10.5	9.3	9.5	9.8
	25 to 29	N	268	283	162	713
		Row %	37.6	39.7	22.7	100.0
		Column %	19.3	16.0	18.5	17.7
	30 to 34	N	266	269	123	658
		Row %	40.4	40.9	18.7	100.0
		Column %	19.1	15.2	14.0	16.3
	35 or over	N	78	94	57	229
		Row %	34.1	41.0	24.9	100.0
		Column %	5.6	5.3	6.5	5.7
Total		N	1390	1772	876	4038
		Row %	34.4	43.9	21.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Development of my skills in analysing and using pupil data				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	111	305	189	605
		Row %	18.3	50.4	31.2	100.0
		Column %	10.8	17.6	15.1	15.1
	5 to 9	N	183	274	198	655
		Row %	27.9	41.8	30.2	100.0
		Column %	17.9	15.8	15.8	16.3
	10 to 14	N	119	173	149	441
		Row %	27.0	39.2	33.8	100.0
		Column %	11.6	10.0	11.9	11.0
	15 to 19	N	87	140	111	338
		Row %	25.7	41.4	32.8	100.0
		Column %	8.5	8.1	8.9	8.4
	20 to 24	N	103	157	131	391
		Row %	26.3	40.2	33.5	100.0
		Column %	10.0	9.0	10.4	9.7
	25 to 29	N	185	301	227	713
		Row %	25.9	42.2	31.8	100.0
		Column %	18.0	17.3	18.1	17.8
	30 to 34	N	181	291	177	649
		Row %	27.9	44.8	27.3	100.0
		Column %	17.7	16.8	14.1	16.2
	35 or over	N	56	94	72	222
		Row %	25.2	42.3	32.4	100.0
		Column %	5.5	5.4	5.7	5.5
Total		N	1025	1735	1254	4014
		Row %	25.5	43.2	31.2	100.0
		Column %	100.0	100.0	100.0	100.0

		Participating in collaborative enquiry and problem solving				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	46	249	301	596
		Row %	7.7	41.8	50.5	100.0
		Column %	9.4	17.0	15.2	15.1
	5 to 9	N	77	250	322	649
		Row %	11.9	38.5	49.6	100.0
		Column %	15.8	17.0	16.3	16.5
	10 to 14	N	57	150	226	433
		Row %	13.2	34.6	52.2	100.0
		Column %	11.7	10.2	11.4	11.0
	15 to 19	N	42	111	179	332
		Row %	12.7	33.4	53.9	100.0
		Column %	8.6	7.6	9.0	8.4
	20 to 24	N	43	130	209	382
		Row %	11.3	34.0	54.7	100.0
		Column %	8.8	8.9	10.6	9.7
	25 to 29	N	90	270	338	698
		Row %	12.9	38.7	48.4	100.0
		Column %	18.4	18.4	17.1	17.7
	30 to 34	N	99	230	300	629
		Row %	15.7	36.6	47.7	100.0
		Column %	20.3	15.7	15.1	16.0
	35 or over	N	34	78	106	218
		Row %	15.6	35.8	48.6	100.0
		Column %	7.0	5.3	5.4	5.5
Total		N	488	1468	1981	3937
		Row %	12.4	37.3	50.3	100.0
		Column %	100.0	100.0	100.0	100.0

		Engaging with subject or specialist associations				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	91	284	230	605
		Row %	15.0	46.9	38.0	100.0
		Column %	13.9	16.1	14.6	15.2
	5 to 9	N	121	288	241	650
		Row %	18.6	44.3	37.1	100.0
		Column %	18.4	16.4	15.3	16.3
	10 to 14	N	73	193	173	439
		Row %	16.6	44.0	39.4	100.0
		Column %	11.1	11.0	11.0	11.0
	15 to 19	N	56	139	141	336
		Row %	16.7	41.4	42.0	100.0
		Column %	8.5	7.9	9.0	8.4
	20 to 24	N	59	165	162	386
		Row %	15.3	42.7	42.0	100.0
		Column %	9.0	9.4	10.3	9.7
	25 to 29	N	106	304	297	707
		Row %	15.0	43.0	42.0	100.0
		Column %	16.2	17.3	18.9	17.7
	30 to 34	N	112	292	242	646
		Row %	17.3	45.2	37.5	100.0
		Column %	17.1	16.6	15.4	16.2
	35 or over	N	38	94	86	218
		Row %	17.4	43.1	39.4	100.0
		Column %	5.8	5.3	5.5	5.5
Total		N	656	1759	1572	3987
		Row %	16.5	44.1	39.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Participating in external courses				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	123	380	108	611
		Row %	20.1	62.2	17.7	100.0
		Column %	14.7	16.2	12.1	15.0
	5 to 9	N	157	369	139	665
		Row %	23.6	55.5	20.9	100.0
		Column %	18.8	15.8	15.5	16.3
	10 to 14	N	95	250	102	447
		Row %	21.3	55.9	22.8	100.0
		Column %	11.4	10.7	11.4	11.0
	15 to 19	N	66	200	79	345
		Row %	19.1	58.0	22.9	100.0
		Column %	7.9	8.6	8.8	8.5
	20 to 24	N	68	242	85	395
		Row %	17.2	61.3	21.5	100.0
		Column %	8.2	10.3	9.5	9.7
	25 to 29	N	154	415	149	718
		Row %	21.4	57.8	20.8	100.0
		Column %	18.5	17.7	16.6	17.6
	30 to 34	N	139	360	162	661
		Row %	21.0	54.5	24.5	100.0
		Column %	16.7	15.4	18.1	16.2
	35 or over	N	32	123	72	227
		Row %	14.1	54.2	31.7	100.0
		Column %	3.8	5.3	8.0	5.6
Total		N	834	2339	896	4069
		Row %	20.5	57.5	22.0	100.0
		Column %	100.0	100.0	100.0	100.0

		Taking a secondment and/or a sabbatical				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	4	9	579	592
		Row %	0.7	1.5	97.8	100.0
		Column %	11.1	23.1	15.3	15.4
	5 to 9	N	5	7	627	639
		Row %	0.8	1.1	98.1	100.0
		Column %	13.9	17.9	16.6	16.6
	10 to 14	N	6	2	421	429
		Row %	1.4	0.5	98.1	100.0
		Column %	16.7	5.1	11.1	11.1
	15 to 19	N	5	1	319	325
		Row %	1.5	0.3	98.2	100.0
		Column %	13.9	2.6	8.4	8.4
	20 to 24	N	2	4	372	378
		Row %	0.5	1.1	98.4	100.0
		Column %	5.6	10.3	9.8	9.8
	25 to 29	N	8	8	656	672
		Row %	1.2	1.2	97.6	100.0
		Column %	22.2	20.5	17.4	17.4
	30 to 34	N	6	8	597	611
		Row %	1.0	1.3	97.7	100.0
		Column %	16.7	20.5	15.8	15.9
	35 or over	N	0	0	208	208
		Row %	0.0	0.0	100.0	100.0
		Column %	0.0	0.0	5.5	5.4
Total		N	36	39	3779	3854
		Row %	0.9	1.0	98.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Undertaking action research				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	19	49	527	595
		Row %	3.2	8.2	88.6	100.0
		Column %	14.7	15.4	15.4	15.3
	5 to 9	N	37	53	552	642
		Row %	5.8	8.3	86.0	100.0
		Column %	28.7	16.6	16.1	16.6
	10 to 14	N	18	39	374	431
		Row %	4.2	9.0	86.8	100.0
		Column %	14.0	12.2	10.9	11.1
	15 to 19	N	8	24	298	330
		Row %	2.4	7.3	90.3	100.0
		Column %	6.2	7.5	8.7	8.5
	20 to 24	N	13	32	332	377
		Row %	3.4	8.5	88.1	100.0
		Column %	10.1	10.0	9.7	9.7
	25 to 29	N	14	58	602	674
		Row %	2.1	8.6	89.3	100.0
		Column %	10.9	18.2	17.6	17.4
	30 to 34	N	12	51	552	615
		Row %	2.0	8.3	89.8	100.0
		Column %	9.3	16.0	16.1	15.9
	35 or over	N	8	13	192	213
		Row %	3.8	6.1	90.1	100.0
		Column %	6.2	4.1	5.6	5.5
Total		N	129	319	3429	3877
		Row %	3.3	8.2	88.4	100.0
		Column %	100.0	100.0	100.0	100.0

Question 3 Crosstabulation of professional development experienced in the last 12 months and school context

		Frequently/ Occasionally	Not in the last 12 months	Total
Being a supportive mentor or coach	Mean	99.3	99.6	99.5
	N	1128.00	2447.00	3575.00
Collaborative learning with other colleagues in my school	Mean	99.5	100.2	99.6
	N	3317.00	505.00	3822.00
Collaborative learning within a network of schools	Mean	99.8	99.4	99.6
	N	2010.00	1735.00	3745.00
Taking an active part in school self-evaluation process	Mean	99.6	100.1	99.7
	N	3051.00	759.00	3810.00
Development of my skills in analysing and using pupil data	Mean	99.6	99.8	99.7
	N	2692.00	1106.00	3798.00
Participating in collaborative enquiry and problem solving	Mean	100.0	99.2	99.6
	N	1860.00	1859.00	3719.00
Engaging with subject or specialist associations	Mean	99.7	99.5	99.6
	N	2286.00	1482.00	3768.00
Participating in external courses	Mean	99.9	98.9	99.7
	N	3048.00	788.00	3836.00
Taking a secondment and/or a sabbatical	Mean	102.5	99.6	99.6
	N	67.00	3585.00	3652.00
Undertaking action research	Mean	100.8	99.5	99.6
	N	423.00	3246.00	3669.00

Question 6 In the last 12 months how have you shared your knowledge and expertise with your colleagues (other)

	Count	Percentage of Cases (481) that answered this question %	Percentage of Cases from population (4370) %
informal discussions	104	21.6	2.4
school network/cluster/area	90	18.7	2.1
NQT/new staff induction	56	11.6	1.3
written guidance/course notes	45	9.4	1.0
Attending outside school	23	4.8	0.5
hosting/assisting with visits	21	4.4	0.5
Training across LEA	20	4.2	0.5
school committees, working group	18	3.7	0.4
role as co-ordinator	17	3.5	0.4
Teaching Assistants	17	3.5	0.4
Teaching outside school	15	3.1	0.3
Speaking outside school	14	2.9	0.3
IT problems	14	2.9	0.3
with LEA advisor	10	2.1	0.2
part of the job	10	2.1	0.2
planning/consultant leader	10	2.1	0.2
Inter agency working	6	1.2	0.1
Governor support	5	1.0	0.1
With parents	5	1.0	0.1
discouraged time out of school	4	0.8	0.1
Tutoring/mentoring	4	0.8	0.1
secondment	3	0.6	0.1
Placement Students (ITT)	3	0.6	0.1
lesson observation / team teaching	3	0.6	0.1
supply teachers	2	0.4	0.0
INSET	2	0.4	0.0
Post-professional development	2	0.4	0.0
On-line	2	0.4	0.0
Receiving training (i.e. NPQH	1	0.2	0.0
support to colleagues	1	0.2	0.0
With colleagues abroad	1	0.2	0.0
Irrelevant/uncodable	32	6.7	0.7
No Response	3889	-	89.0

N=4370

More than one answer could be put forward so percentages do not sum to 100

Question 9 What encourages you to stay in teaching? (other)

	Count	Percentage of Cases (467) that answered this question %	Percentage of Cases from population (4370) %
negative comment about staying in teaching	106	22.7	2.4
Personal commitment/sense of vocation	70	15.0	1.6
left teaching/is soon to leave	43	9.2	1.0
Financial reasons (generally negative)	43	9.2	1.0
Financial reasons (generally positive)	40	8.6	0.9
part-time work/ flexible hours	30	6.4	0.7
Individual successes	26	5.6	0.6
supportive colleagues	25	5.4	0.6
too old to start a new career	21	4.5	0.5
varied experiences	9	1.9	0.2
own interest within subject	8	1.7	0.2
does not have job security	7	1.5	0.2
Unable/unwilling to grade responses	4	0.9	0.1
Learning new skills	2	0.4	0.0
does not have school holidays	1	0.2	0.0
Threshold	1	0.2	0.0
Value of teaching qualification	1	0.2	0.0
Possibility of four – term year	1	0.2	0.0
Parental support	1	0.2	0.0
Irrelevant/uncodable	75	16.1	1.7
No Response	3903	-	89.3

N=4370

More than one answer could be put forward so percentages do not sum to 100

Question 13 Thinking about the most effective and inspirational lessons you have ever taught, what were the main sources for your ideas? (other)

	Count	Percentage of Cases (247) that answered this question %	Percentage of Cases from population (4370) %
Understanding of children	53	21.5	1.2
Personal interests/hobbies/own resources	36	14.6	0.8
Personal experience outside the profession	32	13.0	0.7
Subject knowledge	23	9.3	0.5
External contacts	20	8.1	0.5
Specific course	18	7.3	0.4
Use of a range	17	6.9	0.4
Specific mention of book	13	5.3	0.3
Trial and error	10	4.0	0.2
School trips/visits	7	2.8	0.2
Varied over time	6	2.4	0.1
Training opportunities	6	2.4	0.1
Specific web sites	3	1.2	0.1
Range of teaching methods	2	0.8	0.0
Planning time	2	0.8	0.0
Making/filming	1	0.4	0.0
Experience	1	0.4	0.0
Newspapers	1	0.4	0.0
Irrelevant/uncodable	28	11.3	0.6
No Response	4123	-	94.3

N=4370

More than one answer could be put forward so percentages do not sum to 100

Question 14 Which of the following government initiatives/policies are helping teachers to make a difference in improving education in England? (other)

	Count	Percentage of Cases (614) that answered this question %	Percentage of Cases from population (4370) %
NONE of the above/negative comment about all initiatives listed	245	39.9	5.6
Some or most of the above not helping to make a difference	88	14.3	2.0
Other named initiative not listed elsewhere	64	10.4	1.5
Teachers make a difference	39	6.4	0.9
too many initiatives/ overburdened	34	5.5	0.8
Negative comment specifically about school inspection	29	4.7	0.7
Increased professional autonomy/ trust in teachers	26	4.2	0.6
Lack of funding	24	3.9	0.5
Some National Strategies are less/more effective than others	19	3.1	0.4
Higher spending	15	2.4	0.3
Have the potential	14	2.3	0.3
Workforce reforms have potential	12	2.0	0.3
Flexible application/interpretation	8	1.3	0.2
Qualified support for school inspections	7	1.1	0.2
ICT initiatives are helping	7	1.1	0.2
Education Action Zones	7	1.1	0.2
Government/Union relationships	4	0.7	0.1
Increased training opportunities	4	0.7	0.1
ICT training/development required	4	0.7	0.1
School inspections only make time-limited difference	3	0.5	0.1
Qualified support	3	0.5	0.1
Foundation Stage is making a difference	3	0.5	0.1
Extended school status	3	0.5	0.1
Intervention Strategies	3	0.5	0.1
Springboard mathematics	1	0.2	0.0
Continued monitoring and evaluation of initiatives	1	0.2	0.0
Threshold	1	0.2	0.0
Workforce Reform–concern (do not replace	1	0.2	0.1
Parental support required	1	0.2	0.0
Government/LEAs/Schools not working collectively	1	0.2	0.0
Irrelevant/not applicable	48	7.8	0.0
No response	3756	-	1.1

N=4370

More than one answer could be put forward so percentages do not sum to 100

Question 15 How would you wish to see your teaching career developing in the future?
(other)

	Count	Percentage of Cases (525) that answered this question %	Percentage of Cases from population (4370) %
Leaving teaching/changing career	112	21.3	2.6
Retired/about to retire	90	17.1	2.1
Consultant	35	6.7	0.8
Counselling/ learning mentor/1:1	30	5.7	0.7
Enjoys existing role	29	5.5	0.7
Change of subject area	29	5.5	0.7
Lacks energy/time/motivation	25	4.8	0.6
Teaching abroad/overseas	23	4.4	0.5
Special needs	16	3.0	0.4
Multi agency working	13	2.5	0.3
Educational psychologist	12	2.3	0.3
Writing	12	2.3	0.3
Curriculum innovations	11	2.1	0.3
Sport/adventure/ outdoor education	10	1.9	0.2
Lecturing	9	1.7	0.2
Too old	8	1.5	0.2
Change of age group	8	1.5	0.2
Research/share practice as a teacher	4	0.8	0.1
Family support/parenting skills/ Examining	4	0.8	0.1
Develop specialist area	2	0.4	0.0
School closing – redundancy	2	0.4	0.0
Professional development to HOD/DH/Headship	2	0.4	0.0
More work with governing bodies	1	0.2	0.0
Peripatetic	1	0.2	0.0
Ofsted team member	1	0.2	0.0
Further CPD opportunities	1	0.2	0.0
Teaching from home	1	0.2	0.0
Feels held in current post	1	0.2	0.0
Mentoring for new HTs	1	0.2	0.0
Supply teaching	1	0.2	0.0
Professional development but not into DH/Headship	1	0.2	0.0
Irrelevant/uncodable	69	13.1	1.6
no response to other	3845	-	88.0
N=4370			

More than one answer could be put forward so percentages do not sum to 100

Question 2 x Question 1

Crosstabulation of support experienced and professional role

Professional Role		Opportunities for formal training						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Supply teacher	N	77	120	197	112	39	151	
	Row %	39.1	60.9	100.0	74.2	25.8	100.0	
	Column %	2.3	13.7	4.7	5.7	12.2	6.7	
Class teacher	N	612	207	819	437	49	486	
	Row %	74.7	25.3	100.0	89.9	10.1	100.0	
	Column %	18.6	23.6	19.7	22.4	15.4	21.4	
Special responsibilities	N	1083	223	1306	658	83	741	
	Row %	82.9	17.1	100.0	88.8	11.2	100.0	
	Column %	32.9	25.5	31.3	33.8	26.0	32.7	
Cross-school responsibilities	N	85	19	104	48	6	54	
	Row %	81.7	18.3	100.0	88.9	11.1	100.0	
	Column %	2.6	2.2	2.5	2.5	1.9	2.4	
Head of department	N	613	155	768	375	56	431	
	Row %	79.8	20.2	100.0	87.0	13.0	100.0	
	Column %	18.6	17.7	18.4	19.3	17.6	19.0	
Advanced skills teacher	N	48	5	53	16	3	19	
	Row %	90.6	9.4	100.0	84.2	15.8	100.0	
	Column %	1.5	0.6	1.3	0.8	0.9	0.8	
Assistant head	N	98	19	117	44	9	53	
	Row %	83.8	16.2	100.0	83.0	17.0	100.0	
	Column %	3.0	2.2	2.8	2.3	2.8	2.3	
Deputy head	N	218	20	238	69	19	88	
	Row %	91.6	8.4	100.0	78.4	21.6	100.0	
	Column %	6.6	2.3	5.7	3.5	6.0	3.9	
Headteacher	N	262	34	296	70	32	102	
	Row %	88.5	11.5	100.0	68.6	31.4	100.0	
	Column %	8.0	3.9	7.1	3.6	10.0	4.5	
other without tick	N	194	74	268	119	23	142	
	Row %	72.4	27.6	100.0	83.8	16.2	100.0	
	Column %	5.9	8.4	6.4	6.1	7.2	6.3	
Total	N	3290	876	4166	1948	319	2267	
	Row %	79.0	21.0	100.0	85.9	14.1	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Career guidance interviews							
		I have experienced this			I would like to experience this or have more of it				
		Yes	No	Total	Yes	No	Total		
Professional Role	Supply teacher	N	9	166	175	62	73	135	
		Row %	5.1	94.9	100.0	45.9	54.1	100.0	
		Column %	1.7	5.8	5.2	3.5	8.7	5.2	
		Class teacher	N	86	583	669	381	157	538
			Row %	12.9	87.1	100.0	70.8	29.2	100.0
			Column %	16.6	20.4	19.8	21.8	18.7	20.8
		Special responsibilities	N	190	892	1082	562	271	833
			Row %	17.6	82.4	100.0	67.5	32.5	100.0
			Column %	36.6	31.2	32.0	32.2	32.3	32.2
		Cross-school responsibilities	N	16	66	82	40	21	61
			Row %	19.5	80.5	100.0	65.6	34.4	100.0
			Column %	3.1	2.3	2.4	2.3	2.5	2.4
		Head of department	N	64	561	625	379	135	514
			Row %	10.2	89.8	100.0	73.7	26.3	100.0
			Column %	12.3	19.6	18.5	21.7	16.1	19.9
		Advanced skills teacher	N	14	32	46	27	4	31
			Row %	30.4	69.6	100.0	87.1	12.9	100.0
			Column %	2.7	1.1	1.4	1.5	0.5	1.2
		Assistant head	N	18	68	86	33	23	56
			Row %	20.9	79.1	100.0	58.9	41.1	100.0
			Column %	3.5	2.4	2.5	1.9	2.7	2.2
		Deputy head	N	57	112	169	83	35	118
			Row %	33.7	66.3	100.0	70.3	29.7	100.0
			Column %	11.0	3.9	5.0	4.7	4.2	4.6
		Headteacher	N	32	182	214	93	52	145
			Row %	15.0	85.0	100.0	64.1	35.9	100.0
			Column %	6.2	6.4	6.3	5.3	6.2	5.6
	other without tick	N	33	201	234	88	68	156	
		Row %	14.1	85.9	100.0	56.4	43.6	100.0	
		Column %	6.4	7.0	6.9	5.0	8.1	6.0	
	Total	N	519	2863	3382	1748	839	2587	
		Row %	15.3	84.7	100.0	67.6	32.4	100.0	
		Column %	100.0	100.0	100.0	100.0	100.0	100.0	

Professional Role		N	Access to formal mentoring/coaching			I would like to experience this or have more of it		
			I have experienced this			Yes	No	Total
			Yes	No	Total			
Supply teacher	N	24	155	179	60	73	133	
	Row %	13.4	86.6	100.0	45.1	54.9	100.0	
	Column %	2.3	6.3	5.1	4.0	8.4	5.6	
Class teacher	N	292	421	713	318	147	465	
	Row %	41.0	59.0	100.0	68.4	31.6	100.0	
	Column %	27.8	17.2	20.4	21.2	16.9	19.6	
Special responsibilities	N	306	800	1106	442	298	740	
	Row %	27.7	72.3	100.0	59.7	40.3	100.0	
	Column %	29.1	32.7	31.6	29.4	34.2	31.2	
Cross-school responsibilities	N	20	61	81	40	21	61	
	Row %	24.7	75.3	100.0	65.6	34.4	100.0	
	Column %	1.9	2.5	2.3	2.7	2.4	2.6	
Head of department	N	160	484	644	317	162	479	
	Row %	24.8	75.2	100.0	66.2	33.8	100.0	
	Column %	15.2	19.8	18.4	21.1	18.6	20.2	
Advanced skills teacher	N	15	31	46	23	8	31	
	Row %	32.6	67.4	100.0	74.2	25.8	100.0	
	Column %	1.4	1.3	1.3	1.5	0.9	1.3	
Assistant head	N	31	57	88	44	20	64	
	Row %	35.2	64.8	100.0	68.8	31.3	100.0	
	Column %	2.9	2.3	2.5	2.9	2.3	2.7	
Deputy head	N	59	117	176	81	34	115	
	Row %	33.5	66.5	100.0	70.4	29.6	100.0	
	Column %	5.6	4.8	5.0	5.4	3.9	4.8	
Headteacher	N	90	141	231	85	48	133	
	Row %	39.0	61.0	100.0	63.9	36.1	100.0	
	Column %	8.6	5.8	6.6	5.7	5.5	5.6	
other without tick	N	55	181	236	92	61	153	
	Row %	23.3	76.7	100.0	60.1	39.9	100.0	
	Column %	5.2	7.4	6.7	6.1	7.0	6.4	
Total	N	1052	2448	3500	1502	872	2374	
	Row %	30.1	69.9	100.0	63.3	36.7	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Access to written or on-line advice and guidance						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	48	135	183	71	59	130
		Row %	26.2	73.8	100.0	54.6	45.4	100.0
		Column %	3.4	6.4	5.2	5.3	7.1	6.0
	Class teacher	N	232	452	684	290	166	456
		Row %	33.9	66.1	100.0	63.6	36.4	100.0
		Column %	16.4	21.6	19.5	21.6	19.9	20.9
	Special responsibilities	N	429	668	1097	433	269	702
		Row %	39.1	60.9	100.0	61.7	38.3	100.0
		Column %	30.3	31.9	31.3	32.2	32.2	32.2
	Cross-school responsibilities	N	46	36	82	38	14	52
		Row %	56.1	43.9	100.0	73.1	26.9	100.0
		Column %	3.3	1.7	2.3	2.8	1.7	2.4
Head of department	N	214	423	637	263	158	421	
	Row %	33.6	66.4	100.0	62.5	37.5	100.0	
	Column %	15.1	20.2	18.2	19.6	18.9	19.3	
Advanced skills teacher	N	22	21	43	18	8	26	
	Row %	51.2	48.8	100.0	69.2	30.8	100.0	
	Column %	1.6	1.0	1.2	1.3	1.0	1.2	
Assistant head	N	49	47	96	28	21	49	
	Row %	51.0	49.0	100.0	57.1	42.9	100.0	
	Column %	3.5	2.2	2.7	2.1	2.5	2.2	
Deputy head	N	117	78	195	59	35	94	
	Row %	60.0	40.0	100.0	62.8	37.2	100.0	
	Column %	8.3	3.7	5.6	4.4	4.2	4.3	
Headteacher	N	160	92	252	68	44	112	
	Row %	63.5	36.5	100.0	60.7	39.3	100.0	
	Column %	11.3	4.4	7.2	5.1	5.3	5.1	
other without tick	N	98	142	240	76	62	138	
	Row %	40.8	59.2	100.0	55.1	44.9	100.0	
	Column %	6.9	6.8	6.8	5.7	7.4	6.3	
Total		N	1415	2094	3509	1344	836	2180
		Row %	40.3	59.7	100.0	61.7	38.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Professional role										Row total
		Supply teacher	Class teacher	Special responsibilities	Cross-school responsibilities	Head of department	Advanced skills teacher	Assistant head	Deputy head	Headteacher	other without tick	
Government workforce reforms	N	34	133	236	9	184	13	43	79	84	64	879
	Row %	3.9	15.1	26.8	1	20.9	1.5	4.9	9	9.6	7.3	20.2
	Column %	15.4	15.6	17.3	8.4	23.2	23.6	34.4	32.2	27.7	22.3	
School inspections	N	36	100	164	15	92	11	21	36	55	49	579
	Row %	6.2	17.3	28.3	2.6	15.9	1.9	3.6	6.2	9.5	8.5	13.3
	Column %	16.3	11.7	12	14	11.6	20	16.8	14.7	18.2	17.1	
ICT in schools	N	89	392	642	52	352	32	73	137	189	127	2085
	Row %	4.3	18.8	30.8	2.5	16.9	1.5	3.5	6.6	9.1	6.1	47.9
	Column %	40.3	46	47.2	48.6	44.4	58.2	58.4	55.9	62.4	44.3	
National strategies	N	93	405	752	61	377	35	67	158	199	151	2298
	Row %	4	17.6	32.7	2.7	16.4	1.5	2.9	6.9	8.7	6.6	52.8
	Column %	42.1	47.5	55.3	57	47.5	63.6	53.6	64.5	65.7	52.6	
Targeted initiatives	N	36	148	276	29	177	20	41	74	86	72	959
	Row %	3.8	15.4	28.8	3	18.5	2.1	4.3	7.7	9	7.5	22
	Column %	16.3	17.4	20.3	27.1	22.3	36.4	32.8	30.2	28.4	25.1	
National tests	N	22	54	96	9	48	3	9	33	32	20	326
	Row %	6.7	16.6	29.4	2.8	14.7	0.9	2.8	10.1	9.8	6.1	7.5
	Column %	10	6.3	7.1	8.4	6.1	5.5	7.2	13.5	10.6	7	
Performance tables	N	6	20	28	6	30	1	4	11	5	7	118
	Row %	5.1	16.9	23.7	5.1	25.4	0.8	3.4	9.3	4.2	5.9	2.7
	Column %	2.7	2.3	2.1	5.6	3.8	1.8	3.2	4.5	1.7	2.4	

Statutory teacher assessment	N	43	149	272	20	111	10	27	63	90	55	840
	Row %	5.1	17.7	32.4	2.4	13.2	1.2	3.2	7.5	10.7	6.5	19.3
	Column %	19.5	17.5	20	18.7	14	18.2	21.6	25.7	29.7	19.2	
Other	N	29	93	177	18	119	5	25	30	53	61	610
	Row %	4.8	15.2	29	3	19.5	0.8	4.1	4.9	8.7	10	14
	Column %	13.1	10.9	13	16.8	15	9.1	20	12.2	17.5	21.3	
No response	N	42	104	121	9	87	2	7	10	14	31	427
	Row %	9.8	24.4	28.3	2.1	20.4	0.5	1.6	2.3	3.3	7.3	9.8
	Column %	19	12.2	8.9	8.4	11	3.6	5.6	4.1	4.6	10.8	
Column total		221	853	1361	107	793	55	125	245	303	287	4350
		5.1	19.6	31.3	2.5	18.2	1.3	2.9	5.6	7	6.6	100

			Learners will be increasingly encouraged to apply their knowledge in new ways					
			I think this is likely			I think this is desirable		
			Yes	No	Total	Yes	No	Total
Professional Role	Supply teacher	N	150	49	199	177	9	186
		Row %	75.4	24.6	100.0	95.2	4.8	100.0
		Column %	4.5	7.1	4.9	4.8	11.0	5.0
	Class teacher	N	630	148	778	704	20	724
		Row %	81.0	19.0	100.0	97.2	2.8	100.0
		Column %	18.8	21.5	19.2	19.2	24.4	19.4
	Special responsibilities	N	1059	221	1280	1171	23	1194
		Row %	82.7	17.3	100.0	98.1	1.9	100.0
		Column %	31.6	32.1	31.7	32.0	28.0	31.9
	Cross-school responsibilities	N	87	12	99	93	3	96
		Row %	87.9	12.1	100.0	96.9	3.1	100.0
		Column %	2.6	1.7	2.4	2.5	3.7	2.6
	Head of department	N	596	138	734	674	13	687
		Row %	81.2	18.8	100.0	98.1	1.9	100.0
		Column %	17.8	20.0	18.2	18.4	15.9	18.4
Advanced skills teacher	N	46	9	55	40	3	43	
	Row %	83.6	16.4	100.0	93.0	7.0	100.0	
	Column %	1.4	1.3	1.4	1.1	3.7	1.1	
Assistant head	N	103	16	119	104	3	107	
	Row %	86.6	13.4	100.0	97.2	2.8	100.0	
	Column %	3.1	2.3	2.9	2.8	3.7	2.9	
Deputy head	N	206	26	232	208	3	211	
	Row %	88.8	11.2	100.0	98.6	1.4	100.0	
	Column %	6.1	3.8	5.7	5.7	3.7	5.6	
Headteacher	N	256	24	280	249	3	252	
	Row %	91.4	8.6	100.0	98.8	1.2	100.0	
	Column %	7.6	3.5	6.9	6.8	3.7	6.7	
other without tick	N	220	46	266	239	2	241	
	Row %	82.7	17.3	100.0	99.2	0.8	100.0	
	Column %	6.6	6.7	6.6	6.5	2.4	6.4	
Total	N	3353	689	4042	3659	82	3741	
	Row %	83.0	17.0	100.0	97.8	2.2	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

			Learners will expect learning to fit them rather than for them to fit the learning provided					
			I think this is likely			I think this is desirable		
			Yes	No	Total	Yes	No	Total
Professional Role	Supply teacher	N	129	68	197	119	67	186
		Row %	65.5	34.5	100.0	64.0	36.0	100.0
		Column %	4.6	6.0	5.0	4.7	5.8	5.1
	Class teacher	N	540	226	766	445	266	711
		Row %	70.5	29.5	100.0	62.6	37.4	100.0
		Column %	19.2	20.0	19.4	17.7	22.9	19.3
	Special responsibilities	N	871	377	1248	772	381	1153
		Row %	69.8	30.2	100.0	67.0	33.0	100.0
		Column %	30.9	33.4	31.6	30.7	32.8	31.3
	Cross-school responsibilities	N	64	27	91	70	24	94
Row %		70.3	29.7	100.0	74.5	25.5	100.0	
Column %		2.3	2.4	2.3	2.8	2.1	2.6	
Head of department	N	538	183	721	457	228	685	
	Row %	74.6	25.4	100.0	66.7	33.3	100.0	
	Column %	19.1	16.2	18.3	18.1	19.6	18.6	
Advanced skills teacher	N	38	15	53	28	16	44	
	Row %	71.7	28.3	100.0	63.6	36.4	100.0	
	Column %	1.3	1.3	1.3	1.1	1.4	1.2	
Assistant head	N	88	26	114	76	33	109	
	Row %	77.2	22.8	100.0	69.7	30.3	100.0	
	Column %	3.1	2.3	2.9	3.0	2.8	3.0	
Deputy head	N	171	55	226	161	47	208	
	Row %	75.7	24.3	100.0	77.4	22.6	100.0	
	Column %	6.1	4.9	5.7	6.4	4.0	5.7	
Headteacher	N	201	70	271	202	44	246	
	Row %	74.2	25.8	100.0	82.1	17.9	100.0	
	Column %	7.1	6.2	6.9	8.0	3.8	6.7	
other without tick	N	179	81	260	188	57	245	
	Row %	68.8	31.2	100.0	76.7	23.3	100.0	
	Column %	6.3	7.2	6.6	7.5	4.9	6.7	
Total	N	2819	1128	3947	2518	1163	3681	
	Row %	71.4	28.6	100.0	68.4	31.6	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Learners will be less restricted to the years of formal education						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	136	58	194	164	24	188
		Row %	70.1	29.9	100.0	87.2	12.8	100.0
		Column %	4.9	4.9	4.9	4.9	5.1	5.0
	Class teacher	N	490	273	763	611	119	730
		Row %	64.2	35.8	100.0	83.7	16.3	100.0
		Column %	17.8	23.0	19.4	18.4	25.2	19.3
	Special responsibilities	N	816	425	1241	1011	178	1189
		Row %	65.8	34.2	100.0	85.0	15.0	100.0
		Column %	29.7	35.8	31.5	30.5	37.7	31.4
	Cross-school responsibilities	N	72	26	98	85	11	96
	Row %	73.5	26.5	100.0	88.5	11.5	100.0	
	Column %	2.6	2.2	2.5	2.6	2.3	2.5	
Head of department	N	537	192	729	610	89	699	
	Row %	73.7	26.3	100.0	87.3	12.7	100.0	
	Column %	19.5	16.2	18.5	18.4	18.9	18.5	
Advanced skills teacher	N	38	11	49	46	1	47	
	Row %	77.6	22.4	100.0	97.9	2.1	100.0	
	Column %	1.4	0.9	1.2	1.4	0.2	1.2	
Assistant head	N	87	25	112	105	6	111	
	Row %	77.7	22.3	100.0	94.6	5.4	100.0	
	Column %	3.2	2.1	2.8	3.2	1.3	2.9	
Deputy head	N	162	65	227	195	16	211	
	Row %	71.4	28.6	100.0	92.4	7.6	100.0	
	Column %	5.9	5.5	5.8	5.9	3.4	5.6	
Headteacher	N	215	50	265	251	11	262	
	Row %	81.1	18.9	100.0	95.8	4.2	100.0	
	Column %	7.8	4.2	6.7	7.6	2.3	6.9	
other without tick	N	198	62	260	238	17	255	
	Row %	76.2	23.8	100.0	93.3	6.7	100.0	
	Column %	7.2	5.2	6.6	7.2	3.6	6.7	
Total		N	2751	1187	3938	3316	472	3788
		Row %	69.9	30.1	100.0	87.5	12.5	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Learners will spend more time learning outside the formal school or college environment						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	113	84	197	159	34	193
		Row %	57.4	42.6	100.0	82.4	17.6	100.0
		Column %	4.9	5.1	5.0	5.4	4.2	5.2
	Class teacher	N	414	352	766	559	165	724
		Row %	54.0	46.0	100.0	77.2	22.8	100.0
		Column %	18.0	21.6	19.5	19.0	20.5	19.3
	Special responsibilities	N	677	561	1238	901	279	1180
		Row %	54.7	45.3	100.0	76.4	23.6	100.0
		Column %	29.4	34.4	31.5	30.7	34.6	31.5
	Cross-school responsibilities	N	56	40	96	77	18	95
		Row %	58.3	41.7	100.0	81.1	18.9	100.0
		Column %	2.4	2.4	2.4	2.6	2.2	2.5
Head of department	N	462	269	731	555	144	699	
	Row %	63.2	36.8	100.0	79.4	20.6	100.0	
	Column %	20.1	16.5	18.6	18.9	17.9	18.7	
Advanced skills teacher	N	30	18	48	41	8	49	
	Row %	62.5	37.5	100.0	83.7	16.3	100.0	
	Column %	1.3	1.1	1.2	1.4	1.0	1.3	
Assistant head	N	70	45	115	82	26	108	
	Row %	60.9	39.1	100.0	75.9	24.1	100.0	
	Column %	3.0	2.8	2.9	2.8	3.2	2.9	
Deputy head	N	136	90	226	161	46	207	
	Row %	60.2	39.8	100.0	77.8	22.2	100.0	
	Column %	5.9	5.5	5.7	5.5	5.7	5.5	
Headteacher	N	174	86	260	195	52	247	
	Row %	66.9	33.1	100.0	78.9	21.1	100.0	
	Column %	7.6	5.3	6.6	6.6	6.5	6.6	
other without tick	N	168	88	256	209	34	243	
	Row %	65.6	34.4	100.0	86.0	14.0	100.0	
	Column %	7.3	5.4	6.5	7.1	4.2	6.5	
Total	N	2300	1633	3933	2939	806	3745	
	Row %	58.5	41.5	100.0	78.5	21.5	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Learners will encounter increased collaboration between schools and other agencies, both national and international						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	128	64	192	165	23	188
		Row %	66.7	33.3	100.0	87.8	12.2	100.0
		Column %	4.6	5.7	4.9	4.9	6.6	5.1
	Class teacher	N	534	231	765	644	68	712
		Row %	69.8	30.2	100.0	90.4	9.6	100.0
		Column %	19.1	20.4	19.5	19.2	19.5	19.2
	Special responsibilities	N	826	405	1231	1059	115	1174
		Row %	67.1	32.9	100.0	90.2	9.8	100.0
		Column %	29.5	35.8	31.3	31.5	33.0	31.7
	Cross-school responsibilities	N	76	21	97	91	2	93
		Row %	78.4	21.6	100.0	97.8	2.2	100.0
		Column %	2.7	1.9	2.5	2.7	0.6	2.5
	Head of department	N	526	205	731	614	73	687
		Row %	72.0	28.0	100.0	89.4	10.6	100.0
		Column %	18.8	18.1	18.6	18.3	20.9	18.5
	Advanced skills teacher	N	36	14	50	42	7	49
		Row %	72.0	28.0	100.0	85.7	14.3	100.0
		Column %	1.3	1.2	1.3	1.3	2.0	1.3
	Assistant head	N	87	25	112	99	12	111
		Row %	77.7	22.3	100.0	89.2	10.8	100.0
		Column %	3.1	2.2	2.8	2.9	3.4	3.0
	Deputy head	N	172	53	225	191	15	206
		Row %	76.4	23.6	100.0	92.7	7.3	100.0
		Column %	6.1	4.7	5.7	5.7	4.3	5.6
	Headteacher	N	225	50	275	229	15	244
		Row %	81.8	18.2	100.0	93.9	6.1	100.0
		Column %	8.0	4.4	7.0	6.8	4.3	6.6
	other without tick	N	190	63	253	226	19	245
		Row %	75.1	24.9	100.0	92.2	7.8	100.0
		Column %	6.8	5.6	6.4	6.7	5.4	6.6
Total		N	2800	1131	3931	3360	349	3709
		Row %	71.2	28.8	100.0	90.6	9.4	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

			Learners will expect to be helped to develop skills of learning to learn					
			I think this is likely			I think this is desirable		
			Yes	No	Total	Yes	No	Total
Professional Role	Supply teacher	N	144	50	194	182	11	193
		Row %	74.2	25.8	100.0	94.3	5.7	100.0
		Column %	4.4	7.1	4.9	5.2	5.2	5.2
	Class teacher	N	595	167	762	667	57	724
		Row %	78.1	21.9	100.0	92.1	7.9	100.0
		Column %	18.2	23.8	19.2	18.9	26.9	19.3
	Special responsibilities	N	1012	233	1245	1112	65	1177
		Row %	81.3	18.7	100.0	94.5	5.5	100.0
		Column %	31.0	33.1	31.4	31.5	30.7	31.4
	Cross-school responsibilities	N	78	19	97	92	3	95
		Row %	80.4	19.6	100.0	96.8	3.2	100.0
		Column %	2.4	2.7	2.4	2.6	1.4	2.5
Head of department	N	618	115	733	655	39	694	
	Row %	84.3	15.7	100.0	94.4	5.6	100.0	
	Column %	19.0	16.4	18.5	18.5	18.4	18.5	
Advanced skills teacher	N	42	10	52	45	2	47	
	Row %	80.8	19.2	100.0	95.7	4.3	100.0	
	Column %	1.3	1.4	1.3	1.3	0.9	1.3	
Assistant head	N	102	14	116	104	3	107	
	Row %	87.9	12.1	100.0	97.2	2.8	100.0	
	Column %	3.1	2.0	2.9	2.9	1.4	2.9	
Deputy head	N	208	21	229	193	14	207	
	Row %	90.8	9.2	100.0	93.2	6.8	100.0	
	Column %	6.4	3.0	5.8	5.5	6.6	5.5	
Headteacher	N	248	26	274	249	5	254	
	Row %	90.5	9.5	100.0	98.0	2.0	100.0	
	Column %	7.6	3.7	6.9	7.1	2.4	6.8	
other without tick	N	214	48	262	232	13	245	
	Row %	81.7	18.3	100.0	94.7	5.3	100.0	
	Column %	6.6	6.8	6.6	6.6	6.1	6.5	
Total		N	3261	703	3964	3531	212	3743
		Row %	82.3	17.7	100.0	94.3	5.7	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		On-line and ICT-based techniques of learning will increase						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	199	8	207	112	64	176
		Row %	96.1	3.9	100.0	63.6	36.4	100.0
		Column %	4.9	6.3	4.9	4.6	5.4	4.9
	Class teacher	N	785	30	815	464	234	698
		Row %	96.3	3.7	100.0	66.5	33.5	100.0
		Column %	19.4	23.4	19.5	19.2	19.9	19.4
	Special responsibilities	N	1272	37	1309	748	392	1140
		Row %	97.2	2.8	100.0	65.6	34.4	100.0
		Column %	31.4	28.9	31.3	31.0	33.4	31.8
	Cross-school responsibilities	N	102	2	104	63	23	86
		Row %	98.1	1.9	100.0	73.3	26.7	100.0
		Column %	2.5	1.6	2.5	2.6	2.0	2.4
Head of department	N	735	34	769	442	226	668	
	Row %	95.6	4.4	100.0	66.2	33.8	100.0	
	Column %	18.1	26.6	18.4	18.3	19.2	18.6	
Advanced skills teacher	N	50	0	50	26	20	46	
	Row %	100.0	0.0	100.0	56.5	43.5	100.0	
	Column %	1.2	0.0	1.2	1.1	1.7	1.3	
Assistant head	N	116	5	121	75	28	103	
	Row %	95.9	4.1	100.0	72.8	27.2	100.0	
	Column %	2.9	3.9	2.9	3.1	2.4	2.9	
Deputy head	N	239	2	241	153	51	204	
	Row %	99.2	0.8	100.0	75.0	25.0	100.0	
	Column %	5.9	1.6	5.8	6.3	4.3	5.7	
Headteacher	N	289	4	293	171	64	235	
	Row %	98.6	1.4	100.0	72.8	27.2	100.0	
	Column %	7.1	3.1	7.0	7.1	5.4	6.5	
other without tick	N	268	6	274	161	73	234	
	Row %	97.8	2.2	100.0	68.8	31.2	100.0	
	Column %	6.6	4.7	6.6	6.7	6.2	6.5	
Total	N	4055	128	4183	2415	1175	3590	
	Row %	96.9	3.1	100.0	67.3	32.7	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Teachers will involve learners more in their education						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	153	41	194	170	14	184
		Row %	78.9	21.1	100.0	92.4	7.6	100.0
		Column %	4.4	7.6	4.8	4.7	8.5	4.9
	Class teacher	N	675	107	782	690	38	728
		Row %	86.3	13.7	100.0	94.8	5.2	100.0
		Column %	19.5	19.7	19.5	19.2	23.0	19.4
	Special responsibilities	N	1096	168	1264	1129	56	1185
		Row %	86.7	13.3	100.0	95.3	4.7	100.0
		Column %	31.6	30.9	31.5	31.4	33.9	31.5
	Cross-school responsibilities	N	82	16	98	91	3	94
		Row %	83.7	16.3	100.0	96.8	3.2	100.0
		Column %	2.4	2.9	2.4	2.5	1.8	2.5
Head of department	N	631	108	739	659	31	690	
	Row %	85.4	14.6	100.0	95.5	4.5	100.0	
	Column %	18.2	19.9	18.4	18.3	18.8	18.3	
Advanced skills teacher	N	42	9	51	45	2	47	
	Row %	82.4	17.6	100.0	95.7	4.3	100.0	
	Column %	1.2	1.7	1.3	1.3	1.2	1.2	
Assistant head	N	108	9	117	102	6	108	
	Row %	92.3	7.7	100.0	94.4	5.6	100.0	
	Column %	3.1	1.7	2.9	2.8	3.6	2.9	
Deputy head	N	211	17	228	205	6	211	
	Row %	92.5	7.5	100.0	97.2	2.8	100.0	
	Column %	6.1	3.1	5.7	5.7	3.6	5.6	
Headteacher	N	261	19	280	258	2	260	
	Row %	93.2	6.8	100.0	99.2	0.8	100.0	
	Column %	7.5	3.5	7.0	7.2	1.2	6.9	
other without tick	N	211	49	260	247	7	254	
	Row %	81.2	18.8	100.0	97.2	2.8	100.0	
	Column %	6.1	9.0	6.5	6.9	4.2	6.8	
Total		N	3470	543	4013	2816	1092	3908
		Row %	86.5	13.5	100.0	72.1	27.9	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

Teachers will more frequently be leaders of a learning team
encompassing the range of skills and roles needed

Professional Role			I think this is likely			I think this is desirable		
			Yes	No	Total	Yes	No	Total
Supply teacher	N		146	46	192	120	65	185
	Row %		76.0	24.0	100.0	64.9	35.1	100.0
	Column %		5.2	4.2	4.9	5.0	5.2	5.1
Class teacher	N		510	245	755	442	252	694
	Row %		67.5	32.5	100.0	63.7	36.3	100.0
	Column %		18.1	22.4	19.3	18.5	20.3	19.1
Special responsibilities	N		855	369	1224	708	441	1149
	Row %		69.9	30.1	100.0	61.6	38.4	100.0
	Column %		30.4	33.8	31.3	29.7	35.6	31.7
Cross-school responsibilities	N		75	19	94	59	30	89
	Row %		79.8	20.2	100.0	66.3	33.7	100.0
	Column %		2.7	1.7	2.4	2.5	2.4	2.5
Head of department	N		493	219	712	448	212	660
	Row %		69.2	30.8	100.0	67.9	32.1	100.0
	Column %		17.5	20.1	18.2	18.8	17.1	18.2
Advanced skills teacher	N		38	14	52	32	12	44
	Row %		73.1	26.9	100.0	72.7	27.3	100.0
	Column %		1.3	1.3	1.3	1.3	1.0	1.2
Assistant head	N		96	17	113	79	30	109
	Row %		85.0	15.0	100.0	72.5	27.5	100.0
	Column %		3.4	1.6	2.9	3.3	2.4	3.0
Deputy head	N		188	44	232	148	55	203
	Row %		81.0	19.0	100.0	72.9	27.1	100.0
	Column %		6.7	4.0	5.9	6.2	4.4	5.6
Headteacher	N		230	50	280	185	69	254
	Row %		82.1	17.9	100.0	72.8	27.2	100.0
	Column %		8.2	4.6	7.2	7.8	5.6	7.0
other without tick	N		185	69	254	166	73	239
	Row %		72.8	27.2	100.0	69.5	30.5	100.0
	Column %		6.6	6.3	6.5	7.0	5.9	6.6
Total	N		2816	1092	3908	2387	1239	3626
	Row %		72.1	27.9	100.0	65.8	34.2	100.0
	Column %		100.0	100.0	100.0	100.0	100.0	100.0

It will become increasingly important to make teaching more relevant to learners participating in a global community

		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	148	41	189	168	25	193
		Row %	78.3	21.7	100.0	87.0	13.0	100.0
		Column %	4.8	5.0	4.8	4.9	6.5	5.1
	Class teacher	N	589	181	770	654	79	733
		Row %	76.5	23.5	100.0	89.2	10.8	100.0
		Column %	19.1	22.0	19.7	19.2	20.6	19.4
	Special responsibilities	N	963	259	1222	1063	136	1199
		Row %	78.8	21.2	100.0	88.7	11.3	100.0
		Column %	31.2	31.5	31.3	31.2	35.5	31.7
	Cross-school responsibilities	N	76	21	97	87	8	95
Row %		78.4	21.6	100.0	91.6	8.4	100.0	
Column %		2.5	2.6	2.5	2.6	2.1	2.5	
Head of department	N	555	154	709	619	71	690	
	Row %	78.3	21.7	100.0	89.7	10.3	100.0	
	Column %	18.0	18.7	18.2	18.2	18.5	18.2	
Advanced skills teacher	N	35	12	47	44	3	47	
	Row %	74.5	25.5	100.0	93.6	6.4	100.0	
	Column %	1.1	1.5	1.2	1.3	0.8	1.2	
Assistant head	N	92	20	112	103	7	110	
	Row %	82.1	17.9	100.0	93.6	6.4	100.0	
	Column %	3.0	2.4	2.9	3.0	1.8	2.9	
Deputy head	N	191	39	230	192	19	211	
	Row %	83.0	17.0	100.0	91.0	9.0	100.0	
	Column %	6.2	4.7	5.9	5.6	5.0	5.6	
Headteacher	N	235	40	275	242	16	258	
	Row %	85.5	14.5	100.0	93.8	6.2	100.0	
	Column %	7.6	4.9	7.0	7.1	4.2	6.8	
other without tick	N	200	55	255	232	19	251	
	Row %	78.4	21.6	100.0	92.4	7.6	100.0	
	Column %	6.5	6.7	6.5	6.8	5.0	6.6	
Total	N	3084	822	3906	3404	383	3787	
	Row %	79.0	21.0	100.0	89.9	10.1	100.0	
	Column %	100.0	0	100.0	100.0	100.0	100.0	

		Guiding learners to know how and where they can access information will become more important						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	185	14	199	174	11	185
		Row %	93.0	7.0	100.0	94.1	5.9	100.0
		Column %	4.9	4.9	4.9	4.8	6.8	4.9
	Class teacher	N	717	68	785	693	34	727
		Row %	91.3	8.7	100.0	95.3	4.7	100.0
		Column %	19.1	23.7	19.4	19.2	21.1	19.3
	Special responsibilities	N	1178	92	1270	1154	46	1200
		Row %	92.8	7.2	100.0	96.2	3.8	100.0
		Column %	31.3	32.1	31.4	32.0	28.6	31.9
	Cross-school responsibilities	N	89	10	99	91	7	98
		Row %	89.9	10.1	100.0	92.9	7.1	100.0
		Column %	2.4	3.5	2.4	2.5	4.3	2.6
	Head of department	N	691	52	743	655	30	685
		Row %	93.0	7.0	100.0	95.6	4.4	100.0
		Column %	18.4	18.1	18.4	18.2	18.6	18.2
	Advanced skills teacher	N	45	4	49	44	4	48
		Row %	91.8	8.2	100.0	91.7	8.3	100.0
		Column %	1.2	1.4	1.2	1.2	2.5	1.3
	Assistant head	N	114	8	122	104	5	109
		Row %	93.4	6.6	100.0	95.4	4.6	100.0
	Column %	3.0	2.8	3.0	2.9	3.1	2.9	
Deputy head	N	222	11	233	203	8	211	
	Row %	95.3	4.7	100.0	96.2	3.8	100.0	
	Column %	5.9	3.8	5.8	5.6	5.0	5.6	
Headteacher	N	271	14	285	246	8	254	
	Row %	95.1	4.9	100.0	96.9	3.1	100.0	
	Column %	7.2	4.9	7.0	6.8	5.0	6.7	
other without tick	N	250	14	264	242	8	250	
	Row %	94.7	5.3	100.0	96.8	3.2	100.0	
	Column %	6.6	4.9	6.5	6.7	5.0	6.6	
Total		N	3762	287	4049	3606	161	3767
		Row %	92.9	7.1	100.0	95.7	4.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Teachers will have a greater role in developing learners' initiative, analytical and thinking powers						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	148	50	198	175	11	186
		Row %	74.7	25.3	100.0	94.1	5.9	100.0
		Column %	4.7	6.0	5.0	4.8	8.0	4.9
	Class teacher	N	567	202	769	708	31	739
		Row %	73.7	26.3	100.0	95.8	4.2	100.0
		Column %	18.2	24.1	19.4	19.4	22.5	19.5
	Special responsibilities	N	974	269	1243	1156	42	1198
		Row %	78.4	21.6	100.0	96.5	3.5	100.0
		Column %	31.2	32.1	31.4	31.6	30.4	31.6
	Cross-school responsibilities	N	80	18	98	91	1	92
		Row %	81.6	18.4	100.0	98.9	1.1	100.0
		Column %	2.6	2.2	2.5	2.5	0.7	2.4
	Head of department	N	591	135	726	673	28	701
		Row %	81.4	18.6	100.0	96.0	4.0	100.0
		Column %	18.9	16.1	18.3	18.4	20.3	18.5
Advanced skills teacher	N	39	10	49	45	1	46	
	Row %	79.6	20.4	100.0	97.8	2.2	100.0	
	Column %	1.3	1.2	1.2	1.2	0.7	1.2	
Assistant head	N	97	19	116	110	4	114	
	Row %	83.6	16.4	100.0	96.5	3.5	100.0	
	Column %	3.1	2.3	2.9	3.0	2.9	3.0	
Deputy head	N	195	36	231	204	4	208	
	Row %	84.4	15.6	100.0	98.1	1.9	100.0	
	Column %	6.3	4.3	5.8	5.6	2.9	5.5	
Headteacher	N	244	33	277	256	6	262	
	Row %	88.1	11.9	100.0	97.7	2.3	100.0	
	Column %	7.8	3.9	7.0	7.0	4.3	6.9	
other without tick	N	185	65	250	240	10	250	
	Row %	74.0	26.0	100.0	96.0	4.0	100.0	
	Column %	5.9	7.8	6.3	6.6	7.2	6.6	
Total		N	3120	837	3957	3658	138	3796
		Row %	78.8	21.2	100.0	96.4	3.6	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		There will be great emphasis upon teachers diagnosing and responding to how individuals learn						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	147	48	195	161	25	186
		Row %	75.4	24.6	100.0	86.6	13.4	100.0
		Column %	4.5	6.8	4.9	4.8	6.1	4.9
	Class teacher	N	625	161	786	621	106	727
		Row %	79.5	20.5	100.0	85.4	14.6	100.0
		Column %	19.0	22.9	19.7	18.4	26.0	19.2
	Special responsibilities	N	1031	228	1259	1052	140	1192
		Row %	81.9	18.1	100.0	88.3	11.7	100.0
		Column %	31.3	32.4	31.5	31.2	34.3	31.5
	Cross-school responsibilities	N	83	15	98	90	5	95
		Row %	84.7	15.3	100.0	94.7	5.3	100.0
		Column %	2.5	2.1	2.5	2.7	1.2	2.5
	Head of department	N	612	113	725	609	84	693
		Row %	84.4	15.6	100.0	87.9	12.1	100.0
		Column %	18.6	16.1	18.1	18.1	20.6	18.3
	Advanced skills teacher	N	41	8	49	47	1	48
		Row %	83.7	16.3	100.0	97.9	2.1	100.0
		Column %	1.2	1.1	1.2	1.4	0.2	1.3
	Assistant head	N	106	11	117	104	10	114
		Row %	90.6	9.4	100.0	91.2	8.8	100.0
		Column %	3.2	1.6	2.9	3.1	2.5	3.0
	Deputy head	N	205	31	236	197	13	210
		Row %	86.9	13.1	100.0	93.8	6.2	100.0
		Column %	6.2	4.4	5.9	5.8	3.2	5.6
	Headteacher	N	249	28	277	246	17	263
		Row %	89.9	10.1	100.0	93.5	6.5	100.0
		Column %	7.6	4.0	6.9	7.3	4.2	7.0
	other without tick	N	194	61	255	246	7	253
		Row %	76.1	23.9	100.0	97.2	2.8	100.0
		Column %	5.9	8.7	6.4	7.3	1.7	6.7
Total		N	3293	704	3997	3373	408	3781
		Row %	82.4	17.6	100.0	89.2	10.8	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		There will be increased reliance on teachers' professional creativity and informed judgement						
		I think this is likely			I think this is desirable			
		Yes	No	Total	Yes	No	Total	
Professional Role	Supply teacher	N	73	119	192	181	10	191
		Row %	38.0	62.0	100.0	94.8	5.2	100.0
		Column %	3.9	5.8	4.9	5.0	4.1	4.9
	Class teacher	N	381	396	777	696	63	759
		Row %	49.0	51.0	100.0	91.7	8.3	100.0
		Column %	20.2	19.2	19.7	19.1	26.1	19.6
	Special responsibilities	N	572	673	1245	1147	76	1223
		Row %	45.9	54.1	100.0	93.8	6.2	100.0
		Column %	30.3	32.7	31.5	31.5	31.5	31.5
	Cross-school responsibilities	N	49	48	97	91	7	98
		Row %	50.5	49.5	100.0	92.9	7.1	100.0
		Column %	2.6	2.3	2.5	2.5	2.9	2.5
	Head of department	N	319	396	715	662	44	706
		Row %	44.6	55.4	100.0	93.8	6.2	100.0
		Column %	16.9	19.2	18.1	18.2	18.3	18.2
	Advanced skills teacher	N	24	24	48	45	3	48
		Row %	50.0	50.0	100.0	93.8	6.3	100.0
		Column %	1.3	1.2	1.2	1.2	1.2	1.2
	Assistant head	N	59	55	114	111	4	115
		Row %	51.8	48.2	100.0	96.5	3.5	100.0
		Column %	3.1	2.7	2.9	3.1	1.7	3.0
	Deputy head	N	133	98	231	203	8	211
		Row %	57.6	42.4	100.0	96.2	3.8	100.0
		Column %	7.0	4.8	5.9	5.6	3.3	5.4
	Headteacher	N	162	106	268	252	18	270
		Row %	60.4	39.6	100.0	93.3	6.7	100.0
		Column %	8.6	5.2	6.8	6.9	7.5	7.0
	other without tick	N	118	143	261	248	8	256
		Row %	45.2	54.8	100.0	96.9	3.1	100.0
		Column %	6.2	6.9	6.6	6.8	3.3	6.6
Total		N	1890	2058	3948	3636	241	3877
		Row %	47.9	52.1	100.0	93.8	6.2	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

Question 18 Crosstabulation of curriculum determination and professional role

		Teachers should determine the curriculum at their own classroom level						
			Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Professional Role	Supply teacher	N	85	71	21	26	4	207
		Row %	41.1	34.3	10.1	12.6	1.9	100.0
		Column %	5.3	5.9	5.7	3.2	1.8	4.9
	Class teacher	N	327	268	90	117	29	831
		Row %	39.4	32.3	10.8	14.1	3.5	100.0
		Column %	20.3	22.1	24.4	14.5	12.9	19.7
	Special responsibilities	N	534	378	114	242	54	1322
		Row %	40.4	28.6	8.6	18.3	4.1	100.0
		Column %	33.2	31.2	30.9	30.0	24.1	31.3
	Cross-school responsibilities	N	33	32	10	22	7	104
		Row %	31.7	30.8	9.6	21.2	6.7	100.0
		Column %	2.1	2.6	2.7	2.7	3.1	2.5
	Head of department	N	307	227	61	133	39	767
		Row %	40.0	29.6	8.0	17.3	5.1	100.0
		Column %	19.1	18.7	16.5	16.5	17.4	18.2
	Advanced skills teacher	N	23	19	3	7	2	54
		Row %	42.6	35.2	5.6	13.0	3.7	100.0
		Column %	1.4	1.6	0.8	0.9	0.9	1.3
	Assistant head	N	44	25	8	31	13	121
		Row %	36.4	20.7	6.6	25.6	10.7	100.0
		Column %	2.7	2.1	2.2	3.8	5.8	2.9
	Deputy head	N	74	51	17	75	24	241
		Row %	30.7	21.2	7.1	31.1	10.0	100.0
		Column %	4.6	4.2	4.6	9.3	10.7	5.7
	Headteacher	N	75	58	17	105	40	295
		Row %	25.4	19.7	5.8	35.6	13.6	100.0
		Column %	4.7	4.8	4.6	13.0	17.9	7.0
	other without tick	N	106	83	28	49	12	278
		Row %	38.1	29.9	10.1	17.6	4.3	100.0
		Column %	6.6	6.8	7.6	6.1	5.4	6.6
Total		N	1608	1212	369	807	224	4220
		Row %	38.1	28.7	8.7	19.1	5.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Teachers should determine the curriculum at the school level						
			Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Professional Role	Supply teacher	N	51	105	22	21	6	205
		Row %	24.9	51.2	10.7	10.2	2.9	100.0
		Column %	4.1	5.7	4.5	4.3	4.5	4.9
	Class teacher	N	200	394	110	102	24	830
		Row %	24.1	47.5	13.3	12.3	2.9	100.0
		Column %	15.9	21.4	22.3	20.9	18.0	19.7
	Special responsibilities	N	402	552	173	153	38	1318
		Row %	30.5	41.9	13.1	11.6	2.9	100.0
		Column %	32.0	30.0	35.1	31.3	28.6	31.3
	Cross-school responsibilities	N	30	43	14	12	6	105
		Row %	28.6	41.0	13.3	11.4	5.7	100.0
		Column %	2.4	2.3	2.8	2.5	4.5	2.5
	Head of department	N	227	330	95	92	23	767
		Row %	29.6	43.0	12.4	12.0	3.0	100.0
		Column %	18.1	18.0	19.3	18.8	17.3	18.2
	Advanced skills teacher	N	15	27	5	4	2	53
		Row %	28.3	50.9	9.4	7.5	3.8	100.0
		Column %	1.2	1.5	1.0	0.8	1.5	1.3
	Assistant head	N	41	53	9	12	5	120
		Row %	34.2	44.2	7.5	10.0	4.2	100.0
		Column %	3.3	2.9	1.8	2.5	3.8	2.9
	Deputy head	N	100	90	14	25	11	240
		Row %	41.7	37.5	5.8	10.4	4.6	100.0
		Column %	8.0	4.9	2.8	5.1	8.3	5.7
	Headteacher	N	116	113	15	43	9	296
		Row %	39.2	38.2	5.1	14.5	3.0	100.0
		Column %	9.2	6.1	3.0	8.8	6.8	7.0
other without tick	N	75	131	36	25	9	276	
	Row %	27.2	47.5	13.0	9.1	3.3	100.0	
	Column %	6.0	7.1	7.3	5.1	6.8	6.6	
Total	N	1257	1838	493	489	133	4210	
	Row %	29.9	43.7	11.7	11.6	3.2	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Teachers should determine the curriculum at the local level						
			Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Professional Role	Supply teacher	N	30	87	47	32	8	204
		Row %	14.7	42.6	23.0	15.7	3.9	100.0
		Column %	4.2	4.6	5.0	6.1	6.6	4.9
	Class teacher	N	104	372	217	109	25	827
		Row %	12.6	45.0	26.2	13.2	3.0	100.0
		Column %	14.7	19.5	23.2	20.9	20.5	19.7
	Special responsibilities	N	214	600	316	148	35	1313
		Row %	16.3	45.7	24.1	11.3	2.7	100.0
		Column %	30.3	31.4	33.8	28.4	28.7	31.3
	Cross-school responsibilities	N	17	50	20	11	5	103
		Row %	16.5	48.5	19.4	10.7	4.9	100.0
		Column %	2.4	2.6	2.1	2.1	4.1	2.5
	Head of department	N	133	325	169	116	21	764
		Row %	17.4	42.5	22.1	15.2	2.7	100.0
		Column %	18.8	17.0	18.1	22.3	17.2	18.2
	Advanced skills teacher	N	9	22	13	8	2	54
		Row %	16.7	40.7	24.1	14.8	3.7	100.0
		Column %	1.3	1.2	1.4	1.5	1.6	1.3
	Assistant head	N	17	65	20	13	5	120
Row %		14.2	54.2	16.7	10.8	4.2	100.0	
Column %		2.4	3.4	2.1	2.5	4.1	2.9	
Deputy head	N	54	112	38	25	10	239	
	Row %	22.6	46.9	15.9	10.5	4.2	100.0	
	Column %	7.6	5.9	4.1	4.8	8.2	5.7	
Headteacher	N	65	143	39	39	7	293	
	Row %	22.2	48.8	13.3	13.3	2.4	100.0	
	Column %	9.2	7.5	4.2	7.5	5.7	7.0	
other without tick	N	63	132	56	20	4	275	
	Row %	22.9	48.0	20.4	7.3	1.5	100.0	
	Column %	8.9	6.9	6.0	3.8	3.3	6.6	
Total	N	706	1908	935	521	122	4192	
	Row %	16.8	45.5	22.3	12.4	2.9	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	100.0	

		Teachers should determine the curriculum at the national level						
			Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Professional Role	Supply teacher	N	31	83	42	37	13	206
		Row %	15.0	40.3	20.4	18.0	6.3	100.0
		Column %	3.8	5.2	4.8	5.6	5.2	4.9
	Class teacher	N	139	306	213	126	47	831
		Row %	16.7	36.8	25.6	15.2	5.7	100.0
		Column %	17.1	19.1	24.5	19.1	18.7	19.8
	Special responsibilities	N	243	497	299	195	75	1309
		Row %	18.6	38.0	22.8	14.9	5.7	100.0
		Column %	29.9	31.0	34.4	29.6	29.8	31.2
	Cross-school responsibilities	N	18	41	16	17	9	101
		Row %	17.8	40.6	15.8	16.8	8.9	100.0
		Column %	2.2	2.6	1.8	2.6	3.6	2.4
	Head of department	N	176	278	139	121	52	766
		Row %	23.0	36.3	18.1	15.8	6.8	100.0
		Column %	21.6	17.4	16.0	18.4	20.6	18.3
	Advanced skills teacher	N	17	17	9	8	3	54
		Row %	31.5	31.5	16.7	14.8	5.6	100.0
		Column %	2.1	1.1	1.0	1.2	1.2	1.3
	Assistant head	N	18	50	26	23	6	123
		Row %	14.6	40.7	21.1	18.7	4.9	100.0
		Column %	2.2	3.1	3.0	3.5	2.4	2.9
	Deputy head	N	58	101	32	35	15	241
		Row %	24.1	41.9	13.3	14.5	6.2	100.0
		Column %	7.1	6.3	3.7	5.3	6.0	5.7
	Headteacher	N	65	125	31	60	13	294
		Row %	22.1	42.5	10.5	20.4	4.4	100.0
		Column %	8.0	7.8	3.6	9.1	5.2	7.0
	other without tick	N	49	104	63	37	19	272
		Row %	18.0	38.2	23.2	13.6	7.0	100.0
		Column %	6.0	6.5	7.2	5.6	7.5	6.5
Total		N	814	1602	870	659	252	4197
		Row %	19.4	38.2	20.7	15.7	6.0	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

Question 2 Crosstabulation of support experienced and phase of education

		Opportunities for formal training						
		I have experienced this			I would like to experience this or have more of it			
			Yes	No	Total	Yes	No	Total
Phase of Education	Primary	N	1748	323	2071	910	151	1061
		Row %	84.4	15.6	100.0	85.8	14.2	100.0
		Column %	53.4	37.3	50.1	46.9	47.9	47.1
	Secondary	N	1247	431	1678	842	122	964
		Row %	74.3	25.7	100.0	87.3	12.7	100.0
		Column %	38.1	49.8	40.6	43.4	38.7	42.8
	Not Applicable	N	277	111	388	187	42	229
		Row %	71.4	28.6	100.0	81.7	18.3	100.0
		Column %	8.5	12.8	9.4	9.6	13.3	10.2
Total		N	3272	865	4137	1939	315	2254
		Row %	79.1	20.9	100.0	86.0	14.0	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Career guidance interviews						
		I have experienced this			I would like to experience this or have more of it			
			Yes	No	Total	Yes	No	Total
Phase of Education	Primary	N	347	1298	1645	809	412	1221
		Row %	21.1	78.9	100.0	66.3	33.7	100.0
		Column %	67.4	45.6	48.9	46.6	49.4	47.5
	Secondary	N	126	1273	1399	798	323	1121
		Row %	9.0	91.0	100.0	71.2	28.8	100.0
		Column %	24.5	44.7	41.6	46.0	38.7	43.6
	Not Applicable	N	42	276	318	128	99	227
		Row %	13.2	86.8	100.0	56.4	43.6	100.0
		Column %	8.2	9.7	9.5	7.4	11.9	8.8
Total		N	515	2847	3362	1735	834	2569
		Row %	15.3	84.7	100.0	67.5	32.5	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Access to formal mentoring/coaching						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Phase of Education	Primary	N	549	1153	1702	672	434	1106
		Row %	32.3	67.7	100.0	60.8	39.2	100.0
		Column %	52.5	47.4	48.9	45.1	50.2	46.9
	Secondary	N	421	1034	1455	684	342	1026
		Row %	28.9	71.1	100.0	66.7	33.3	100.0
		Column %	40.2	42.5	41.8	45.9	39.5	43.5
	Not Applicable	N	76	247	323	135	89	224
		Row %	23.5	76.5	100.0	60.3	39.7	100.0
		Column %	7.3	10.1	9.3	9.1	10.3	9.5
Total		N	1046	2434	3480	1491	865	2356
		Row %	30.1	69.9	100.0	63.3	36.7	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Access to written or on-line advice and guidance						
		I have experience this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Phase of Education	Primary	N	765	954	1719	639	404	1043
		Row %	44.5	55.5	100.0	61.3	38.7	100.0
		Column %	54.4	45.8	49.3	47.7	48.6	48.1
	Secondary	N	517	926	1443	573	344	917
		Row %	35.8	64.2	100.0	62.5	37.5	100.0
		Column %	36.8	44.5	41.4	42.8	41.4	42.3
	Not Applicable	N	124	202	326	127	83	210
		Row %	38.0	62.0	100.0	60.5	39.5	100.0
		Column %	8.8	9.7	9.3	9.5	10.0	9.7
Total		N	1406	2082	3488	1339	831	2170
		Row %	40.3	59.7	100.0	61.7	38.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

Question 2 Crosstabulation of support experienced and age band

			Opportunities for formal training					
			I have experienced this			I would like to experience this or have more of it		
			Yes	No	Total	Yes	No	Total
Age Band	20 to 24	N	135	10	145	78	8	86
		Row %	93.1	6.9	100.0	90.7	9.3	100.0
		Column %	4.1	1.2	3.5	4.0	2.5	3.8
	25 to 29	N	362	75	437	227	23	250
		Row %	82.8	17.2	100.0	90.8	9.2	100.0
		Column %	11.0	8.7	10.5	11.7	7.3	11.1
	30 to 39	N	711	165	876	441	45	486
		Row %	81.2	18.8	100.0	90.7	9.3	100.0
		Column %	21.7	19.0	21.1	22.7	14.2	21.5
	40 to 49	N	913	274	1187	587	70	657
		Row %	76.9	23.1	100.0	89.3	10.7	100.0
		Column %	27.9	31.6	28.6	30.2	22.1	29.1
	50 to 59	N	1122	332	1454	591	163	754
		Row %	77.2	22.8	100.0	78.4	21.6	100.0
		Column %	34.2	38.3	35.1	30.4	51.4	33.4
	60 to 66	N	35	11	46	17	8	25
		Row %	76.1	23.9	100.0	68.0	32.0	100.0
		Column %	1.1	1.3	1.1	0.9	2.5	1.1
Total		N	3278	867	4145	1941	317	2258
		Row %	79.1	20.9	100.0	86.0	14.0	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Career guidance interviews						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Age Band	20 to 24	N	25	90	115	95	15	110
		Row %	21.7	78.3	100.0	86.4	13.6	100.0
		Column %	4.9	3.2	3.4	5.5	1.8	4.3
	25 to 29	N	60	315	375	236	67	303
		Row %	16.0	84.0	100.0	77.9	22.1	100.0
		Column %	11.7	11.0	11.1	13.6	8.0	11.8
	30 to 39	N	125	632	757	457	125	582
		Row %	16.5	83.5	100.0	78.5	21.5	100.0
		Column %	24.3	22.2	22.5	26.2	15.0	22.6
	40 to 49	N	134	829	963	576	215	791
		Row %	13.9	86.1	100.0	72.8	27.2	100.0
		Column %	26.0	29.1	28.6	33.1	25.7	30.7
	50 to 59	N	159	964	1123	368	396	764
		Row %	14.2	85.8	100.0	48.2	51.8	100.0
		Column %	30.9	33.8	33.4	21.1	47.4	29.7
	60 to 66	N	12	21	33	9	17	26
		Row %	36.4	63.6	100.0	34.6	65.4	100.0
		Column %	2.3	0.7	1.0	0.5	2.0	1.0
Total		N	515	2851	3366	1741	835	2576
		Row %	15.3	84.7	100.0	67.6	32.4	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Access to formal mentoring/coaching						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Age Band	20 to 24	N	95	41	136	74	14	88
		Row %	69.9	30.1	100.0	84.1	15.9	100.0
		Column %	9.1	1.7	3.9	4.9	1.6	3.7
	25 to 29	N	159	239	398	193	80	273
		Row %	39.9	60.1	100.0	70.7	29.3	100.0
		Column %	15.2	9.8	11.4	12.9	9.2	11.6
	30 to 39	N	214	556	770	399	148	547
		Row %	27.8	72.2	100.0	72.9	27.1	100.0
		Column %	20.4	22.8	22.1	26.7	17.1	23.2
	40 to 49	N	280	724	1004	480	233	713
		Row %	27.9	72.1	100.0	67.3	32.7	100.0
		Column %	26.7	29.7	28.8	32.1	26.9	30.2
	50 to 59	N	288	852	1140	339	375	714
		Row %	25.3	74.7	100.0	47.5	52.5	100.0
		Column %	27.5	35.0	32.7	22.7	43.4	30.2
	60 to 66	N	12	24	36	11	15	26
		Row %	33.3	66.7	100.0	42.3	57.7	100.0
		Column %	1.1	1.0	1.0	0.7	1.7	1.1
Total		N	1048	2436	3484	1496	865	2361
		Row %	30.1	69.9	100.0	63.4	36.6	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Access to written or on-line advice and guidance						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Age Band	20 to 24	N	58	69	127	69	20	89
		Row %	45.7	54.3	100.0	77.5	22.5	100.0
		Column %	4.1	3.3	3.6	5.1	2.4	4.1
	25 to 29	N	135	245	380	171	89	260
		Row %	35.5	64.5	100.0	65.8	34.2	100.0
		Column %	9.6	11.7	10.9	12.8	10.7	12.0
	30 to 39	N	305	459	764	329	166	495
		Row %	39.9	60.1	100.0	66.5	33.5	100.0
		Column %	21.7	22.0	21.9	24.5	19.9	22.8
	40 to 49	N	403	590	993	407	214	621
		Row %	40.6	59.4	100.0	65.5	34.5	100.0
		Column %	28.7	28.3	28.4	30.4	25.7	28.6
	50 to 59	N	488	705	1193	354	333	687
		Row %	40.9	59.1	100.0	51.5	48.5	100.0
		Column %	34.7	33.8	34.2	26.4	40.0	31.6
	60 to 66	N	17	18	35	11	11	22
		Row %	48.6	51.4	100.0	50.0	50.0	100.0
		Column %	1.2	0.9	1.0	0.8	1.3	1.0
Total		N	1406	2086	3492	1341	833	2174
		Row %	40.3	59.7	100.0	61.7	38.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

Question 2 Crosstabulation of support experienced and years in service

			Opportunities for formal training						
			I have experienced this			I would like to experience this or have more of it			
			Yes	No	Total	Yes	No	Total	
Years In Service	Under 5	N	484	112	596	319	33	352	
		Row %	81.2	18.8	100.0	90.6	9.4	100.0	
		Column %	15.5	13.2	15.0	17.3	10.6	16.3	
	5 to 9	N	516	129	645	331	30	361	
		Row %	80.0	20.0	100.0	91.7	8.3	100.0	
		Column %	16.5	15.2	16.3	17.9	9.7	16.7	
	10 to 14	N	337	97	434	221	25	246	
		Row %	77.6	22.4	100.0	89.8	10.2	100.0	
		Column %	10.8	11.4	10.9	12.0	8.1	11.4	
	15 to 19	N	268	66	334	147	28	175	
		Row %	80.2	19.8	100.0	84.0	16.0	100.0	
		Column %	8.6	7.8	8.4	8.0	9.0	8.1	
	20 to 24	N	294	93	387	194	20	214	
		Row %	76.0	24.0	100.0	90.7	9.3	100.0	
		Column %	9.4	11.0	9.8	10.5	6.5	9.9	
	25 to 29	N	543	159	702	317	53	370	
		Row %	77.4	22.6	100.0	85.7	14.3	100.0	
		Column %	17.4	18.7	17.7	17.2	17.1	17.2	
	30 to 34	N	523	131	654	249	79	328	
		Row %	80.0	20.0	100.0	75.9	24.1	100.0	
		Column %	16.8	15.4	16.5	13.5	25.5	15.2	
	35 or over	N	155	62	217	69	42	111	
		Row %	71.4	28.6	100.0	62.2	37.8	100.0	
		Column %	5.0	7.3	5.5	3.7	13.5	5.1	
Total			N	3120	849	3969	1847	310	2157
			Row %	78.6	21.4	100.0	85.6	14.4	100.0
			Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Career guidance interviews						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Years In Service	Under 5	N	87	431	518	335	80	415
		Row %	16.8	83.2	100.0	80.7	19.3	100.0
		Column %	17.6	15.8	16.0	20.5	9.9	17.0
	5 to 9	N	96	456	552	326	102	428
		Row %	17.4	82.6	100.0	76.2	23.8	100.0
		Column %	19.4	16.7	17.1	19.9	12.6	17.5
	10 to 14	N	57	309	366	223	67	290
		Row %	15.6	84.4	100.0	76.9	23.1	100.0
		Column %	11.5	11.3	11.3	13.6	8.3	11.9
	15 to 19	N	41	224	265	148	59	207
		Row %	15.5	84.5	100.0	71.5	28.5	100.0
		Column %	8.3	8.2	8.2	9.0	7.3	8.5
	20 to 24	N	39	286	325	186	76	262
		Row %	12.0	88.0	100.0	71.0	29.0	100.0
		Column %	7.9	10.5	10.1	11.4	9.4	10.7
	25 to 29	N	67	469	536	249	153	402
		Row %	12.5	87.5	100.0	61.9	38.1	100.0
		Column %	13.6	17.1	16.6	15.2	18.9	16.4
	30 to 34	N	73	422	495	139	198	337
		Row %	14.7	85.3	100.0	41.2	58.8	100.0
		Column %	14.8	15.4	15.3	8.5	24.4	13.8
	35 or over	N	34	138	172	30	76	106
		Row %	19.8	80.2	100.0	28.3	71.7	100.0
		Column %	6.9	5.0	5.3	1.8	9.4	4.3
Total		N	494	2735	3229	1636	811	2447
		Row %	15.3	84.7	100.0	66.9	33.1	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Access to formal mentoring/coaching						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Years In Service	Under 5	N	217	327	544	282	96	378
		Row %	39.9	60.1	100.0	74.6	25.4	100.0
		Column %	23.7	13.6	16.4	20.0	11.2	16.7
	5 to 9	N	157	410	567	284	120	404
		Row %	27.7	72.3	100.0	70.3	29.7	100.0
		Column %	17.2	17.1	17.1	20.2	14.1	17.9
	10 to 14	N	82	284	366	171	86	257
		Row %	22.4	77.6	100.0	66.5	33.5	100.0
		Column %	9.0	11.8	11.0	12.1	10.1	11.4
	15 to 19	N	70	207	277	126	73	199
		Row %	25.3	74.7	100.0	63.3	36.7	100.0
		Column %	7.7	8.6	8.4	8.9	8.5	8.8
	20 to 24	N	60	269	329	152	81	233
		Row %	18.2	81.8	100.0	65.2	34.8	100.0
		Column %	6.6	11.2	9.9	10.8	9.5	10.3
	25 to 29	N	153	407	560	224	155	379
		Row %	27.3	72.7	100.0	59.1	40.9	100.0
		Column %	16.7	17.0	16.9	15.9	18.1	16.7
	30 to 34	N	128	374	502	137	173	310
		Row %	25.5	74.5	100.0	44.2	55.8	100.0
		Column %	14.0	15.6	15.1	9.7	20.3	13.7
	35 or over	N	47	123	170	33	70	103
		Row %	27.6	72.4	100.0	32.0	68.0	100.0
		Column %	5.1	5.1	5.1	2.3	8.2	4.6
Total		N	914	2401	3315	1409	854	2263
		Row %	27.6	72.4	100.0	62.3	37.7	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

		Access to written or on-line advice and guidance						
		I have experienced this			I would like to experience this or have more of it			
		Yes	No	Total	Yes	No	Total	
Years In Service	Under 5	N	192	336	528	239	112	351
		Row %	36.4	63.6	100.0	68.1	31.9	100.0
		Column %	14.4	16.7	15.8	18.9	13.8	16.9
	5 to 9	N	216	341	557	249	117	366
		Row %	38.8	61.2	100.0	68.0	32.0	100.0
		Column %	16.2	17.0	16.7	19.7	14.4	17.6
	10 to 14	N	142	224	366	155	75	230
		Row %	38.8	61.2	100.0	67.4	32.6	100.0
		Column %	10.6	11.2	11.0	12.3	9.2	11.1
	15 to 19	N	125	158	283	110	67	177
		Row %	44.2	55.8	100.0	62.1	37.9	100.0
		Column %	9.4	7.9	8.5	8.7	8.3	8.5
	20 to 24	N	130	202	332	123	77	200
		Row %	39.2	60.8	100.0	61.5	38.5	100.0
		Column %	9.7	10.1	9.9	9.7	9.5	9.6
	25 to 29	N	230	334	564	190	149	339
		Row %	40.8	59.2	100.0	56.0	44.0	100.0
		Column %	17.2	16.7	16.9	15.0	18.4	16.3
	30 to 34	N	221	304	525	156	152	308
		Row %	42.1	57.9	100.0	50.6	49.4	100.0
		Column %	16.6	15.2	15.7	12.3	18.7	14.8
	35 or over	N	79	107	186	42	62	104
		Row %	42.5	57.5	100.0	40.4	59.6	100.0
		Column %	5.9	5.3	5.6	3.3	7.6	5.0
Total		N	1335	2006	3341	1264	811	2075
		Row %	40.0	60.0	100.0	60.9	39.1	100.0
		Column %	100.0	100.0	100.0	100.0	100.0	100.0

Question 2 Crosstabulation of support experienced and support wanted

Opportunities for formal training		I would like to experience this or have more of it			
			Yes	No	Total
I have experienced this	Yes	N	1275	194	1469
		Row %	86.8	13.2	100.0
		Column %	68.2	62.2	67.3
	No	N	595	118	713
		Row %	83.5	16.5	100.0
		Column %	31.8	37.8	32.7
Total	N	1870	312	2182	
	Row %	85.7	14.3	100.0	
	Column %	100.0	100.0	100.0	

Career guidance interviews		I would like to experience this or have more of it			
			Yes	No	Total
I have experienced this	Yes	N	125	47	172
		Row %	72.7	27.3	100.0
		Column %	8.5	5.9	7.6
	No	N	1343	749	2092
		Row %	64.2	35.8	100.0
		Column %	91.5	94.1	92.4
Total	N	1468	796	2264	
	Row %	64.8	35.2	100.0	
	Column %	100.0	100.0	100.0	

Access to formal mentoring/coaching		I would like to experience this or have more of it			
			Yes	No	Total
I have experienced this	Yes	N	287	115	402
		Row %	71.4	28.6	100.0
		Column %	22.2	13.9	18.9
	No	N	1007	715	1722
		Row %	58.5	41.5	100.0
		Column %	77.8	86.1	81.1
Total	N	1294	830	2124	
	Row %	60.9	39.1	100.0	
	Column %	100.0	100.0	100.0	

Access to written or on-line advice and guidance		I would like to experience this or have more of it			
			Yes	No	Total
I have experienced this	Yes	N	396	195	591
		Row %	67.0	33.0	100.0
		Column %	33.3	24.5	29.8
	No	N	793	601	1394
		Row %	56.9	43.1	100.0
		Column %	66.7	75.5	70.2
Total	N	1189	796	1985	
	Row %	59.9	40.1	100.0	
	Column %	100.0	100.0	100.0	

Question 15 x Question 4 development Crosstabulation of future teaching career and meeting professional needs?

		How would you wish to see your teaching career developing in the future					
		Training/ helping other teachers	Pastoral role	Developing where they are now/ transition	Managerial role	Transition	
Professional development need met?	Yes, fully	Mean	2.9	2.9	4.2	2.9	3.2
		N	441	449	481	516	601
	Yes, to some extent	Mean	2.8	2.8	4.0	2.4	3.1
		N	1564	1517	1656	1693	1822
	No	Mean	2.8	2.6	3.8	2.2	3.1
		N	637	634	689	681	739
Total	Mean	2.8	2.8	4.0	2.5	3.1	
	N	2642	2600	2826	2890	3162	

Question 15 x Question 5
professional

Crosstabulation of future teaching career and personally funding
development

			How would you wish to see your teaching career developing in the future				
			Training/ helping other teachers	Pastoral role	Developing where they are now/ transition	Managerial role	Transition
Have you personally funded any of your professional development?	Yes, fully	Mean	3.1	2.9	4.0	2.5	3.2
		N	440	435	481	494	554
	Yes, to some extent	Mean	2.8	2.7	4.0	2.5	3.1
		N	1955	1922	2076	2130	2313
	Not Applicable	Mean	2.6	2.6	3.9	2.1	3.3
		N	240	235	260	258	288
Total		Mean	2.8	2.8	4.0	2.4	3.1
		N	2635	2592	2817	2882	3155

Question 7 Crosstabulation of providing formal support by age band

			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
Age band	20 to 24	N	19	1	79	37	136
		Row %	14.0	0.7	58.1	27.2	100.0
		Column %	1.0	1.1	5.3	4.7	3.2
	25 to 29	N	161	12	194	72	439
		Row %	36.7	2.7	44.2	16.4	100.0
		Column %	8.7	12.9	13.0	9.1	10.4
	30 to 39	N	403	18	362	110	893
		Row %	45.1	2.0	40.5	12.3	100.0
		Column %	21.8	19.4	24.3	13.9	21.2
	40 to 49	N	557	26	426	205	1214
		Row %	45.9	2.1	35.1	16.9	100.0
		Column %	30.2	28.0	28.6	25.9	28.8
	50 to 59	N	683	36	415	356	1490
		Row %	45.8	2.4	27.9	23.9	100.0
		Column %	37.0	38.7	27.8	45.0	35.3
	60 to 66	N	23	0	15	11	49
		Row %	46.9	0.0	30.6	22.4	100.0
		Column %	1.2	0.0	1.0	1.4	1.2
Total		N	1846	93	1491	791	4221
		Row %	43.7	2.2	35.3	18.7	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

Question 7 Crosstabulation of providing formal support by years in service

			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
Years In Service	Under 5	N	174	17	309	97	597
		Row %	29.1	2.8	51.8	16.2	100.0
		Column %	9.5	18.7	22.0	13.3	14.7
	5 to 9	N	326	15	244	80	665
		Row %	49.0	2.3	36.7	12.0	100.0
		Column %	17.8	16.5	17.4	10.9	16.4
	10 to 14	N	219	8	147	67	441
		Row %	49.7	1.8	33.3	15.2	100.0
		Column %	12.0	8.8	10.5	9.2	10.9
	15 to 19	N	180	5	110	48	343
		Row %	52.5	1.5	32.1	14.0	100.0
		Column %	9.8	5.5	7.8	6.6	8.5
	20 to 24	N	185	9	135	63	392
		Row %	47.2	2.3	34.4	16.1	100.0
		Column %	10.1	9.9	9.6	8.6	9.7
	25 to 29	N	340	20	211	147	718
		Row %	47.4	2.8	29.4	20.5	100.0
		Column %	18.6	22.0	15.0	20.1	17.7
	30 to 34	N	307	14	181	165	667
		Row %	46.0	2.1	27.1	24.7	100.0
		Column %	16.8	15.4	12.9	22.5	16.5
	35 or over	N	97	3	66	65	231
		Row %	42.0	1.3	28.6	28.1	100.0
		Column %	5.3	3.3	4.7	8.9	5.7
Total			1828	91	1403	732	4054
			45.1	2.2	34.6	18.1	100.0
			100.0	100.0	100.0	100.0	100.0

		Do you currently provide formal support for trainee teachers?					
			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
Access to mentor training course	Yes	N	1340	62	1241	408	3051
		Row %	43.9	2.0	40.7	13.4	100.0
		Column %	81.3	76.5	91.1	72.6	83.5
	No	N	308	19	121	154	602
		Row %	51.2	3.2	20.1	25.6	100.0
		Column %	18.7	23.5	8.9	27.4	16.5
Total		N	1648	81	1362	562	3653
		Row %	45.1	2.2	37.3	15.4	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Do you currently provide formal support for trainee teachers?					
			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
Funding to support mentor training courses	Yes	N	1398	63	1178	400	3039
		Row %	46.0	2.1	38.8	13.2	100.0
		Column %	84.4	81.8	88.6	70.9	83.8
	No	N	259	14	152	164	589
		Row %	44.0	2.4	25.8	27.8	100.0
		Column %	15.6	18.2	11.4	29.1	16.2
Total		N	1657	77	1330	564	3628
		Row %	45.7	2.1	36.7	15.5	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Do you currently provide formal support for trainee teachers?					
			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
A co-ordinated school approach to the provision of support	Yes	N	1323	61	1164	454	3002
		Row %	44.1	2.0	38.8	15.1	100.0
		Column %	83.0	79.2	89.1	80.2	84.7
	No	N	271	16	142	112	541
		Row %	50.1	3.0	26.2	20.7	100.0
		Column %	17.0	20.8	10.9	19.8	15.3
Total	N	1594	77	1306	566	3543	
	Row %	45.0	2.2	36.9	16.0	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	

		Do you currently provide formal support for trainee teachers?					
			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
A school ethos that encourages that kind of support	Yes	N	1338	55	1193	462	3048
		Row %	43.9	1.8	39.1	15.2	100.0
		Column %	84.8	72.4	91.2	81.8	86.4
	No	N	240	21	115	103	479
		Row %	50.1	4.4	24.0	21.5	100.0
		Column %	15.2	27.6	8.8	18.2	13.6
Total	N	1578	76	1308	565	3527	
	Row %	44.7	2.2	37.1	16.0	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	

Do you currently provide formal support for trainee teachers?							
			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
Guidance regarding the needs of trainees and new teachers	Yes	N	1393	71	1214	463	3141
		Row %	44.3	2.3	38.7	14.7	100.0
		Column %	85.7	85.5	91.3	80.8	87.0
	No	N	232	12	116	110	470
		Row %	49.4	2.6	24.7	23.4	100.0
		Column %	14.3	14.5	8.7	19.2	13.0
Total	N	1625	83	1330	573	3611	
	Row %	45.0	2.3	36.8	15.9	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	

Do you currently provide formal support for trainee teachers?							
			Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to	Total
Ring-fenced/ dedicated time	Yes	N	1689	88	1331	521	3629
		Row %	46.5	2.4	36.7	14.4	100.0
		Column %	95.9	95.7	96.1	86.4	94.5
	No	N	73	4	54	82	213
		Row %	34.3	1.9	25.4	38.5	100.0
		Column %	4.1	4.3	3.9	13.6	5.5
Total	N	1762	92	1385	603	3842	
	Row %	45.9	2.4	36.0	15.7	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	

Question 7 x Question 1 Crosstabulation of providing formal support and professional role

		Do you currently provide formal support for trainee teachers?				Total	
		Yes, and I am willing to do this	Yes, but I would prefer not to	No, but I would like to	No, and I would not want to		
Professional Role	Supply teacher	N	20	3	59	121	203
		Row %	9.9	1.5	29.1	59.6	100.0
		Column %	1.1	3.2	4.0	15.2	4.8
	Class teacher	N	190	16	406	210	822
		Row %	23.1	1.9	49.4	25.5	100.0
		Column %	10.2	16.8	27.2	26.4	19.4
	Special responsibilities	N	528	37	531	243	1339
		Row %	39.4	2.8	39.7	18.1	100.0
		Column %	28.4	38.9	35.6	30.6	31.6
	Cross-school responsibilities	N	29	1	45	27	102
		Row %	28.4	1.0	44.1	26.5	100.0
		Column %	1.6	1.1	3.0	3.4	2.4
	Head of department	N	441	28	232	87	788
		Row %	56.0	3.6	29.4	11.0	100.0
		Column %	23.7	29.5	15.5	10.9	18.6
	Advanced skills teacher	N	44	1	10	0	55
		Row %	80.0	1.8	18.2	0.0	100.0
		Column %	2.4	1.1	0.7	0.0	1.3
	Assistant head	N	95	2	21	6	124
		Row %	76.6	1.6	16.9	4.8	100.0
		Column %	5.1	2.1	1.4	0.8	2.9
	Deputy head	N	186	3	42	10	241
		Row %	77.2	1.2	17.4	4.1	100.0
		Column %	10.0	3.2	2.8	1.3	5.7
	Headteacher	N	227	1	47	25	300
		Row %	75.7	0.3	15.7	8.3	100.0
		Column %	12.2	1.1	3.1	3.1	7.1
	other without tick	N	97	3	100	66	266
		Row %	36.5	1.1	37.6	24.8	100.0
		Column %	5.2	3.2	6.7	8.3	6.3
Total		N	1857	95	1493	795	4240
		Row %	43.8	2.2	35.2	18.8	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		How would you wish to see your teaching career developing in the future					
			Training/ helping other teachers	Pastoral role	Developing where they are now	Managerial role	Transition
Professional Role	Supply teacher	Mean	2.5	2.6	3.5	1.9	3.2
		N	91	95	98	95	129
	Class teacher	Mean	2.7	2.6	3.9	2.1	2.7
		N	653	655	714	685	664
	Special responsibilities	Mean	2.8	2.8	4.1	2.3	3.0
		N	987	939	1114	1033	1037
	Cross-school responsibilities	Mean	3.0	3.7	3.3	2.3	3.8
		N	56	65	42	60	73
	Head of department	Mean	2.9	2.6	4.3	2.6	3.2
		N	521	487	522	542	586
	Advanced skills teacher	Mean	4.1	2.5	4.0	2.6	3.0
		N	33	37	39	37	41
	Assistant head	Mean	3.1	3.2	3.9	3.6	3.8
		N	43	45	47	78	88
	Deputy head	Mean	3.1	3.2	3.7	4.1	3.6
		N	84	90	92	137	163
	Headteacher	Mean	2.9	3.1	3.7	3.8	3.9
		N	53	66	56	88	201
	other without tick	Mean	2.9	3.1	3.3	2.2	3.5
		N	118	120	101	133	183
	Total	Mean	2.8	2.8	4.0	2.5	3.1
		N	2639	2599	2825	2888	3165

Question 6 Crosstabulation of sharing knowledge and expertise, and phase of education

		Professional conversation			Total	
			Frequently	Occasionally	Not in the last 12 months	
Phase of Education	Primary	N	1707	388	29	2124
		Row %	80.4	18.3	1.4	100.0
		Column %	50.5	48.2	36.3	49.8
	Secondary	N	1392	318	25	1735
		Row %	80.2	18.3	1.4	100.0
		Column %	41.2	39.5	31.3	40.7
	Not Applicable	N	281	99	26	406
		Row %	69.2	24.4	6.4	100.0
		Column %	8.3	12.3	32.5	9.5
Total		N	3380	805	80	4265
		Row %	79.2	18.9	1.9	100.0
		Column %	100.0	100.0	100.0	100.0

		Acting as a mentor/coach			Total	
			Frequently	Occasionally	Not in the last 12 months	
Phase of Education	Primary	N	547	570	924	2041
		Row %	26.8	27.9	45.3	100.0
		Column %	47.2	48.6	52.3	49.8
	Secondary	N	529	512	635	1676
		Row %	31.6	30.5	37.9	100.0
		Column %	45.7	43.6	35.9	40.9
	Not Applicable	N	82	92	209	383
		Row %	21.4	24.0	54.6	100.0
		Column %	7.1	7.8	11.8	9.3
Total		N	1158	1174	1768	4100
		Row %	28.2	28.6	43.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Peer observation/feedback				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	515	924	639	2078
		Row %	24.8	44.5	30.8	100.0
		Column %	50.3	48.6	51.4	49.8
	Secondary	N	439	820	439	1698
		Row %	25.9	48.3	25.9	100.0
		Column %	42.9	43.1	35.3	40.7
	Not Applicable	N	69	159	165	393
		Row %	17.6	40.5	42.0	100.0
		Column %	6.7	8.4	13.3	9.4
Total		N	1023	1903	1243	4169
		Row %	24.5	45.6	29.8	100.0
		Column %	100.0	100.0	100.0	100.0

		Statutory in service training days				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	794	1010	294	2098
		Row %	37.8	48.1	14.0	100.0
		Column %	51.5	49.1	48.4	49.8
	Secondary	N	615	901	197	1713
		Row %	35.9	52.6	11.5	100.0
		Column %	39.9	43.8	32.5	40.7
	Not Applicable	N	134	148	116	398
		Row %	33.7	37.2	29.1	100.0
		Column %	8.7	7.2	19.1	9.5
Total		N	1543	2059	607	4209
		Row %	36.7	48.9	14.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Additional in-service training provision				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	372	963	702	2037
		Row %	18.3	47.3	34.5	100.0
		Column %	56.2	51.7	44.8	49.8
	Secondary	N	217	759	695	1671
		Row %	13.0	45.4	41.6	100.0
		Column %	32.8	40.7	44.4	40.8
	Not Applicable	N	73	142	170	385
		Row %	19.0	36.9	44.2	100.0
		Column %	11.0	7.6	10.8	9.4
Total		N	662	1864	1567	4093
		Row %	16.2	45.5	38.3	100.0
		Column %	100.0	100.0	100.0	100.0

		Staff/departmental meetings				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	1297	679	136	2112
		Row %	61.4	32.1	6.4	100.0
		Column %	49.6	50.6	48.1	49.8
	Secondary	N	1125	543	62	1730
		Row %	65.0	31.4	3.6	100.0
		Column %	43.0	40.5	21.9	40.8
	Not Applicable	N	194	120	85	399
		Row %	48.6	30.1	21.3	100.0
		Column %	7.4	8.9	30.0	9.4
Total		N	2616	1342	283	4241
		Row %	61.7	31.6	6.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative planning/teaching				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	1140	694	261	2095
		Row %	54.4	33.1	12.5	100.0
		Column %	63.3	42.0	35.8	50.1
	Secondary	N	543	812	343	1698
		Row %	32.0	47.8	20.2	100.0
		Column %	30.2	49.1	47.1	40.6
	Not Applicable	N	117	147	125	389
		Row %	30.1	37.8	32.1	100.0
		Column %	6.5	8.9	17.1	9.3
Total		N	1800	1653	729	4182
		Row %	43.0	39.5	17.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Delivery of formal training				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	252	686	1115	2053
		Row %	12.3	33.4	54.3	100.0
		Column %	50.8	51.5	48.7	49.9
	Secondary	N	177	554	948	1679
		Row %	10.5	33.0	56.5	100.0
		Column %	35.7	41.6	41.4	40.8
	Not Applicable	N	67	91	227	385
		Row %	17.4	23.6	59.0	100.0
		Column %	13.5	6.8	9.9	9.4
Total		N	496	1331	2290	4117
		Row %	12.0	32.3	55.6	100.0
		Column %	100.0	100.0	100.0	100.0

		Offering guidance to other schools				
			Frequently	Occasionally	Not in the last 12 months	Total
Phase of Education	Primary	N	139	376	1525	2040
		Row %	6.8	18.4	74.8	100.0
		Column %	45.0	48.6	50.7	49.9
	Secondary	N	90	327	1244	1661
		Row %	5.4	19.7	74.9	100.0
		Column %	29.1	42.2	41.4	40.6
	Not Applicable	N	80	71	237	388
		Row %	20.6	18.3	61.1	100.0
		Column %	25.9	9.2	7.9	9.5
Total		N	309	774	3006	4089
		Row %	7.6	18.9	73.5	100.0
		Column %	100.0	100.0	100.0	100.0

Question 6 Crosstabulation of sharing knowledge and expertise, and age bands

		Professional conversation			Total	
		Frequently	Occasionally	Not in the last 12 months		
Age Bands	20 to 24	N	105	37	6	148
		Row %	70.9	25.0	4.1	100.0
		Column %	3.1	4.6	7.4	3.5
	25 to 29	N	339	94	13	446
		Row %	76.0	21.1	2.9	100.0
		Column %	10.0	11.6	16.0	10.4
	30 to 39	N	712	170	12	894
		Row %	79.6	19.0	1.3	100.0
		Column %	21.0	21.0	14.8	20.9
	40 to 49	N	981	224	22	1227
		Row %	80.0	18.3	1.8	100.0
		Column %	29.0	27.7	27.2	28.7
	50 to 59	N	1211	272	24	1507
		Row %	80.4	18.0	1.6	100.0
		Column %	35.8	33.7	29.6	35.3
	60 to 66	N	36	11	4	51
		Row %	70.6	21.6	7.8	100.0
		Column %	1.1	1.4	4.9	1.2
Total		N	3384	808	81	4273
		Row %	79.2	18.9	1.9	100.0
		Column %	100.0	100.0	100.0	100.0

		Acting as a mentor/coach				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	8	29	106	143
		Row %	5.6	20.3	74.1	100.0
		Column %	0.7	2.5	6.0	3.5
	25 to 29	N	83	123	235	441
		Row %	18.8	27.9	53.3	100.0
		Column %	7.2	10.5	13.2	10.7
	30 to 39	N	247	262	374	883
		Row %	28.0	29.7	42.4	100.0
		Column %	21.3	22.3	21.1	21.5
	40 to 49	N	348	333	496	1177
		Row %	29.6	28.3	42.1	100.0
		Column %	30.1	28.3	28.0	28.7
	50 to 59	N	453	422	543	1418
		Row %	31.9	29.8	38.3	100.0
		Column %	39.1	35.9	30.6	34.5
	60 to 66	N	19	7	20	46
		Row %	41.3	15.2	43.5	100.0
		Column %	1.6	0.6	1.1	1.1
Total		N	1158	1176	1774	4108
		Row %	28.2	28.6	43.2	100.0
		Column %	100.0	100.0	100.0	100.0

		Peer observation/feedback				
					Not in the last 12 months	Total
Age Bands		Frequently	Occasionally			
20 to 24	N	27	73	49	149	
	Row %	18.1	49.0	32.9	100.0	
	Column %	2.6	3.8	3.9	3.6	
25 to 29	N	79	198	165	442	
	Row %	17.9	44.8	37.3	100.0	
	Column %	7.7	10.4	13.2	10.6	
30 to 39	N	200	415	271	886	
	Row %	22.6	46.8	30.6	100.0	
	Column %	19.5	21.8	21.7	21.2	
40 to 49	N	303	541	353	1197	
	Row %	25.3	45.2	29.5	100.0	
	Column %	29.6	28.4	28.3	28.7	
50 to 59	N	401	664	391	1456	
	Row %	27.5	45.6	26.9	100.0	
	Column %	39.2	34.9	31.3	34.9	
60 to 66	N	14	14	19	47	
	Row %	29.8	29.8	40.4	100.0	
	Column %	1.4	0.7	1.5	1.1	
Total	N	1024	1905	1248	4177	
	Row %	24.5	45.6	29.9	100.0	
	Column %	100.0	100.0	100.0	100.0	

		Statutory in service training days				
					Not in the last 12 months	Total
Age Bands		Frequently	Occasionally			
20 to 24	N	33	87	28	148	
	Row %	22.3	58.8	18.9	100.0	
	Column %	2.1	4.2	4.6	3.5	
25 to 29	N	118	243	79	440	
	Row %	26.8	55.2	18.0	100.0	
	Column %	7.6	11.8	13.0	10.4	
30 to 39	N	300	451	137	888	
	Row %	33.8	50.8	15.4	100.0	
	Column %	19.4	21.9	22.5	21.1	
40 to 49	N	460	598	152	1210	
	Row %	38.0	49.4	12.6	100.0	
	Column %	29.8	29.0	25.0	28.7	
50 to 59	N	610	671	201	1482	
	Row %	41.2	45.3	13.6	100.0	
	Column %	39.5	32.5	33.0	35.1	
60 to 66	N	23	14	12	49	
	Row %	46.9	28.6	24.5	100.0	
	Column %	1.5	0.7	2.0	1.2	
Total	N	1544	2064	609	4217	
	Row %	36.6	48.9	14.4	100.0	
	Column %	100.0	100.0	100.0	100.0	

		Additional in-service training provision				
					Not in the last 12 months	Total
Age Bands		Frequently	Occasionally			
20 to 24	N	13	62	69	144	
	Row %	9.0	43.1	47.9	100.0	
	Column %	2.0	3.3	4.4	3.5	
25 to 29	N	52	191	196	439	
	Row %	11.8	43.5	44.6	100.0	
	Column %	7.8	10.2	12.5	10.7	
30 to 39	N	121	383	369	873	
	Row %	13.9	43.9	42.3	100.0	
	Column %	18.3	20.5	23.5	21.3	
40 to 49	N	212	519	443	1174	
	Row %	18.1	44.2	37.7	100.0	
	Column %	32.0	27.8	28.2	28.6	
50 to 59	N	261	685	478	1424	
	Row %	18.3	48.1	33.6	100.0	
	Column %	39.4	36.7	30.4	34.7	
60 to 66	N	4	25	18	47	
	Row %	8.5	53.2	38.3	100.0	
	Column %	0.6	1.3	1.1	1.1	
Total	N	663	1865	1573	4101	
	Row %	16.2	45.5	38.4	100.0	
	Column %	100.0	100.0	100.0	100.0	

		Staff/departmental meetings				Total
		Frequently	Occasionally	Not in the last 12 months		
Age Bands	20 to 24	N	75	58	16	149
		Row %	50.3	38.9	10.7	100.0
		Column %	2.9	4.3	5.6	3.5
	25 to 29	N	265	143	32	440
		Row %	60.2	32.5	7.3	100.0
		Column %	10.1	10.6	11.2	10.4
	30 to 39	N	551	291	53	895
		Row %	61.6	32.5	5.9	100.0
		Column %	21.0	21.7	18.6	21.1
	40 to 49	N	749	403	71	1223
		Row %	61.2	33.0	5.8	100.0
		Column %	28.6	30.0	24.9	28.8
	50 to 59	N	950	434	106	1490
		Row %	63.8	29.1	7.1	100.0
		Column %	36.3	32.3	37.2	35.1
	60 to 66	N	30	15	7	52
		Row %	57.7	28.8	13.5	100.0
		Column %	1.1	1.1	2.5	1.2
Total		N	2620	1344	285	4249
		Row %	61.7	31.6	6.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative planning/teaching				Total
		Frequently	Occasionally	Not in the last 12 months		
Age Bands	20 to 24	N	72	50	24	146
		Row %	49.3	34.2	16.4	100.0
		Column %	4.0	3.0	3.3	3.5
	25 to 29	N	202	154	87	443
		Row %	45.6	34.8	19.6	100.0
		Column %	11.2	9.3	11.9	10.6
	30 to 39	N	402	340	152	894
		Row %	45.0	38.0	17.0	100.0
		Column %	22.3	20.5	20.8	21.3
	40 to 49	N	487	496	220	1203
		Row %	40.5	41.2	18.3	100.0
		Column %	27.0	29.9	30.1	28.7
	50 to 59	N	621	599	237	1457
		Row %	42.6	41.1	16.3	100.0
		Column %	34.5	36.1	32.4	34.8
	60 to 66	N	18	18	11	47
		Row %	38.3	38.3	23.4	100.0
		Column %	1.0	1.1	1.5	1.1
Total		N	1802	1657	731	4190
		Row %	43.0	39.5	17.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Delivery of formal training				
			Frequently	Occasionally	Not in the last 12 months	Total
Age Bands	20 to 24	N	8	37	98	143
		Row %	5.6	25.9	68.5	100.0
		Column %	1.6	2.8	4.3	3.5
	25 to 29	N	35	133	273	441
		Row %	7.9	30.2	61.9	100.0
		Column %	7.1	10.0	11.9	10.7
	30 to 39	N	93	296	497	886
		Row %	10.5	33.4	56.1	100.0
		Column %	18.8	22.2	21.6	21.5
	40 to 49	N	158	385	636	1179
		Row %	13.4	32.7	53.9	100.0
		Column %	31.9	28.9	27.7	28.6
	50 to 59	N	199	471	760	1430
		Row %	13.9	32.9	53.1	100.0
		Column %	40.1	35.4	33.1	34.7
	60 to 66	N	3	10	33	46
		Row %	6.5	21.7	71.7	100.0
		Column %	0.6	0.8	1.4	1.1
Total		N	496	1332	2297	4125
		Row %	12.0	32.3	55.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Offering guidance to other schools				
					Not in the last 12 months	Total
Age Bands			Frequently	Occasionally		
20 to 24	N		0	9	133	142
	Row %		0.0	6.3	93.7	100.0
	Column %		0.0	1.2	4.4	3.5
25 to 29	N		16	71	352	439
	Row %		3.6	16.2	80.2	100.0
	Column %		5.2	9.2	11.7	10.7
30 to 39	N		40	180	657	877
	Row %		4.6	20.5	74.9	100.0
	Column %		12.9	23.3	21.8	21.4
40 to 49	N		120	237	813	1170
	Row %		10.3	20.3	69.5	100.0
	Column %		38.8	30.6	27.0	28.6
50 to 59	N		133	269	1021	1423
	Row %		9.3	18.9	71.7	100.0
	Column %		43.0	34.8	33.9	34.7
60 to 66	N		0	8	38	46
	Row %		0.0	17.4	82.6	100.0
	Column %		0.0	1.0	1.3	1.1
Total	N		309	774	3014	4097
	Row %		7.5	18.9	73.6	100.0
	Column %		100.0	100.0	100.0	100.0

Question 6

Crosstabulation of sharing knowledge and expertise, and years in service

		Professional conversation			Total	
			Frequently	Occasionally	Not in the last 12 months	
Years In Service	Under 5	N	429	157	18	604
		Row %	71.0	26.0	3.0	100.0
		Column %	13.1	20.8	25.4	14.8
	5 to 9	N	533	121	10	664
		Row %	80.3	18.2	1.5	100.0
		Column %	16.3	16.0	14.1	16.2
	10 to 14	N	356	84	5	445
		Row %	80.0	18.9	1.1	100.0
		Column %	10.9	11.1	7.0	10.9
	15 to 19	N	289	48	9	346
		Row %	83.5	13.9	2.6	100.0
		Column %	8.9	6.4	12.7	8.5
	20 to 24	N	316	76	3	395
		Row %	80.0	19.2	0.8	100.0
		Column %	9.7	10.1	4.2	9.7
	25 to 29	N	598	115	11	724
		Row %	82.6	15.9	1.5	100.0
		Column %	18.3	15.2	15.5	17.7
30 to 34	N	552	112	9	673	
	Row %	82.0	16.6	1.3	100.0	
	Column %	16.9	14.8	12.7	16.5	
35 or over	N	192	42	6	240	
	Row %	80.0	17.5	2.5	100.0	
	Column %	5.9	5.6	8.5	5.9	
Total		N	3265	755	71	4091
		Row %	79.8	18.5	1.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Acting as a mentor/coach				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	75	161	354	590
		Row %	12.7	27.3	60.0	100.0
		Column %	6.5	13.9	21.8	15.0
	5 to 9	N	198	206	253	657
		Row %	30.1	31.4	38.5	100.0
		Column %	17.2	17.8	15.6	16.7
	10 to 14	N	149	106	183	438
		Row %	34.0	24.2	41.8	100.0
		Column %	13.0	9.2	11.2	11.1
	15 to 19	N	118	95	122	335
		Row %	35.2	28.4	36.4	100.0
		Column %	10.3	8.2	7.5	8.5
	20 to 24	N	126	117	141	384
		Row %	32.8	30.5	36.7	100.0
		Column %	11.0	10.1	8.7	9.8
	25 to 29	N	219	212	254	685
		Row %	32.0	30.9	37.1	100.0
		Column %	19.1	18.3	15.6	17.4
	30 to 34	N	203	192	232	627
		Row %	32.4	30.6	37.0	100.0
		Column %	17.7	16.6	14.3	15.9
35 or over	N	61	67	88	216	
	Row %	28.2	31.0	40.7	100.0	
	Column %	5.3	5.8	5.4	5.5	
Total		N	1149	1156	1627	3932
		Row %	29.2	29.4	41.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Peer observation/feedback				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	83	288	231	602
		Row %	13.8	47.8	38.4	100.0
		Column %	8.4	15.8	19.6	15.1
	5 to 9	N	154	297	204	655
		Row %	23.5	45.3	31.1	100.0
		Column %	15.5	16.3	17.3	16.4
	10 to 14	N	113	196	129	438
		Row %	25.8	44.7	29.5	100.0
		Column %	11.4	10.7	10.9	11.0
	15 to 19	N	93	152	89	334
		Row %	27.8	45.5	26.6	100.0
		Column %	9.4	8.3	7.5	8.4
	20 to 24	N	105	183	103	391
		Row %	26.9	46.8	26.3	100.0
		Column %	10.6	10.0	8.7	9.8
	25 to 29	N	201	312	191	704
		Row %	28.6	44.3	27.1	100.0
		Column %	20.3	17.1	16.2	17.6
	30 to 34	N	181	304	163	648
		Row %	27.9	46.9	25.2	100.0
		Column %	18.3	16.6	13.8	16.2
	35 or over	N	61	95	69	225
		Row %	27.1	42.2	30.7	100.0
		Column %	6.2	5.2	5.9	5.6
Total		N	991	1827	1179	3997
		Row %	24.8	45.7	29.5	100.0
		Column %	100.0	100.0	100.0	100.0

		Statutory in service training days				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	155	339	103	597
		Row %	26.0	56.8	17.3	100.0
		Column %	10.3	17.3	18.3	14.8
	5 to 9	N	245	321	89	655
		Row %	37.4	49.0	13.6	100.0
		Column %	16.2	16.4	15.8	16.2
	10 to 14	N	138	238	67	443
		Row %	31.2	53.7	15.1	100.0
		Column %	9.2	12.1	11.9	11.0
	15 to 19	N	134	164	41	339
		Row %	39.5	48.4	12.1	100.0
		Column %	8.9	8.4	7.3	8.4
	20 to 24	N	161	182	49	392
		Row %	41.1	46.4	12.5	100.0
		Column %	10.7	9.3	8.7	9.7
	25 to 29	N	298	333	88	719
		Row %	41.4	46.3	12.2	100.0
		Column %	19.8	17.0	15.6	17.8
	30 to 34	N	293	285	81	659
		Row %	44.5	43.2	12.3	100.0
		Column %	19.4	14.5	14.4	16.3
35 or over	N	84	101	46	231	
	Row %	36.4	43.7	19.9	100.0	
	Column %	5.6	5.1	8.2	5.7	
Total		N	1508	1963	564	4035
		Row %	37.4	48.6	14.0	100.0
		Column %	100.0	100.0	100.0	100.0

		Additional in-service training provision				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	64	247	281	592
		Row %	10.8	41.7	47.5	100.0
		Column %	9.8	13.7	19.1	15.1
	5 to 9	N	105	283	256	644
		Row %	16.3	43.9	39.8	100.0
		Column %	16.2	15.7	17.4	16.4
	10 to 14	N	62	193	177	432
		Row %	14.4	44.7	41.0	100.0
		Column %	9.5	10.7	12.0	11.0
	15 to 19	N	64	137	126	327
		Row %	19.6	41.9	38.5	100.0
		Column %	9.8	7.6	8.6	8.3
	20 to 24	N	65	191	128	384
		Row %	16.9	49.7	33.3	100.0
		Column %	10.0	10.6	8.7	9.8
	25 to 29	N	134	329	222	685
		Row %	19.6	48.0	32.4	100.0
		Column %	20.6	18.3	15.1	17.5
	30 to 34	N	123	309	205	637
		Row %	19.3	48.5	32.2	100.0
		Column %	18.9	17.2	13.9	16.2
35 or over	N	33	110	77	220	
	Row %	15.0	50.0	35.0	100.0	
	Column %	5.1	6.1	5.2	5.6	
Total		N	650	1799	1472	3921
		Row %	16.6	45.9	37.5	100.0
		Column %	100.0	100.0	100.0	100.0

		Staff/departmental meetings			Total	
			Frequently	Occasionally	Not in the last 12 months	
Years In Service	Under 5	N	333	222	46	601
		Row %	55.4	36.9	7.7	100.0
		Column %	13.1	17.5	17.3	14.8
	5 to 9	N	422	206	37	665
		Row %	63.5	31.0	5.6	100.0
		Column %	16.6	16.3	13.9	16.4
	10 to 14	N	279	141	23	443
		Row %	63.0	31.8	5.2	100.0
		Column %	11.0	11.1	8.6	10.9
	15 to 19	N	212	109	24	345
		Row %	61.4	31.6	7.0	100.0
		Column %	8.4	8.6	9.0	8.5
	20 to 24	N	245	129	22	396
		Row %	61.9	32.6	5.6	100.0
		Column %	9.7	10.2	8.3	9.7
	25 to 29	N	467	208	45	720
		Row %	64.9	28.9	6.3	100.0
		Column %	18.4	16.4	16.9	17.7
	30 to 34	N	439	185	38	662
		Row %	66.3	27.9	5.7	100.0
		Column %	17.3	14.6	14.3	16.3
35 or over	N	138	66	31	235	
	Row %	58.7	28.1	13.2	100.0	
	Column %	5.4	5.2	11.7	5.8	
Total		N	2535	1266	266	4067
		Row %	62.3	31.1	6.5	100.0
		Column %	100.0	100.0	100.0	100.0

		Collaborative planning/teaching			Total	
			Frequently	Occasionally	Not in the last 12 months	
Years In Service	Under 5	N	243	222	135	600
		Row %	40.5	37.0	22.5	100.0
		Column %	14.0	14.0	19.5	15.0
	5 to 9	N	323	224	114	661
		Row %	48.9	33.9	17.2	100.0
		Column %	18.6	14.2	16.5	16.5
	10 to 14	N	180	180	78	438
		Row %	41.1	41.1	17.8	100.0
		Column %	10.4	11.4	11.3	10.9
	15 to 19	N	151	139	51	341
		Row %	44.3	40.8	15.0	100.0
		Column %	8.7	8.8	7.4	8.5
	20 to 24	N	155	160	73	388
		Row %	39.9	41.2	18.8	100.0
		Column %	8.9	10.1	10.5	9.7
	25 to 29	N	288	313	105	706
		Row %	40.8	44.3	14.9	100.0
		Column %	16.6	19.8	15.2	17.6
	30 to 34	N	292	265	91	648
		Row %	45.1	40.9	14.0	100.0
		Column %	16.8	16.7	13.1	16.2
35 or over	N	102	80	46	228	
	Row %	44.7	35.1	20.2	100.0	
	Column %	5.9	5.1	6.6	5.7	
Total		N	1734	1583	693	4010
		Row %	43.2	39.5	17.3	100.0
		Column %	100.0	100.0	100.0	100.0

		Delivery of formal training				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	30	163	401	594
		Row %	5.1	27.4	67.5	100.0
		Column %	6.2	12.6	18.5	15.0
	5 to 9	N	77	231	343	651
		Row %	11.8	35.5	52.7	100.0
		Column %	15.8	17.8	15.9	16.5
	10 to 14	N	56	148	231	435
		Row %	12.9	34.0	53.1	100.0
		Column %	11.5	11.4	10.7	11.0
	15 to 19	N	50	113	172	335
		Row %	14.9	33.7	51.3	100.0
		Column %	10.3	8.7	8.0	8.5
	20 to 24	N	48	133	202	383
		Row %	12.5	34.7	52.7	100.0
		Column %	9.9	10.2	9.3	9.7
	25 to 29	N	107	236	350	693
		Row %	15.4	34.1	50.5	100.0
		Column %	22.0	18.2	16.2	17.6
	30 to 34	N	97	216	329	642
		Row %	15.1	33.6	51.2	100.0
		Column %	19.9	16.6	15.2	16.3
35 or over	N	22	58	135	215	
	Row %	10.2	27.0	62.8	100.0	
	Column %	4.5	4.5	6.2	5.4	
Total		N	487	1298	2163	3948
		Row %	12.3	32.9	54.8	100.0
		Column %	100.0	100.0	100.0	100.0

		Offering guidance to other schools				
			Frequently	Occasionally	Not in the last 12 months	Total
Years In Service	Under 5	N	9	80	502	591
		Row %	1.5	13.5	84.9	100.0
		Column %	2.9	10.5	17.6	15.1
	5 to 9	N	28	129	487	644
		Row %	4.3	20.0	75.6	100.0
		Column %	9.1	16.9	17.1	16.4
	10 to 14	N	34	90	303	427
		Row %	8.0	21.1	71.0	100.0
		Column %	11.0	11.8	10.6	10.9
	15 to 19	N	32	71	228	331
		Row %	9.7	21.5	68.9	100.0
		Column %	10.4	9.3	8.0	8.4
	20 to 24	N	43	100	240	383
		Row %	11.2	26.1	62.7	100.0
		Column %	13.9	13.1	8.4	9.8
	25 to 29	N	86	134	467	687
		Row %	12.5	19.5	68.0	100.0
		Column %	27.8	17.5	16.4	17.5
	30 to 34	N	58	132	447	637
		Row %	9.1	20.7	70.2	100.0
		Column %	18.8	17.3	15.7	16.2
35 or over	N	19	29	173	221	
	Row %	8.6	13.1	78.3	100.0	
	Column %	6.1	3.8	6.1	5.6	
Total		N	309	765	2847	3921
		Row %	7.9	19.5	72.6	100.0
		Column %	100.0	100.0	100.0	100.0

Question 6

Crosstabulation of Sharing of knowledge and expertise, and school context

		Frequently/ Occasionally	Not in the last 12 months	Total
Professional conversation	Mean	99.6	102.4	99.6
	N	3798.00	56.00	3854.00
Acting as a mentor/coach	Mean	99.5	99.8	99.6
	N	2145.00	1567.00	3712.00
Peer observation/feedback	Mean	99.4	100.1	99.6
	N	2690.00	1082.00	3772.00
Statutory in service training days	Mean	99.6	99.9	99.6
	N	3307.00	498.00	3805.00
Additional in-service training provision	Mean	99.9	99.0	99.6
	N	2298.00	1409.00	3707.00
Staff/departmental meetings	Mean	99.6	99.0	99.6
	N	3637.00	199.00	3836.00
Collaborative planning/teaching	Mean	99.7	99.4	99.6
	N	3180.00	609.00	3789.00
Delivery of formal training	Mean	100.0	99.5	99.7
	N	1663.00	2069.00	3732.00
Offering guidance to other schools	Mean	100.6	99.3	99.7
	N	930.00	2771.00	3701.00

Question 10

Crosstabulation of learning opportunities provided and phase of education

		Pupils' creativity				Total	
		Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable		
Phase of Education	Primary	N	1452	666	6	11	2135
		Row %	68.0	31.2	0.3	0.5	100.0
		Column %	58.1	40.8	11.8	17.2	50.3
	Secondary	N	868	803	43	13	1727
		Row %	50.3	46.5	2.5	0.8	100.0
		Column %	34.8	49.1	84.3	20.3	40.7
	Not Applicable	N	177	165	2	40	384
		Row %	46.1	43.0	0.5	10.4	100.0
		Column %	7.1	10.1	3.9	62.5	9.0
Total		N	2497	1634	51	64	4246
		Row %	58.8	38.5	1.2	1.5	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Pupils' emotional development				Total	
		Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable		
Phase of Education	Primary	N	849	1256	18	12	2135
		Row %	39.8	58.8	0.8	0.6	100.0
		Column %	48.9	52.8	22.5	21.8	50.2
	Secondary	N	715	947	59	10	1731
		Row %	41.3	54.7	3.4	0.6	100.0
		Column %	41.2	39.8	73.8	18.2	40.7
	Not Applicable	N	171	177	3	33	384
		Row %	44.5	46.1	0.8	8.6	100.0
		Column %	9.9	7.4	3.8	60.0	9.0
Total		N	1735	2380	80	55	4250
		Row %	40.8	56.0	1.9	1.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Pupils' spiritual development					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	569	1460	84	20	2133
		Row %	26.7	68.4	3.9	0.9	100.0
		Column %	45.8	54.9	35.3	20.6	50.3
	Secondary	N	568	993	134	30	1725
		Row %	32.9	57.6	7.8	1.7	100.0
		Column %	45.7	37.3	56.3	30.9	40.7
	Not Applicable	N	106	208	20	47	381
		Row %	27.8	54.6	5.2	12.3	100.0
		Column %	8.5	7.8	8.4	48.5	9.0
Total		N	1243	2661	238	97	4239
		Row %	29.3	62.8	5.6	2.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		The breadth of subjects areas studied					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	568	1285	255	17	2125
		Row %	26.7	60.5	12.0	0.8	100.0
		Column %	55.8	49.3	48.9	22.7	50.3
	Secondary	N	377	1110	220	10	1717
		Row %	22.0	64.6	12.8	0.6	100.0
		Column %	37.0	42.6	42.1	13.3	40.7
	Not Applicable	N	73	211	47	48	379
		Row %	19.3	55.7	12.4	12.7	100.0
		Column %	7.2	8.1	9.0	64.0	9.0
Total		N	1018	2606	522	75	4221
		Row %	24.1	61.7	12.4	1.8	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		The depth of subjects studied					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	454	1366	282	18	2120
		Row %	21.4	64.4	13.3	0.8	100.0
		Column %	49.2	48.9	66.8	20.7	50.2
	Secondary	N	427	1201	84	12	1724
		Row %	24.8	69.7	4.9	0.7	100.0
		Column %	46.3	43.0	19.9	13.8	40.8
	Not Applicable	N	41	224	56	57	378
		Row %	10.8	59.3	14.8	15.1	100.0
		Column %	4.4	8.0	13.3	65.5	9.0
Total		N	922	2791	422	87	4222
		Row %	21.8	66.1	10.0	2.1	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Citizenship					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	568	1413	99	43	2123
		Row %	26.8	66.6	4.7	2.0	100.0
		Column %	53.5	55.0	20.8	40.6	50.4
	Secondary	N	405	950	346	14	1715
		Row %	23.6	55.4	20.2	0.8	100.0
		Column %	38.1	37.0	72.7	13.2	40.7
	Not Applicable	N	89	208	31	49	377
		Row %	23.6	55.2	8.2	13.0	100.0
		Column %	8.4	8.1	6.5	46.2	8.9
Total		N	1062	2571	476	106	4215
		Row %	25.2	61.0	11.3	2.5	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Developing pupils' thinking and problem and solving skills					Total
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	
Phase of Education	Primary	N	1381	733	12	9	2135
		Row %	64.7	34.3	0.6	0.4	100.0
		Column %	50.9	50.4	35.3	18.8	50.2
	Secondary	N	1149	557	19	7	1732
		Row %	66.3	32.2	1.1	0.4	100.0
		Column %	42.3	38.3	55.9	14.6	40.8
	Not Applicable	N	184	164	3	32	383
		Row %	48.0	42.8	0.8	8.4	100.0
		Column %	6.8	11.3	8.8	66.7	9.0
Total		N	2714	1454	34	48	4250
		Row %	63.9	34.2	0.8	1.1	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Helping pupils understand the best way for them to learn					Total
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	
Phase of Education	Primary	N	1199	868	38	25	2130
		Row %	56.3	40.8	1.8	1.2	100.0
		Column %	51.0	51.1	31.4	32.9	50.1
	Secondary	N	978	681	65	8	1732
		Row %	56.5	39.3	3.8	0.5	100.0
		Column %	41.6	40.1	53.7	10.5	40.8
	Not Applicable	N	174	151	18	43	386
		Row %	45.1	39.1	4.7	11.1	100.0
		Column %	7.4	8.9	14.9	56.6	9.1
Total		N	2351	1700	121	76	4248
		Row %	55.3	40.0	2.8	1.8	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Pupils' individual needs					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	544	1541	37	11	2133
		Row %	25.5	72.2	1.7	0.5	100.0
		Column %	44.0	54.8	25.2	23.4	50.3
	Secondary	N	569	1044	107	6	1726
		Row %	33.0	60.5	6.2	0.3	100.0
		Column %	46.0	37.1	72.8	12.8	40.7
	Not Applicable	N	124	226	3	30	383
		Row %	32.4	59.0	0.8	7.8	100.0
		Column %	10.0	8.0	2.0	63.8	9.0
Total		N	1237	2811	147	47	4242
		Row %	29.2	66.3	3.5	1.1	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Essential literacy and numeracy skills					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	168	1711	242	11	2132
		Row %	7.9	80.3	11.4	0.5	100.0
		Column %	21.7	56.0	66.9	19.0	50.2
	Secondary	N	526	1106	88	10	1730
		Row %	30.4	63.9	5.1	0.6	100.0
		Column %	68.0	36.2	24.3	17.2	40.7
	Not Applicable	N	79	237	32	37	385
		Row %	20.5	61.6	8.3	9.6	100.0
		Column %	10.2	7.8	8.8	63.8	9.1
Total		N	773	3054	362	58	4247
		Row %	18.2	71.9	8.5	1.4	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Skills in information and communication technology (ICT)					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	460	1498	164	11	2133
		Row %	21.6	70.2	7.7	0.5	100.0
		Column %	52.5	50.6	46.1	20.4	50.3
	Secondary	N	337	1220	165	5	1727
		Row %	19.5	70.6	9.6	0.3	100.0
		Column %	38.5	41.2	46.3	9.3	40.7
	Not Applicable	N	79	240	27	38	384
		Row %	20.6	62.5	7.0	9.9	100.0
		Column %	9.0	8.1	7.6	70.4	9.0
Total		N	876	2958	356	54	4244
		Row %	20.6	69.7	8.4	1.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Interpersonal skills					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	1068	1005	23	32	2128
		Row %	50.2	47.2	1.1	1.5	100.0
		Column %	47.9	53.7	35.4	41.6	50.2
	Secondary	N	991	696	38	7	1732
		Row %	57.2	40.2	2.2	0.4	100.0
		Column %	44.5	37.2	58.5	9.1	40.8
	Not Applicable	N	169	172	4	38	383
		Row %	44.1	44.9	1.0	9.9	100.0
		Column %	7.6	9.2	6.2	49.4	9.0
Total		N	2228	1873	65	77	4243
		Row %	52.5	44.1	1.5	1.8	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Vocational education and employability skills					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Phase of Education	Primary	N	350	410	46	1288	2094
		Row %	16.7	19.6	2.2	61.5	100.0
		Column %	24.7	33.2	46.0	88.6	49.8
	Secondary	N	941	702	47	41	1731
		Row %	54.4	40.6	2.7	2.4	100.0
		Column %	66.4	56.8	47.0	2.8	41.1
	Not Applicable	N	127	124	7	124	382
		Row %	33.2	32.5	1.8	32.5	100.0
		Column %	9.0	10.0	7.0	8.5	9.1
Total		N	1418	1236	100	1453	4207
		Row %	33.7	29.4	2.4	34.5	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

Question 10 Crosstabulation of learning opportunities provided, and years in service

		Pupils' creativity				Total	
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	
Years In Service	Under 5	N	367	236	1	4	608
		Row %	60.4	38.8	0.2	0.7	100.0
		Column %	15.3	15.1	2.0	6.3	14.9
	5 to 9	N	393	261	10	5	669
		Row %	58.7	39.0	1.5	0.7	100.0
		Column %	16.4	16.7	20.4	7.8	16.4
	10 to 14	N	273	155	6	7	441
		Row %	61.9	35.1	1.4	1.6	100.0
		Column %	11.4	9.9	12.2	10.9	10.8
	15 to 19	N	218	117	4	4	343
		Row %	63.6	34.1	1.2	1.2	100.0
		Column %	9.1	7.5	8.2	6.3	8.4
	20 to 24	N	219	167	4	6	396
		Row %	55.3	42.2	1.0	1.5	100.0
		Column %	9.2	10.7	8.2	9.4	9.7
	25 to 29	N	399	295	15	8	717
		Row %	55.6	41.1	2.1	1.1	100.0
		Column %	16.7	18.8	30.6	12.5	17.6
	30 to 34	N	389	248	4	20	661
		Row %	58.9	37.5	0.6	3.0	100.0
		Column %	16.3	15.8	8.2	31.3	16.2
	35 or over	N	134	87	5	10	236
		Row %	56.8	36.9	2.1	4.2	100.0
		Column %	5.6	5.6	10.2	15.6	5.8
Total		N	2392	1566	49	64	4071
		Row %	58.8	38.5	1.2	1.6	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Pupils' emotional development					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	268	327	8	4	607
		Row %	44.2	53.9	1.3	0.7	100.0
		Column %	16.1	14.4	10.3	7.3	14.9
	5 to 9	N	296	358	13	2	669
		Row %	44.2	53.5	1.9	0.3	100.0
		Column %	17.7	15.7	16.7	3.6	16.4
	10 to 14	N	183	246	8	5	442
		Row %	41.4	55.7	1.8	1.1	100.0
		Column %	11.0	10.8	10.3	9.1	10.8
	15 to 19	N	144	193	2	3	342
		Row %	42.1	56.4	0.6	0.9	100.0
		Column %	8.6	8.5	2.6	5.5	8.4
	20 to 24	N	171	208	11	6	396
		Row %	43.2	52.5	2.8	1.5	100.0
		Column %	10.2	9.1	14.1	10.9	9.7
	25 to 29	N	288	413	13	9	723
		Row %	39.8	57.1	1.8	1.2	100.0
		Column %	17.3	18.2	16.7	16.4	17.7
	30 to 34	N	229	395	20	16	660
		Row %	34.7	59.8	3.0	2.4	100.0
		Column %	13.7	17.4	25.6	29.1	16.2
	35 or over	N	90	134	3	10	237
		Row %	38.0	56.5	1.3	4.2	100.0
		Column %	5.4	5.9	3.8	18.2	5.8
Total		N	1669	2274	78	55	4076
		Row %	40.9	55.8	1.9	1.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Pupils' spiritual development					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	196	367	30	14	607
		Row %	32.3	60.5	4.9	2.3	100.0
		Column %	16.5	14.4	13.2	14.7	14.9
	5 to 9	N	211	408	43	6	668
		Row %	31.6	61.1	6.4	0.9	100.0
		Column %	17.8	16.0	18.9	6.3	16.4
	10 to 14	N	124	278	30	9	441
		Row %	28.1	63.0	6.8	2.0	100.0
		Column %	10.4	10.9	13.2	9.5	10.9
	15 to 19	N	103	217	17	4	341
		Row %	30.2	63.6	5.0	1.2	100.0
		Column %	8.7	8.5	7.5	4.2	8.4
	20 to 24	N	115	253	20	8	396
		Row %	29.0	63.9	5.1	2.0	100.0
		Column %	9.7	9.9	8.8	8.4	9.7
	25 to 29	N	194	469	43	10	716
		Row %	27.1	65.5	6.0	1.4	100.0
		Column %	16.3	18.4	18.9	10.5	17.6
	30 to 34	N	169	426	36	29	660
		Row %	25.6	64.5	5.5	4.4	100.0
		Column %	14.2	16.7	15.9	30.5	16.2
	35 or over	N	76	136	8	15	235
		Row %	32.3	57.9	3.4	6.4	100.0
		Column %	6.4	5.3	3.5	15.8	5.8
Total		N	1188	2554	227	95	4064
		Row %	29.2	62.8	5.6	2.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		The breadth of subjects areas studied					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	135	400	64	6	605
		Row %	22.3	66.1	10.6	1.0	100.0
		Column %	13.8	16.1	12.6	8.1	14.9
	5 to 9	N	142	422	96	5	665
		Row %	21.4	63.5	14.4	0.8	100.0
		Column %	14.5	17.0	18.9	6.8	16.4
	10 to 14	N	106	259	68	7	440
		Row %	24.1	58.9	15.5	1.6	100.0
		Column %	10.9	10.4	13.4	9.5	10.9
	15 to 19	N	105	195	36	6	342
		Row %	30.7	57.0	10.5	1.8	100.0
		Column %	10.8	7.8	7.1	8.1	8.4
	20 to 24	N	104	240	45	7	396
		Row %	26.3	60.6	11.4	1.8	100.0
		Column %	10.7	9.6	8.8	9.5	9.8
	25 to 29	N	152	446	104	11	713
		Row %	21.3	62.6	14.6	1.5	100.0
		Column %	15.6	17.9	20.4	14.9	17.6
	30 to 34	N	164	399	71	21	655
		Row %	25.0	60.9	10.8	3.2	100.0
		Column %	16.8	16.0	13.9	28.4	16.2
	35 or over	N	68	128	25	11	232
		Row %	29.3	55.2	10.8	4.7	100.0
		Column %	7.0	5.1	4.9	14.9	5.7
Total	N	976	2489	509	74	4048	
	Row %	24.1	61.5	12.6	1.8	100.0	
	Column %	100.0	100.0	100.0	100.0	100.0	

		The depth of subjects studied					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	152	406	40	6	604
		Row %	25.2	67.2	6.6	1.0	100.0
		Column %	17.3	15.2	9.7	7.0	14.9
	5 to 9	N	152	442	63	4	661
		Row %	23.0	66.9	9.5	0.6	100.0
		Column %	17.3	16.6	15.3	4.7	16.3
	10 to 14	N	98	277	57	8	440
		Row %	22.3	63.0	13.0	1.8	100.0
		Column %	11.1	10.4	13.9	9.3	10.9
	15 to 19	N	65	231	39	7	342
		Row %	19.0	67.5	11.4	2.0	100.0
		Column %	7.4	8.7	9.5	8.1	8.5
	20 to 24	N	94	263	30	9	396
		Row %	23.7	66.4	7.6	2.3	100.0
		Column %	10.7	9.9	7.3	10.5	9.8
	25 to 29	N	142	475	82	16	715
		Row %	19.9	66.4	11.5	2.2	100.0
		Column %	16.1	17.8	20.0	18.6	17.7
	30 to 34	N	125	432	75	23	655
		Row %	19.1	66.0	11.5	3.5	100.0
		Column %	14.2	16.2	18.2	26.7	16.2
	35 or over	N	53	143	25	13	234
		Row %	22.6	61.1	10.7	5.6	100.0
		Column %	6.0	5.4	6.1	15.1	5.8
Total		N	881	2669	411	86	4047
		Row %	21.8	66.0	10.2	2.1	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Citizenship					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	183	351	59	8	601
		Row %	30.4	58.4	9.8	1.3	100.0
		Column %	18.1	14.2	12.9	7.6	14.9
	5 to 9	N	191	378	83	13	665
		Row %	28.7	56.8	12.5	2.0	100.0
		Column %	18.9	15.3	18.1	12.4	16.5
	10 to 14	N	129	257	50	5	441
		Row %	29.3	58.3	11.3	1.1	100.0
		Column %	12.8	10.4	10.9	4.8	10.9
	15 to 19	N	91	208	35	8	342
		Row %	26.6	60.8	10.2	2.3	100.0
		Column %	9.0	8.4	7.6	7.6	8.5
	20 to 24	N	74	249	56	12	391
		Row %	18.9	63.7	14.3	3.1	100.0
		Column %	7.3	10.1	12.2	11.4	9.7
	25 to 29	N	161	460	74	17	712
		Row %	22.6	64.6	10.4	2.4	100.0
		Column %	15.9	18.7	16.1	16.2	17.6
	30 to 34	N	138	420	72	25	655
		Row %	21.1	64.1	11.0	3.8	100.0
		Column %	13.6	17.0	15.7	23.8	16.2
	35 or over	N	44	142	30	17	233
		Row %	18.9	60.9	12.9	7.3	100.0
		Column %	4.4	5.8	6.5	16.2	5.8
Total		N	1011	2465	459	105	4040
		Row %	25.0	61.0	11.4	2.6	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Developing pupils' thinking and problem and solving skills					Total
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	
Years In Service	Under 5	N	386	212	3	5	606
		Row %	63.7	35.0	0.5	0.8	100.0
		Column %	14.9	15.1	9.1	10.4	14.9
	5 to 9	N	434	224	9	1	668
		Row %	65.0	33.5	1.3	0.1	100.0
		Column %	16.8	16.0	27.3	2.1	16.4
	10 to 14	N	303	136	2	5	446
		Row %	67.9	30.5	0.4	1.1	100.0
		Column %	11.7	9.7	6.1	10.4	10.9
	15 to 19	N	225	113	2	2	342
		Row %	65.8	33.0	0.6	0.6	100.0
		Column %	8.7	8.1	6.1	4.2	8.4
	20 to 24	N	252	134	3	6	395
		Row %	63.8	33.9	0.8	1.5	100.0
		Column %	9.7	9.6	9.1	12.5	9.7
	25 to 29	N	459	248	7	7	721
		Row %	63.7	34.4	1.0	1.0	100.0
		Column %	17.7	17.7	21.2	14.6	17.7
	30 to 34	N	405	238	4	13	660
		Row %	61.4	36.1	0.6	2.0	100.0
		Column %	15.6	17.0	12.1	27.1	16.2
	35 or over	N	127	98	3	9	237
		Row %	53.6	41.4	1.3	3.8	100.0
		Column %	4.9	7.0	9.1	18.8	5.8
Total		N	2591	1403	33	48	4075
		Row %	63.6	34.4	0.8	1.2	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Helping pupils understand the best way for them to learn					Total
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	
Years In Service	Under 5	N	347	232	18	7	604
		Row %	57.5	38.4	3.0	1.2	100.0
		Column %	15.4	14.2	15.0	9.2	14.8
	5 to 9	N	366	271	22	6	665
		Row %	55.0	40.8	3.3	0.9	100.0
		Column %	16.3	16.6	18.3	7.9	16.3
	10 to 14	N	251	171	15	7	444
		Row %	56.5	38.5	3.4	1.6	100.0
		Column %	11.2	10.5	12.5	9.2	10.9
	15 to 19	N	209	117	10	8	344
		Row %	60.8	34.0	2.9	2.3	100.0
		Column %	9.3	7.2	8.3	10.5	8.4
	20 to 24	N	216	160	12	9	397
		Row %	54.4	40.3	3.0	2.3	100.0
		Column %	9.6	9.8	10.0	11.8	9.7
	25 to 29	N	406	288	17	11	722
		Row %	56.2	39.9	2.4	1.5	100.0
		Column %	18.1	17.7	14.2	14.5	17.7
	30 to 34	N	341	288	17	16	662
		Row %	51.5	43.5	2.6	2.4	100.0
		Column %	15.2	17.7	14.2	21.1	16.2
	35 or over	N	111	104	9	12	236
		Row %	47.0	44.1	3.8	5.1	100.0
		Column %	4.9	6.4	7.5	15.8	5.8
Total		N	2247	1631	120	76	4074
		Row %	55.2	40.0	2.9	1.9	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Pupils' individual needs					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	197	390	16	4	607
		Row %	32.5	64.3	2.6	0.7	100.0
		Column %	16.6	14.5	11.0	8.5	14.9
	5 to 9	N	166	467	31	1	665
		Row %	25.0	70.2	4.7	0.2	100.0
		Column %	14.0	17.4	21.4	2.1	16.4
	10 to 14	N	120	302	14	5	441
		Row %	27.2	68.5	3.2	1.1	100.0
		Column %	10.1	11.2	9.7	10.6	10.8
	15 to 19	N	101	232	7	3	343
		Row %	29.4	67.6	2.0	0.9	100.0
		Column %	8.5	8.6	4.8	6.4	8.4
	20 to 24	N	135	241	15	6	397
		Row %	34.0	60.7	3.8	1.5	100.0
		Column %	11.4	9.0	10.3	12.8	9.8
	25 to 29	N	227	459	28	6	720
		Row %	31.5	63.8	3.9	0.8	100.0
		Column %	19.1	17.1	19.3	12.8	17.7
	30 to 34	N	173	446	27	13	659
		Row %	26.3	67.7	4.1	2.0	100.0
		Column %	14.6	16.6	18.6	27.7	16.2
	35 or over	N	67	152	7	9	235
		Row %	28.5	64.7	3.0	3.8	100.0
		Column %	5.6	5.7	4.8	19.1	5.8
Total		N	1186	2689	145	47	4067
		Row %	29.2	66.1	3.6	1.2	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Essential literacy and numeracy skills					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	108	436	58	4	606
		Row %	17.8	71.9	9.6	0.7	100.0
		Column %	14.7	14.9	16.6	6.9	14.9
	5 to 9	N	119	494	52	2	667
		Row %	17.8	74.1	7.8	0.3	100.0
		Column %	16.2	16.9	14.9	3.4	16.4
	10 to 14	N	90	306	39	6	441
		Row %	20.4	69.4	8.8	1.4	100.0
		Column %	12.2	10.4	11.1	10.3	10.8
	15 to 19	N	64	242	33	4	343
		Row %	18.7	70.6	9.6	1.2	100.0
		Column %	8.7	8.3	9.4	6.9	8.4
	20 to 24	N	74	282	32	9	397
		Row %	18.6	71.0	8.1	2.3	100.0
		Column %	10.1	9.6	9.1	15.5	9.7
	25 to 29	N	142	513	59	9	723
		Row %	19.6	71.0	8.2	1.2	100.0
		Column %	19.3	17.5	16.9	15.5	17.8
	30 to 34	N	94	492	59	15	660
		Row %	14.2	74.5	8.9	2.3	100.0
		Column %	12.8	16.8	16.9	25.9	16.2
	35 or over	N	44	165	18	9	236
		Row %	18.6	69.9	7.6	3.8	100.0
		Column %	6.0	5.6	5.1	15.5	5.8
Total		N	735	2930	350	58	4073
		Row %	18.0	71.9	8.6	1.4	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Skills in information and communication technology (ICT)					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	125	427	52	4	608
		Row %	20.6	70.2	8.6	0.7	100.0
		Column %	15.1	15.0	15.0	7.4	14.9
	5 to 9	N	147	472	48	3	670
		Row %	21.9	70.4	7.2	0.4	100.0
		Column %	17.8	16.6	13.8	5.6	16.5
	10 to 14	N	90	301	46	4	441
		Row %	20.4	68.3	10.4	0.9	100.0
		Column %	10.9	10.6	13.3	7.4	10.8
	15 to 19	N	79	234	26	3	342
		Row %	23.1	68.4	7.6	0.9	100.0
		Column %	9.5	8.2	7.5	5.6	8.4
	20 to 24	N	82	268	35	9	394
		Row %	20.8	68.0	8.9	2.3	100.0
		Column %	9.9	9.4	10.1	16.7	9.7
	25 to 29	N	144	510	59	7	720
		Row %	20.0	70.8	8.2	1.0	100.0
		Column %	17.4	18.0	17.0	13.0	17.7
	30 to 34	N	133	456	56	15	660
		Row %	20.2	69.1	8.5	2.3	100.0
		Column %	16.1	16.1	16.1	27.8	16.2
	35 or over	N	28	173	25	9	235
		Row %	11.9	73.6	10.6	3.8	100.0
		Column %	3.4	6.1	7.2	16.7	5.8
Total		N	828	2841	347	54	4070
		Row %	20.3	69.8	8.5	1.3	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Interpersonal skills					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	368	229	2	4	603
		Row %	61.0	38.0	0.3	0.7	100.0
		Column %	17.4	12.6	3.2	5.2	14.8
	5 to 9	N	391	269	6	4	670
		Row %	58.4	40.1	0.9	0.6	100.0
		Column %	18.5	14.8	9.5	5.2	16.5
	10 to 14	N	233	200	5	7	445
		Row %	52.4	44.9	1.1	1.6	100.0
		Column %	11.0	11.0	7.9	9.1	10.9
	15 to 19	N	180	152	2	7	341
		Row %	52.8	44.6	0.6	2.1	100.0
		Column %	8.5	8.4	3.2	9.1	8.4
	20 to 24	N	193	184	13	7	397
		Row %	48.6	46.3	3.3	1.8	100.0
		Column %	9.1	10.1	20.6	9.1	9.8
	25 to 29	N	367	323	17	13	720
		Row %	51.0	44.9	2.4	1.8	100.0
		Column %	17.4	17.8	27.0	16.9	17.7
	30 to 34	N	286	333	16	23	658
		Row %	43.5	50.6	2.4	3.5	100.0
		Column %	13.5	18.4	25.4	29.9	16.2
	35 or over	N	97	124	2	12	235
		Row %	41.3	52.8	0.9	5.1	100.0
		Column %	4.6	6.8	3.2	15.6	5.8
Total		N	2115	1814	63	77	4069
		Row %	52.0	44.6	1.5	1.9	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

		Vocational education and employability skills					
			Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Years In Service	Under 5	N	236	183	9	178	606
		Row %	38.9	30.2	1.5	29.4	100.0
		Column %	17.4	15.5	9.4	12.7	15.0
	5 to 9	N	237	184	25	217	663
		Row %	35.7	27.8	3.8	32.7	100.0
		Column %	17.5	15.6	26.0	15.5	16.4
	10 to 14	N	162	120	12	147	441
		Row %	36.7	27.2	2.7	33.3	100.0
		Column %	11.9	10.2	12.5	10.5	10.9
	15 to 19	N	94	110	9	125	338
		Row %	27.8	32.5	2.7	37.0	100.0
		Column %	6.9	9.3	9.4	8.9	8.4
	20 to 24	N	137	135	10	111	393
		Row %	34.9	34.4	2.5	28.2	100.0
		Column %	10.1	11.5	10.4	7.9	9.7
	25 to 29	N	238	207	14	250	709
		Row %	33.6	29.2	2.0	35.3	100.0
		Column %	17.6	17.6	14.6	17.8	17.6
	30 to 34	N	181	190	14	267	652
		Row %	27.8	29.1	2.1	41.0	100.0
		Column %	13.3	16.1	14.6	19.0	16.2
	35 or over	N	71	48	3	109	231
		Row %	30.7	20.8	1.3	47.2	100.0
		Column %	5.2	4.1	3.1	7.8	5.7
Total		N	1356	1177	96	1404	4033
		Row %	33.6	29.2	2.4	34.8	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

Question 10

Emphasis on learning opportunities provided for pupils and school context

		Needs more emphasis	Emphasis is about right	Needs less emphasis	Not applicable	Total
Pupils' creativity	Mean	100.3	98.4	100.6	104.0	99.6
	N	2299	1478	49	25	3851
Pupils' emotional development	Mean	101.7	98.1	99.6	103.9	99.6
	N	1571	2184	78	21	3854
Pupils' spiritual development	Mean	101.2	98.6	101.3	104.0	99.6
	N	1134	2449	216	49	3848
The breadth of subjects areas studied	Mean	101.1	98.9	99.9	105.7	99.6
	N	934	2396	477	26	3833
The depth of subjects studied	Mean	100.0	99.1	101.3	106.9	99.6
	N	869	2565	369	31	3834
Citizenship	Mean	101.0	99.3	97.9	101.3	99.6
	N	965	2366	444	53	3828
Developing pupils' thinking and problem and solving skills	Mean	100.1	98.6	99.8	101.0	99.6
	N	2517	1295	31	15	3858
Helping pupils understand the best way for them to learn	Mean	99.9	98.9	101.5	105.4	99.6
	N	2156	1553	109	35	3853
Pupils' individual needs	Mean	100.5	99.2	99.0	102.3	99.6
	N	1111	2582	141	16	3850
Essential literacy and numeracy skills	Mean	101.7	99.1	100.1	98.1	99.6
	N	698	2813	323	18	3852
Skills in information and communication technology (ICT)	Mean	101.3	99.1	99.2	103.4	99.6
	N	791	2712	334	14	3851
Interpersonal skills	Mean	100.7	98.3	98.4	100.3	99.6
	N	2050	1706	60	34	3850
Vocational education and employability skills	Mean	100.0	99.5	98.5	99.4	99.6
	N	1304	1148	92	1277	3821

Question 11

Crosstabulation of strategies to foster motivation and phase of education

		Learning mentors within school				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	517	62	1479	2058
		Row %	25.1	3.0	71.9	100.0
		Column %	32.0	16.0	73.5	51.2
	Secondary	N	1021	312	325	1658
		Row %	61.6	18.8	19.6	100.0
		Column %	63.2	80.6	16.1	41.3
	Not Applicable	N	78	13	209	300
		Row %	26.0	4.3	69.7	100.0
		Column %	4.8	3.4	10.4	7.5
Total		N	1616	387	2013	4016
		Row %	40.2	9.6	50.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Learning mentors external sources				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	280	100	1650	2030
		Row %	13.8	4.9	81.3	100.0
		Column %	33.2	28.5	59.5	51.2
	Secondary	N	501	232	905	1638
		Row %	30.6	14.2	55.3	100.0
		Column %	59.4	66.1	32.7	41.3
	Not Applicable	N	62	19	216	297
		Row %	20.9	6.4	72.7	100.0
		Column %	7.4	5.4	7.8	7.5
Total		N	843	351	2771	3965
		Row %	21.3	8.9	69.9	100.0
		Column %	100.0	100.0	100.0	100.0

		Contributions from support staff				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	1820	129	124	2073
		Row %	87.8	6.2	6.0	100.0
		Column %	54.3	28.9	50.4	51.2
	Secondary	N	1272	303	96	1671
		Row %	76.1	18.1	5.7	100.0
		Column %	37.9	67.9	39.0	41.3
	Not Applicable	N	262	14	26	302
		Row %	86.8	4.6	8.6	100.0
		Column %	7.8	3.1	10.6	7.5
Total		N	3354	446	246	4046
		Row %	82.9	11.0	6.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Peer support system				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	786	113	1143	2042
		Row %	38.5	5.5	56.0	100.0
		Column %	53.0	29.4	53.7	51.1
	Secondary	N	599	249	803	1651
		Row %	36.3	15.1	48.6	100.0
		Column %	40.4	64.7	37.7	41.3
	Not Applicable	N	97	23	184	304
		Row %	31.9	7.6	60.5	100.0
		Column %	6.5	6.0	8.6	7.6
Total		N	1482	385	2130	3997
		Row %	37.1	9.6	53.3	100.0
		Column %	100.0	100.0	100.0	100.0

		Counselling service				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	359	79	1589	2027
		Row %	17.7	3.9	78.4	100.0
		Column %	27.8	18.2	70.7	51.0
	Secondary	N	834	335	485	1654
		Row %	50.4	20.3	29.3	100.0
		Column %	64.6	77.0	21.6	41.6
	Not Applicable	N	98	21	175	294
		Row %	33.3	7.1	59.5	100.0
		Column %	7.6	4.8	7.8	7.4
Total		N	1291	435	2249	3975
		Row %	32.5	10.9	56.6	100.0
		Column %	100.0	100.0	100.0	100.0

		Individual education plans				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	1584	458	28	2070
		Row %	76.5	22.1	1.4	100.0
		Column %	59.5	36.2	26.2	51.3
	Secondary	N	852	748	59	1659
		Row %	51.4	45.1	3.6	100.0
		Column %	32.0	59.2	55.1	41.1
	Not Applicable	N	227	58	20	305
		Row %	74.4	19.0	6.6	100.0
		Column %	8.5	4.6	18.7	7.6
Total		N	2663	1264	107	4034
		Row %	66.0	31.3	2.7	100.0
		Column %	100.0	100.0	100.0	100.0

Offering a wider and/or flexible curriculum						
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	943	105	971	2019
		Row %	46.7	5.2	48.1	100.0
		Column %	47.5	24.1	62.8	50.9
	Secondary	N	861	308	483	1652
		Row %	52.1	18.6	29.2	100.0
		Column %	43.4	70.6	31.2	41.6
	Not Applicable	N	182	23	92	297
		Row %	61.3	7.7	31.0	100.0
		Column %	9.2	5.3	6.0	7.5
Total		N	1986	436	1546	3968
		Row %	50.1	11.0	39.0	100.0
		Column %	100.0	100.0	100.0	100.0

High-profile behaviour policy						
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	1390	299	363	2052
		Row %	67.7	14.6	17.7	100.0
		Column %	61.1	34.2	41.7	51.0
	Secondary	N	678	544	450	1672
		Row %	40.6	32.5	26.9	100.0
		Column %	29.8	62.2	51.7	41.6
	Not Applicable	N	206	32	58	296
		Row %	69.6	10.8	19.6	100.0
		Column %	9.1	3.7	6.7	7.4
Total		N	2274	875	871	4020
		Row %	56.6	21.8	21.7	100.0
		Column %	100.0	100.0	100.0	100.0

		High-profile exclusion policy				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	323	274	1413	2010
		Row %	16.1	13.6	70.3	100.0
		Column %	38.8	32.8	62.1	51.0
	Secondary	N	454	515	679	1648
		Row %	27.5	31.3	41.2	100.0
		Column %	54.6	61.6	29.9	41.8
	Not Applicable	N	55	47	182	284
		Row %	19.4	16.5	64.1	100.0
		Column %	6.6	5.6	8.0	7.2
Total		N	832	836	2274	3942
		Row %	21.1	21.2	57.7	100.0
		Column %	100.0	100.0	100.0	100.0

		Reward system				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	1797	185	93	2075
		Row %	86.6	8.9	4.5	100.0
		Column %	60.5	22.1	39.1	51.3
	Secondary	N	920	626	119	1665
		Row %	55.3	37.6	7.1	100.0
		Column %	31.0	74.8	50.0	41.2
	Not Applicable	N	254	26	26	306
		Row %	83.0	8.5	8.5	100.0
		Column %	8.5	3.1	10.9	7.6
Total		N	2971	837	238	4046
		Row %	73.4	20.7	5.9	100.0
		Column %	100.0	100.0	100.0	100.0

		Home-school dialogue				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	1626	357	77	2060
		Row %	78.9	17.3	3.7	100.0
		Column %	54.5	40.9	46.1	51.2
	Secondary	N	1106	485	73	1664
		Row %	66.5	29.1	4.4	100.0
		Column %	37.1	55.6	43.7	41.3
	Not Applicable	N	253	31	17	301
		Row %	84.1	10.3	5.6	100.0
		Column %	8.5	3.6	10.2	7.5
Total		N	2985	873	167	4025
		Row %	74.2	21.7	4.1	100.0
		Column %	100.0	100.0	100.0	100.0

		Home-school contracts				
			Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Phase of Education	Primary	N	923	689	437	2049
		Row %	45.0	33.6	21.3	100.0
		Column %	54.8	46.1	53.6	51.3
	Secondary	N	619	757	277	1653
		Row %	37.4	45.8	16.8	100.0
		Column %	36.8	50.7	33.9	41.4
	Not Applicable	N	141	47	102	290
		Row %	48.6	16.2	35.2	100.0
		Column %	8.4	3.1	12.5	7.3
Total		N	1683	1493	816	3992
		Row %	42.2	37.4	20.4	100.0
		Column %	100.0	100.0	100.0	100.0

		Fosters motivation well	Fails to foster motivation	My school does not use this strategy	Total
Learning mentors within school	Mean	100.9	99.8	98.6	99.7
	N	1530	374	1811	3715
Learning mentors external sources	Mean	101.9	100.4	98.8	99.6
	N	783	333	2552	3668
Contributions from support staff	Mean	99.8	101.0	95.9	99.7
	N	3095	423	220	3738
Peer support system	Mean	99.0	101.9	99.6	99.6
	N	1376	358	1954	3688
Counselling service	Mean	99.8	100.2	99.4	99.6
	N	1209	414	2058	3681
Individual education plans	Mean	99.6	100.2	96.9	99.7
	N	2426	1207	89	3722
Offering a wider and/or flexible curriculum	Mean	100.1	99.8	99.1	99.7
	N	1821	414	1434	3669
High-profile behaviour policy	Mean	100.0	101.1	97.3	99.7
	N	2075	835	808	3718
High-profile Exclusion policy	Mean	100.3	101.3	98.7	99.6
	N	784	789	2081	3654
Reward system	Mean	99.9	99.4	97.2	99.7
	N	2721	802	211	3734
Home-school dialogue	Mean	98.8	102.0	99.8	99.6
	N	2723	839	151	3713
Home-school contracts	Mean	98.9	100.3	100.2	99.7
	N	1538	1436	718	3692

Question 12

Crosstabulation of balance in assessment by phase of education

			Yes, about right	No, needs greater emphasis on supporting	No, needs greater emphasis on measurement	I don't know	Total
Phase of Education	Primary	N	1023	780	94	216	2113
		Row %	48.4	36.9	4.4	10.2	100.0
		Column %	58.5	46.7	46.8	38.4	50.5
	Secondary	N	577	783	87	271	1718
		Row %	33.6	45.6	5.1	15.8	100.0
		Column %	33.0	46.8	43.3	48.2	41.1
	Not Applicable	N	150	109	20	75	354
		Row %	42.4	30.8	5.6	21.2	100.0
		Column %	8.6	6.5	10.0	13.3	8.5
Total		N	1750	1672	201	562	4185
		Row %	41.8	40.0	4.8	13.4	100.0
		Column %	100.0	100.0	100.0	100.0	100.0

Question 12 Crosstabulation of balance in assessment by years in service

			Yes, about right	No, needs greater emphasis on supporting	No, needs greater emphasis on measurement	I don't know	Total
Years In Service	Under 5	N	241	239	27	93	600
		Row %	40.17	39.83	4.50	15.50	100.00
		Column %	14.30	14.85	13.99	17.78	14.96
	5 to 9	N	276	271	34	79	660
		Row %	41.82	41.06	5.15	11.97	100.00
		Column %	16.38	16.84	17.62	15.11	16.46
	10 to 14	N	189	166	20	59	434
		Row %	43.55	38.25	4.61	13.59	100.00
		Column %	11.22	10.32	10.36	11.28	10.82
	15 to 19	N	122	157	21	36	336
		Row %	36.31	46.73	6.25	10.71	100.00
		Column %	7.24	9.76	10.88	6.88	8.38
	20 to 24	N	141	186	21	43	391
		Row %	36.06	47.57	5.37	11.00	100.00
		Column %	8.37	11.56	10.88	8.22	9.75
	25 to 29	N	305	285	33	87	710
		Row %	42.96	40.14	4.65	12.25	100.00
		Column %	18.10	17.71	17.10	16.63	17.71
	30 to 34	N	302	229	27	89	647
		Row %	46.68	35.39	4.17	13.76	100.00
		Column %	17.92	14.23	13.99	17.02	16.13
	35 or over	N	109	76	10	37	232
		Row %	46.98	32.76	4.31	15.95	100.00
		Column %	6.47	4.72	5.18	7.07	5.79
Total			1685	1609	193	523	4010
			42.02	40.12	4.81	13.04	100.00
			100.00	100.00	100.00	100.00	100.00

Question 12		Crosstabulation of balance in assessment by school context	
Is there an appropriate balance between using assessment to support learning and using it to measure learning in your school?	Yes, about right	Mean	98.9
		N	1595
	No, needs greater emphasis on supporting	Mean	100.1
		N	1553
	No, needs greater emphasis on measurement	Mean	101.5
		N	183
	I don't know	Mean	99.7
		N	493
Total		Mean	99.6
		N	3824

Question 13 Multiple response crosstabulation of sources of ideas for inspirational lessons by phase

		Primary	Secondary	Not applicable	Row total
Reflecting	N	1713	1343	340	3396
	Row %	50.4	39.5	10	78.4
	Column %	79.4	76.4	81.3	
Personal life	N	1077	815	222	2114
	Row %	50.9	38.6	10.5	48.8
	Column %	49.9	46.4	53.1	
Talking with colleagues	N	1385	1013	240	2638
	Row %	52.5	38.4	9.1	60.9
	Column %	64.2	57.7	57.4	
Observing colleagues	N	1119	792	208	2119
	Row %	52.8	37.4	9.8	48.9
	Column %	51.9	45.1	49.8	
Interactions with pupils	N	1759	1314	340	3413
	Row %	51.5	38.5	10	78.8
	Column %	81.5	74.8	81.3	
Formal training opportunities	N	694	470	133	1297
	Row %	53.5	36.2	10.3	29.9
	Column %	32.2	26.8	31.8	

Higher degree course	N	205	221	65	491
	Row %	41.8	45	13.2	11.3
	Column %	9.5	12.6	15.6	
Professional conversations	N	411	208	70	689
	Row %	59.7	30.2	10.2	15.9
	Column %	19	11.8	16.7	
Feedback from parents	N	287	116	77	480
	Row %	59.8	24.2	16	11.1
	Column %	13.3	6.6	18.4	
Reading or broadcast media	N	688	711	147	1546
	Row %	44.5	46	9.5	35.7
	Column %	31.9	40.5	35.2	
Subject specific events	N	1303	1063	235	2601
	Row %	50.1	40.9	9	60
	Column %	60.4	60.5	56.2	
Internet	N	464	461	84	1009
	Row %	46	45.7	8.3	23.3
	Column %	21.5	26.2	20.1	
Other	N	112	100	33	245
	Row %	45.7	40.8	13.5	5.7
	Column %	5.2	5.7	7.9	
No response	N	15	19	8	42
	Row %	35.7	45.2	19	1
	Column %	0.7	1.1	1.9	
Column total		2158	1757	418	4333
		49.8	40.5	9.6	100

Question 13

Multiple response crosstabulation of sources of ideas for inspirational lessons by age

		Age band						Row total
		20 to 24	25 to 29	30 to 39	40 to 49	50 to 59	60 to 66	
Reflecting	N	120	346	708	967	1216	43	3400
	Row %	3.5	10.2	20.8	28.4	35.8	1.3	78.3
	Column %	80	77.4	78	77.7	79	82.7	
Personal life	N	63	206	444	615	760	30	2118
	Row %	3	9.7	21	29	35.9	1.4	48.8
	Column %	42	46.1	48.9	49.4	49.4	57.7	
Talking with colleagues	N	111	305	547	750	897	31	2641
	Row %	4.2	11.5	20.7	28.4	34	1.2	60.8
	Column %	74	68.2	60.2	60.2	58.3	59.6	
Observing colleagues	N	96	241	444	615	697	26	2119
	Row %	4.5	11.4	21	29	32.9	1.2	48.8
	Column %	64	53.9	48.9	49.4	45.3	50	
Interactions with pupils	N	111	351	711	958	1245	43	3419
	Row %	3.2	10.3	20.8	28	36.4	1.3	78.8
	Column %	74	78.5	78.3	76.9	80.9	82.7	
Formal training opportunities	N	52	141	272	371	444	17	1297
	Row %	4	10.9	21	28.6	34.2	1.3	29.9
	Column %	34.7	31.5	30	29.8	28.8	32.7	
Higher degree course	N	22	70	98	136	159	9	494
	Row %	4.5	14.2	19.8	27.5	32.2	1.8	11.4
	Column %	14.7	15.7	10.8	10.9	10.3	17.3	
Professional conversations	N	26	66	142	209	241	7	691
	Row %	3.8	9.6	20.5	30.2	34.9	1	15.9
	Column %	17.3	14.8	15.6	16.8	15.7	13.5	
Feedback from parents	N	16	32	75	138	200	20	481
	Row %	3.3	6.7	15.6	28.7	41.6	4.2	11.1
	Column %	10.7	7.2	8.3	11.1	13	38.5	
Reading or broadcast media	N	49	140	283	435	610	30	1547
	Row %	3.2	9	18.3	28.1	39.4	1.9	35.6
	Column %	32.7	31.3	31.2	34.9	39.6	57.7	
Subject specific events	N	85	256	538	757	934	33	2603
	Row %	3.3	9.8	20.7	29.1	35.9	1.3	60
	Column %	56.7	57.3	59.3	60.8	60.7	63.5	

Internet	N	55	158	243	270	270	14	1010
	Row %	5.4	15.6	24.1	26.7	26.7	1.4	23.3
	Column %	36.7	35.3	26.8	21.7	17.5	26.9	
Other	N	5	14	39	81	99	7	245
	Row %	2	5.7	15.9	33.1	40.4	2.9	5.6
	Column %	3.3	3.1	4.3	6.5	6.4	13.5	
No response	N	0	1	4	14	22	1	42
	Row %	0	2.4	9.5	33.3	52.4	2.4	1
	Column %	0	0.2	0.4	1.1	1.4	1.9	
Column total		150	447	908	1245	1539	52	4341
		3.5	10.3	20.9	28.7	35.5	1.2	100

Question 13 Multiple response crosstabulation of sources of ideas for inspirational lessons by length of service

		Length of service band								Row total
		Under 5	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 or over	
Reflecting	N	482	513	369	280	309	578	531	197	3259
	Row %	14.8	15.7	11.3	8.6	9.5	17.7	16.3	6	78.4
	Column %	78.6	76.1	81.5	80	76.9	78.4	77.6	80.7	
Personal life	N	312	312	223	172	197	350	346	127	2039
	Row %	15.3	15.3	10.9	8.4	9.7	17.2	17	6.2	49
	Column %	50.9	46.3	49.2	49.1	49	47.5	50.6	52	
Talking with colleagues	N	384	421	275	219	246	427	406	138	2516
	Row %	15.3	16.7	10.9	8.7	9.8	17	16.1	5.5	60.5
	Column %	62.6	62.5	60.7	62.6	61.2	57.9	59.4	56.6	
Observing colleagues	N	325	339	208	182	192	354	315	91	2006
	Row %	16.2	16.9	10.4	9.1	9.6	17.6	15.7	4.5	48.3
	Column %	53	50.3	45.9	52	47.8	48	46.1	37.3	
Interactions with pupils	N	484	526	355	267	310	591	549	207	3289
	Row %	14.7	16	10.8	8.1	9.4	18	16.7	6.3	79.1
	Column %	79	78	78.4	76.3	77.1	80.2	80.3	84.8	
Formal training opportunities	N	192	196	140	105	115	222	203	67	1240
	Row %	15.5	15.8	11.3	8.5	9.3	17.9	16.4	5.4	29.8
	Column %	31.3	29.1	30.9	30	28.6	30.1	29.7	27.5	

Higher degree course	N	80	80	59	35	51	60	65	26	456
	Row %	17.5	17.5	12.9	7.7	11.2	13.2	14.3	5.7	11
	Column %	13.1	11.9	13	10	12.7	8.1	9.5	10.7	
Professional conversations	N	95	131	70	49	73	109	105	35	667
	Row %	14.2	19.6	10.5	7.3	10.9	16.3	15.7	5.2	16
	Column %	15.5	19.4	15.5	14	18.2	14.8	15.4	14.3	
Feedback from parents	N	50	59	46	40	39	96	89	54	473
	Row %	10.6	12.5	9.7	8.5	8.2	20.3	18.8	11.4	11.4
	Column %	8.2	8.8	10.2	11.4	9.7	13	13	22.1	
Reading or broadcast media	N	211	215	148	105	161	273	267	107	1487
	Row %	14.2	14.5	10	7.1	10.8	18.4	18	7.2	35.8
	Column %	34.4	31.9	32.7	30	40	37	39	43.9	
Subject specific events	N	353	412	254	212	250	461	419	148	2509
	Row %	14.1	16.4	10.1	8.4	10	18.4	16.7	5.9	60.4
	Column %	57.6	61.1	56.1	60.6	62.2	62.6	61.3	60.7	
Internet	N	214	190	98	65	74	133	122	40	936
	Row %	22.9	20.3	10.5	6.9	7.9	14.2	13	4.3	22.5
	Column %	34.9	28.2	21.6	18.6	18.4	18	17.8	16.4	
Other	N	24	27	27	23	24	50	40	19	234
	Row %	10.3	11.5	11.5	9.8	10.3	21.4	17.1	8.1	5.6
	Column %	3.9	4	6	6.6	6	6.8	5.8	7.8	
No response	N	5	3	6	3	3	6	12	4	42
	Row %	11.9	7.1	14.3	7.1	7.1	14.3	28.6	9.5	1
	Column %	0.8	0.4	1.3	0.9	0.7	0.8	1.8	1.6	
Column total		613	674	453	350	402	737	684	244	4157
		14.7	16.2	10.9	8.4	9.7	17.7	16.5	5.9	100

Question 16

Crosstabulation of how learning will change in the next 10 years and school context

		I think this is likely			I think this is desirable		
		Yes	No	Total	Yes	No	Total
Learners will be encouraged to apply knowledge in new ways	Mean	99.519	99.79	99.564	99.52	100.31	99.5409
	N	3022	612	3634	3298	72	3370
Learners will expect learning to fit them	Mean	99.4	99.94	99.549	100.3	98.122	99.6192
	N	2563	989	3552	2251	1055	3306
Less restricted to years of formal education	Mean	99.436	99.76	99.534	99.62	99.091	99.5573
	N	2473	1070	3543	2976	428	3404
More learning outside formal environment	Mean	99.697	99.24	99.507	99.77	98.611	99.5169
	N	2060	1478	3538	2627	741	3368
Increased collaboration between schools and other agencies	Mean	99.894	98.73	99.557	99.75	98.63	99.6398
	N	2508	1026	3534	3012	322	3334
Learners will expect help with learning to learn	Mean	99.495	99.4	99.478	99.68	99.046	99.644
	N	2951	615	3566	3166	196	3362
On-line and ICT-based learning will increase	Mean	99.582	99.58	99.582	99.87	98.648	99.4709
	N	3645	114	3759	2184	1048	3232

Question 16

Crosstabulation of Q16 desirability ratings by phase

			Apply knowledge	Learning to fit learners	Less restricted years	Learning outside school	Increased collaboration	Learning to learn	ICT will increase
Phase of Education	Primary	Mean	0.98	0.72	0.87	0.75	0.91	0.95	0.67
		N	1860	1822	1872	1838	1832	1850	1769
		Std. Deviation	0.13	0.45	0.34	0.43	0.28	0.22	0.47
	Secondary	Mean	0.97	0.62	0.87	0.81	0.89	0.93	0.68
		N	1516	1486	1535	1525	1508	1515	1469
		Std. Deviation	0.16	0.49	0.33	0.40	0.31	0.26	0.47
	Not Applicable	Mean	0.98	0.75	0.91	0.85	0.93	0.97	0.66
		N	349	358	359	363	352	359	334
		Std. Deviation	0.14	0.43	0.29	0.35	0.25	0.16	0.48
Total		Mean	0.98	0.68	0.88	0.78	0.91	0.94	0.67
		N	3725	3666	3766	3726	3692	3724	3572
		Std. Deviation	0.15	0.47	0.33	0.41	0.29	0.23	0.47

Question 16

Crosstabulation of Q16 desirability ratings by length of service

			Apply knowledge	Learning to fit learners	Less restricted years	Learning outside school	Increased collaboration	Learning to learn	ICT will increase
Years In Service	Under 5	Mean	0.98	0.67	0.81	0.75	0.91	0.93	0.71
		N	538	528	538	530	537	523	504
		Std. Deviation	0.13	0.47	0.39	0.44	0.29	0.26	0.45
	5 to 9	Mean	0.98	0.66	0.83	0.78	0.89	0.93	0.69
		N	591	578	583	592	581	593	574
		Std. Deviation	0.15	0.47	0.38	0.42	0.31	0.25	0.46
	10 to 14	Mean	0.98	0.65	0.86	0.77	0.91	0.96	0.67
		N	393	380	389	386	387	386	365
		Std. Deviation	0.15	0.48	0.34	0.42	0.28	0.21	0.47
	15 to 19	Mean	0.98	0.73	0.93	0.76	0.89	0.94	0.69
		N	304	296	307	300	298	302	293
		Std. Deviation	0.14	0.45	0.26	0.43	0.31	0.23	0.46
	20 to 24	Mean	0.97	0.68	0.92	0.81	0.90	0.95	0.66
		N	348	340	355	354	353	348	331
		Std. Deviation	0.18	0.47	0.28	0.40	0.30	0.23	0.47
	25 to 29	Mean	0.98	0.71	0.91	0.79	0.89	0.95	0.66
		N	618	617	630	624	614	626	604
		Std. Deviation	0.14	0.46	0.28	0.41	0.31	0.22	0.47
	30 to 34	Mean	0.98	0.73	0.92	0.82	0.93	0.96	0.66
		N	582	582	603	586	580	587	564
		Std. Deviation	0.15	0.45	0.27	0.38	0.26	0.20	0.47
	35 or over	Mean	0.98	0.68	0.89	0.82	0.92	0.96	0.59
		N	207	204	216	203	195	210	188
		Std. Deviation	0.14	0.47	0.31	0.38	0.28	0.20	0.49
Total		Mean	0.98	0.69	0.88	0.79	0.91	0.95	0.67
		N	3581	3525	3621	3575	3545	3575	3423
		Std. Deviation	0.15	0.46	0.33	0.41	0.29	0.23	0.47

Question 16

Learners encouraged to apply knowledge - 'likely' by 'desirable' crosstabulation

			Desirable		Total
			Yes	No	
Likely	Yes	Count	2850	37	2887
		% within 'likely'	98.7	1.3	100.0
		% within 'desirable'	82.1	44.6	81.3
	No	Count	620	46	666
		% within 'likely'	93.1	6.9	100.0
		% within 'desirable'	17.9	55.4	18.7
Total		Count	3470	83	3553
		% within 'likely'	97.7	2.3	100.0
		% within 'desirable'	100.0	100.0	100.0

Learners will expect learning to fit them - 'likely' by 'desirable' crosstabulation

			Desirable		Total
			Yes	No	
Likely	Yes	Count	1636	806	2442
		% within 'likely'	67.0	33.0	100.0
		% within 'desirable'	70.5	70.5	70.5
	No	Count	683	337	1020
		% within 'likely'	67.0	33.0	100.0
		% within 'desirable'	29.5	29.5	29.5
Total		Count	2319	1143	3462
		% within 'likely'	67.0	33.0	100.0
		% within 'desirable'	100.0	100.0	100.0

Learning will be less restricted to years of formal education - 'likely' by 'desirable' crosstabulation

			Desirable		Total
			Yes	No	
Likely	Yes	Count	2301	153	2454
		% within 'likely'	93.8	6.2	100.0
		% within 'desirable'	75.1	33.1	69.6
	No	Count	762	309	1071
		% within 'likely'	71.1	28.9	100.0
		% within 'desirable'	24.9	66.9	30.4
Total		Count	3063	462	3525
		% within 'likely'	86.9	13.1	100.0
		% within 'desirable'	100.0	100.0	100.0

Learning outside formal environment - 'likely' by 'desirable' crosstabulation

			Desirable		Total
			Yes	No	
Likely	Yes	Count	1742	271	2013
		% within 'likely'	86.5	13.5	100.0
		% within 'desirable'	64.5	34.4	57.7
	No	Count	960	516	1476
		% within 'likely'	65.0	35.0	100.0
		% within 'desirable'	35.5	65.6	42.3
Total	Count	2702	787	3489	
	% within 'likely'	77.4	22.6	100.0	
	% within 'desirable'	100.0	100.0	100.0	

Learners will encounter increased collaboration - 'likely' by 'desirable' crosstabulation

			Desirable		Total
			Yes	No	
Likely	Yes	Count	2295	146	2441
		% within 'likely'	94.0	6.0	100.0
		% within 'desirable'	73.4	42.7	70.4
	No	Count	831	196	1027
		% within 'likely'	80.9	19.1	100.0
		% within 'desirable'	26.6	57.3	29.6
Total	Count	3126	342	3468	
	% within 'likely'	90.1	9.9	100.0	
	% within 'desirable'	100.0	100.0	100.0	

Learners will expect to be helped to develop skills of learning to learn - 'likely' by 'desirable' crosstabulation

			Desirable		Total
			Yes	No	
Likely	Yes	Count	2746	110	2856
		% within 'likely'	96.1	3.9	100.0
		% within 'desirable'	82.9	52.9	81.2
	No	Count	565	98	663
		% within 'likely'	85.2	14.8	100.0
		% within 'desirable'	17.1	47.1	18.8
Total	Count	3311	208	3519	
	% within 'likely'	94.1	5.9	100.0	
	% within 'desirable'	100.0	100.0	100.0	

On-line and ICT-based learning techniques will increase - 'likely' by 'desirable' crosstabulation

			Desirable		
			Yes	No	Total
Likely	Yes	Count	2307	1085	3392
		% within 'likely'	68.0	32.0	100.0
		% within 'desirable'	98.5	94.1	97.0
	No	Count	36	68	104
		% within 'likely'	34.6	65.4	100.0
		% within 'desirable'	1.5	5.9	3.0
Total		Count	2343	1153	3496
		% within 'likely'	67.0	33.0	100.0
		% within 'desirable'	100.0	100.0	100.0

Question 17 Crosstabulation "How teaching will change in the next ten years" and school context

		I think this is likely			I think this is desirable		
		Yes	No	Total	Yes	No	Total
Teachers will involve learners more	Mean	99.8	98.7	99.6	99.7	98.1	99.6
	N	3151	471	3622	3238	144	3382
Teachers will more frequently be leaders of a learning team	Mean	99.9	98.5	99.5	100.0	98.7	99.6
	N	2513	1001	3514	2138	1125	3263
Relevance to global community will increase	Mean	99.5	99.9	99.6	99.8	98.7	99.7
	N	2774	742	3516	3054	350	3404
More guiding of learners in information access	Mean	99.5	100.2	99.6	99.6	99.6	99.6
	N	3379	262	3641	3240	150	3390
More developing learners' thought	Mean	99.4	100.1	99.6	99.6	100.5	99.6
	N	2833	742	3575	3295	122	3417
More emphasis on teachers' diagnosis	Mean	99.7	99.6	99.7	99.8	98.2	99.7
	N	3007	602	3609	3021	376	3397
Increased reliance on teachers' judgement	Mean	99.7	99.4	99.5	99.7	99.4	99.7
	N	1713	1842	3555	3282	211	3493

Question 17 Crosstabulation of Q17 desirability ratings by phase

			Involve learners	Learning team	Relevance	Access info	Initiative	Diagnosis	Creativity
Phase of Education	Primary	Mean	0.97	0.66	0.91	0.96	0.97	0.91	0.96
		N	1866	1813	1897	1873	1883	1885	1946
		Std. Deviation	0.18	0.47	0.28	0.20	0.17	0.28	0.20
	Secondary	Mean	0.94	0.65	0.88	0.95	0.96	0.86	0.91
		N	1521	1458	1514	1517	1541	1518	1548
		Std. Deviation	0.23	0.48	0.33	0.21	0.20	0.35	0.28
	Not Applicable	Mean	0.95	0.70	0.91	0.97	0.96	0.94	0.93
		N	358	338	360	359	354	362	367
		Std. Deviation	0.22	0.46	0.28	0.16	0.20	0.23	0.25
Total		Mean	0.96	0.66	0.90	0.96	0.96	0.89	0.94
		N	3745	3609	3771	3749	3778	3765	3861
		Std. Deviation	0.21	0.47	0.30	0.20	0.19	0.31	0.24

Question 17

Crosstabulation of Q17 desirability ratings by length of service

			Involve learners	Learning team	Relevance	Access info	Initiative	Diagnosis	Creativity
Years in service	Under 5	Mean	0.96	0.70	0.88	0.95	0.96	0.86	0.93
		N	533	513	536	540	549	531	551
		Std. Deviation	0.20	0.46	0.32	0.21	0.19	0.34	0.25
	5 to 9	Mean	0.96	0.66	0.88	0.95	0.96	0.88	0.94
		N	590	570	589	591	594	589	604
		Std. Deviation	0.19	0.47	0.32	0.23	0.19	0.33	0.23
	10 to 14	Mean	0.94	0.64	0.91	0.92	0.97	0.89	0.93
		N	383	365	383	383	389	387	399
		Std. Deviation	0.23	0.48	0.29	0.27	0.18	0.31	0.26
	15 to 19	Mean	0.97	0.67	0.90	0.96	0.96	0.90	0.94
		N	302	298	308	304	311	312	316
		Std. Deviation	0.17	0.47	0.30	0.19	0.19	0.30	0.23
	20 to 24	Mean	0.95	0.63	0.89	0.96	0.96	0.92	0.95
		N	360	339	357	357	357	358	368
		Std. Deviation	0.21	0.48	0.32	0.20	0.19	0.27	0.22
	25 to 29	Mean	0.94	0.64	0.91	0.98	0.96	0.89	0.93
		N	633	602	623	624	627	633	644
		Std. Deviation	0.24	0.48	0.28	0.15	0.19	0.31	0.26
	30 to 34	Mean	0.97	0.66	0.91	0.98	0.97	0.91	0.95
		N	590	579	603	597	595	598	612
		Std. Deviation	0.18	0.47	0.29	0.15	0.18	0.28	0.23
	35 or over	Mean	0.95	0.64	0.92	0.97	0.99	0.91	0.96
		N	206	198	213	205	205	206	214
		Std. Deviation	0.23	0.48	0.28	0.18	0.12	0.28	0.20
Total		Mean	0.96	0.66	0.90	0.96	0.96	0.89	0.94
		N	3597	3464	3612	3601	3627	3614	3708
		Std. Deviation	0.21	0.47	0.30	0.20	0.18	0.31	0.24

Question 17 'Likely' by 'desirable' crosstabulations

Teachers will involve learners more in their education

				Desirable		
				Yes	No	Total
Likely	Yes	Count		2999	65	3064
		% within 'likely'		97.9	2.1	100.0
		% within 'desirable'		87.9	39.4	85.7
	No	Count		412	100	512
		% within 'likely'		80.5	19.5	100.0
		% within 'desirable'		12.1	60.6	14.3
Total		Count		3411	165	3576
		% within 'likely'		95.4	4.6	100.0
		% within 'desirable'		100.0	100.0	100.0

Teachers will more frequently be leaders of a learning team

				Desirable		
				Yes	No	Total
Likely	Yes	Count		1762	680	2442
		% within 'likely'		72.2	27.8	100.0
		% within 'desirable'		79.1	56.1	71.0
	No	Count		465	533	998
		% within 'likely'		46.6	53.4	100.0
		% within 'desirable'		20.9	43.9	29.0
Total		Count		2227	1213	3440
		% within 'likely'		64.7	35.3	100.0
		% within 'desirable'		100.0	100.0	100.0

Global community importance

				Desirable		
				Yes	No	Total
Likely	Yes	Count		2661	110	2771
		% within 'likely'		96.0	4.0	100.0
		% within 'desirable'		83.9	29.9	78.3
	No	Count		509	258	767
		% within 'likely'		66.4	33.6	100.0
		% within 'desirable'		16.1	70.1	21.7
Total		Count		3170	368	3538
		% within 'likely'		89.6	10.4	100.0
		% within 'desirable'		100.0	100.0	100.0

Guiding learners

			Desirable		Total	
			Yes	No		
Likely	Yes	Count	3281	66	3347	
		% within 'likely'	98.0	2.0	100.0	
		% within 'desirable'	95.0	41.5	92.7	
	No	Count	172	93	265	
		% within 'likely'	64.9	35.1	100.0	
		% within 'desirable'	5.0	58.5	7.3	
Total		Count	3453	159	3612	
		% within 'likely'	95.6	4.4	100.0	
		% within 'desirable'	100.0	100.0	100.0	

Greater role in learners' initiative, analytical and thinking powers

			Desirable		Total	
			Yes	No		
Likely	Yes	Count	2724	51	2775	
		% within 'likely'	98.2	1.8	100.0	
		% within 'desirable'	79.4	36.7	77.7	
	No	Count	708	88	796	
		% within 'likely'	88.9	11.1	100.0	
		% within 'desirable'	20.6	63.3	22.3	
Total		Count	3432	139	3571	
		% within 'likely'	96.1	3.9	100.0	
		% within 'desirable'	100.0	100.0	100.0	

Greater emphasis on teachers' diagnosis of how individuals learn

			Desirable		Total	
			Yes	No		
Likely	Yes	Count	2624	288	2912	
		% within 'likely'	90.1	9.9	100.0	
		% within 'desirable'	82.6	71.6	81.4	
	No	Count	553	114	667	
		% within 'likely'	82.9	17.1	100.0	
		% within 'desirable'	17.4	28.4	18.6	
Total		Count	3177	402	3579	
		% within 'likely'	88.8	11.2	100.0	
		% within 'desirable'	100.0	100.0	100.0	

Increased reliance on teachers' judgement

		Desirable		Total	
		Yes	No		
Likely	Yes	Count	1533	86	1619
		% within 'likely'	94.7	5.3	100.0
		% within 'desirable'	45.4	36.4	44.8
	No	Count	1845	150	1995
		% within 'likely'	92.5	7.5	100.0
		% within 'desirable'	54.6	63.6	55.2
Total	Count	3378	236	3614	
	% within 'likely'	93.5	6.5	100.0	
	% within 'desirable'	100.0	100.0	100.0	

Appendix C: Methodology

This appendix contains further information about the methodology used in the survey, thus complementing the information given in Chapter 1.

Sampling strategy

The stratified sample of 10,000 teachers was drawn from the GTC database of 546,864 registered teachers. After the exclusion from the database of those who were retired from the profession, those who taught in the non-maintained sector, those whose place of teaching was not recorded and others such as those teaching overseas, a total of 425,538 teachers remained. Further records were excluded where addresses were incomplete or where teachers had already been sampled to participate in the *Teacher Status Project*, carried out by Cambridge University on behalf of DfES. This left a pool of 407,426 from which to draw the stratified sample.

The questionnaire

The survey covered a variety of issues concerned with the conditions for effective professional practice in the present and the future. The originating research questions and hypotheses drew upon the existing substantial literature concerning teachers' professionalism, status, self-efficacy, self-identity and possible future changes in teaching and learning.

The types of questions used were written to avoid closing down teachers' responses inappropriately and a balance of graded response (using a Likert-type scale), closed response and open response questions was used. The questionnaire included nine open-response questions, seven of which were of the 'other' variety and two which allowed respondents a completely free response.

To maximise the explanatory power of the questionnaire and confirm that it was fit for purpose a draft was piloted in a focus group of teachers to evaluate the clarity of the rubrics and questions, the appropriateness of the proposed format, the completeness of the given options within questions and the choice of questions for open-ended response.

A copy of the questionnaire is shown as Appendix A.

Questionnaire management

A response period of five weeks was allowed for the return of questionnaires. To maximise the response rate a reminder letter was sent to those not returning a questionnaire and a second reminder letter, including a copy of the questionnaire for the convenience of respondents, was sent after three weeks.

The anonymity of the respondents was guaranteed by NFER.

A coding frame was designed to capture the free response comments of the respondents and to achieve the appropriate balance of detail and substantive comment. Comments were then coded by trained coders and the data captured for statistical analysis. Coders attended an initial training meeting to ensure a common understanding and application of the coding frame and a follow-up training meeting was held to clarify and agree issues arising from coding the first batches. Throughout the process, coders who were uncertain of categorisation referred individual comments to a senior coder for resolution.

Statistical analysis

The basic analysis of the survey data involves simple frequencies and cross tabulations, with chi-squared statistics where appropriate to detect significant differences in contingency tables. Missing values are recorded explicitly, and multiple response questions are presented in terms of percentages of respondents giving each response. More sophisticated ways of combining items to give insights into teacher's attitudes to various issues are also employed i.e. factor analysis and regression modelling.

Factor analysis is a statistical technique used to condense a large amount of data (such as the responses to individual questions) into a smaller number of scales or factors, while still retaining the underlying relationships that exist within individuals' responses. This is achieved by converting question responses into suitable numerical values and running a statistical procedure which allows questions that are related to each other to be grouped. It also enables decisions to be made about how many such groups are needed to get a good and clear representation of the data. Each group of questions then leads to a score on a combined scale.

The value of reporting outcomes in the form of a scale is that it is based on substantially more data than reporting the outcomes of any single question in the questionnaire and should, therefore, be a more reliable measure. A statistically more powerful, and much easier to interpret, analysis can be obtained by combining questions.

The steps required in the factor process are to:

- a) determine the attitudinal items to be combined into scales;
- b) convert these into suitable numerical ratings, giving consideration to missing values;
- c) carry out factor analysis (principal axis factoring with Varimax rotation) to determine the number of factors and the items which load on each;
- d) examine these factors critically including investigation of within-scale reliabilities using Cronbach's alpha;
- e) combine the appropriate item ratings to give scale values for each individual on each factor.

Having derived attitude scales in this way, they are further analysed in terms of background variables derived from the questionnaire and from the GTC database of teachers. In the case of some questionnaire items, factor analysis is followed by regression modelling. This is a statistical technique used to determine the relationship between one variable and one or more variables that are associated with it. Building a regression model allows simultaneous consideration of a number of factors that impact on the outcome of interest, so that the relative contributions (if any) of the variables can be disentangled. Ideally the variables used in regression should be continuous (e.g. measurements on a scale, such as weight), but a limited number of categorical variables, such as gender, can be used.

Each of these analysis techniques is applied as appropriate in the analysis of the data obtained in this survey.

The achieved sample

A total of 164 survey letters sent from NFER were returned 'undeliverable/ gone away/ return to sender.' A further 100 respondents returned questionnaires 'blank' or indicated that they did not intend to return a copy. Reasons given included that the respondent had retired, was no longer teaching or did not wish to take part in the survey. Of the remaining 9736 questionnaires, 4380 completed questionnaires were returned to NFER.

Of these, 3962 paper questionnaires were returned and 418 questionnaires were completed ‘on-line’. Quality assurance checks revealed that a small number of duplicates had arisen: largely where individual teachers had returned both copies of the paper questionnaire (the original and the reminder) or where they had returned the paper questionnaire and completed the on-line version also. In the latter cases, the on-line questionnaire was retained and the paper-based one excluded (checks revealed little qualitative difference between responses in each version). In the former case, one of the paper questionnaires was selected for inclusion, while the other was excluded. This gave a total of 4370 questionnaires for analysis, 3952 paper-based and 418 on-line, representing a response rate of 44% of the original sample, or 45% of the sample excluding the undeliverable questionnaires.

The achieved sample was compared with the population in terms of the key stratifying characteristics. This shows that the sample and the population are broadly comparable, thus allowing conclusions from the data to be drawn in relation to the population as a whole. As such, it was not necessary to weight the data (weighting enables generalisation from an unrepresentative sample, which does not apply in this case). Table C.1 below summarises the sample in relation to the population from which it was drawn.

Table C.1: GTC Survey of Teachers, Sample Representation

	population		drawn sample		achieved sample		achieved paper sample		achieved electronic sample	
	Number	%	Number	%	Number	%	Number	%	Number	%
Phase Of Education										
Primary	193859	45.6	4556	45.6	2158	49.7	1938	49.4	220	52.6
Secondary	186761	43.9	4389	43.9	1757	40.5	1582	40.3	175	41.9
Not Applicable	44008	10.3	1034	10.3	418	9.6	395	10.1	23	5.5
missing	910	0.2	21	0.2	8	0.2	8	0.2		
Gender										
Male	113294	26.6	2666	26.7	1000	23.0	872	22.2	128	30.6
Female	312244	73.4	7334	73.3	3341	77.0	3051	77.8	290	69.4
Phase Of Education and Gender										
Male Primary	25696	6.0	604	6.0	258	5.9	217	5.5	41	9.8
Female Primary	168163	39.5	3952	39.5	1900	43.5	1721	43.5	179	42.8
Male Secondary	77828	18.3	1829	18.3	667	15.3	589	14.9	78	18.7
Female Secondary	108933	25.6	2560	25.6	1090	24.9	993	25.1	97	23.2
Male Phase Not Applicable	9543	2.2	224	2.2	73	1.7	64	1.6	9	2.2
Female Phase Not Applicable	34465	8.1	810	8.1	345	7.9	331	8.4	14	3.3
missing	910	0.2	21	0.2	37	0.8	37	0.9		

Table C.1: GTC Survey of Teachers, Sample Representation (continued)

	population		drawn sample		achieved sample		achieved paper sample		achieved electronic sample	
	Number	%	Number	%	Number	%	Number	%	Number	%
Type Of Establishment										
City Academies and Foundation	34481	8.1	810	8.1	368	8.4	332	8.4	36	8.6
Community	253466	59.6	5957	59.6	2550	58.4	2286	57.8	264	63.2
Community Special	13714	3.2	323	3.2	156	3.6	143	3.6	13	3.1
Foundation Special	317	0.1	7	0.1	5	0.1	3	0.1	2	0.5
LEA Nursery School	1575	0.4	37	0.4	20	0.5	19	0.5	1	0.2
Non-Maintained Special	880	0.2	21	0.2	10	0.2	9	0.2	1	0.2
Pupil Referral Unit	2038	0.5	47	0.5	19	0.4	19	0.5		
Voluntary Aided	62969	14.8	1480	14.8	659	15.1	589	14.9	70	16.7
Voluntary controlled	28175	6.6	661	6.6	318	7.3	294	7.4	24	5.7
missing	27923	6.6	657	6.6	265	6.1	258	6.5	7	1.7
Teachers ages grouped										
Between 20 and 25	14330	3.4	338	3.4	150	3.5	133	3.4	17	4.1
Between 25 and 30	51172	12.0	1200	12.0	447	10.3	393	10.0	54	12.9
Between 30 and 40	103777	24.4	2440	24.4	908	20.9	805	20.5	103	24.6
Between 40 and 50	117574	27.6	2764	27.6	1245	28.7	1132	28.9	113	27.0
Between 50 and 60	132899	31.2	3121	31.2	1539	35.5	1410	35.9	129	30.9
Between 60 and 66	5786	1.4	137	1.4	52	1.2	50	1.3	2	0.5
Government Office Region										
North East	22430	5.3	525	5.3	214	4.9	184	4.7	30	7.2
North West/Merseyside	62064	14.6	1460	14.6	592	13.5	530	13.4	62	14.8
Yorkshire & The Humber	41706	9.8	979	9.8	434	9.9	407	10.3	27	6.5
East Midlands	41004	9.6	963	9.6	420	9.6	375	9.5	45	10.8
West Midlands	49133	11.5	1155	11.6	482	11.0	436	11.0	46	11.0
Eastern	46490	10.9	1091	10.9	512	11.7	461	11.7	51	12.2
London	49493	11.6	1161	11.6	456	10.4	412	10.4	44	10.5
South East	65589	15.4	1544	15.4	725	16.6	658	16.6	67	16.0
South West	43257	10.2	1017	10.2	467	10.7	424	10.7	43	10.3
missing	4372	1.0	105	1.1	68	1.6	65	1.6	3	0.7
Hours										
Full-time	328693	77.2	7711	77.1	3333	76.3	2980	75.4	353	84.4
Part-time	48605	11.4	1144	11.4	522	11.9	494	12.5	28	6.7
Supply	22043	5.2	516	5.2	238	5.4	222	5.6	16	3.8
Unknown	9899	2.3	235	2.4	86	2.0	80	2.0	6	1.4
missing	16298	3.8	394	3.9	191	4.4	176	4.5	15	3.6
Total teachers	425538	100	10000	100	4370	100	3952	100	418	100

Due to rounding errors, percentages may not sum to 100

As can be seen, the achieved sample contains a slightly higher percentage of primary teachers and slightly fewer secondary teachers than the population as a whole. However, these differences are not statistically significant and do not, therefore, affect the robustness of the sample.

A similar picture emerges in relation to gender: females appear to be slightly over-represented in both the achieved sample overall and the paper-based sample, whilst males appear to be over-represented in the on-line sample. In the latter case, in particular, the difference seems large. However, it should be remembered that the numbers in the on-line sample are smaller than those in the paper-based sample and in the sample overall, and each individual, therefore, has a larger effect on the overall percentage calculations. Chi-square analysis shows that none of these apparent differences are statistically significant.

This pattern continues across the stratifying variables. There are no significant differences between the sample, the sub-samples and the population in terms of teachers' type of establishment, region, age group or hours worked. On all measures, the sample is representative of the population from which it is drawn.